



Universitas Negeri Surabaya
Faculty of Languages and Arts
Bachelor of Visual Communication Design Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Book and Comic Illustrations	9024103021	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	4	May 13, 2020
AUTHORIZATION	SP Developer	Course Cluster Coordinator			Study Program Coordinator		
	Muhammad Widyan Ardani, S.Pd., M.Sn.			Marsudi, S.Pd., M.Pd.		

Learning model	Project Based Learning																																																																																																																					
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																																					
	PLO-3 Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned																																																																																																																					
	PLO-7 Able to plan the Visual Communication Design design process from concept, method, to final completion using the latest software-based Visual Communication Design scientific approach																																																																																																																					
	PLO-9 Able to design Visual Communication Design work that is oriented towards problem solving with a creativity and technology-based approach and using the latest software.																																																																																																																					
	Program Objectives (PO)																																																																																																																					
	PO - 1 understand the basics of illustration and comics theoretically.																																																																																																																					
	PO - 2 able to apply illustration techniques, types and styles for applicable editorial and publishing needs.																																																																																																																					
	PO - 3 Students are able to create illustration works for editorial, book publishing, children's books, and storytelling (comic & graphic novels).																																																																																																																					
	PO - 4 Students show a disciplined attitude and are responsible for their work independently																																																																																																																					
	PO - 5 Students have an ethical and aesthetic attitude, communicative, adaptive and appreciative																																																																																																																					
	PLO-PO Matrix																																																																																																																					
	<table border="1"> <thead> <tr> <th>P.O</th> <th>PLO-3</th> <th>PLO-7</th> <th>PLO-9</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>PO-2</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-3</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-4</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-5</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>	P.O	PLO-3	PLO-7	PLO-9	PO-1	✓	✓		PO-2	✓	✓	✓	PO-3	✓	✓	✓	PO-4	✓	✓	✓	PO-5	✓	✓	✓																																																																																													
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																																						
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Short Course Description	This elective course examines the understanding and application of illustration techniques, types and styles for print media needs. Includes illustrations for editorial, book publishing, children's books, and comics and graphic novels. Lectures are carried out through project design, students first carry out character and setting studies, field studies and understand the character of the media to be used, as well as the character of the intended target.						
References	Main :						
		<ol style="list-style-type: none"> 1. Alan. 2003. Childrens book cover . USA: Powers. 2. Bang, Molly. 2000. Picture this : How pictures work . Boston: Seaster books 3. Bunanta, Murti. 2000. Cerita rakyat Indonesia . Jakarta: kelompok pecinta buku anak 4. Harthan, John. 1997. The history of the illustrated book, the western traditional. London : Thames & Houston 5. Scott Mc.Cloud. 2006. Making Comics; Story telling secret of comics, manga, graphic novel. London: William morrow. 6. Tony Caputo, Harlan Ellison. 2002. Visual story telling : The Art and Technique. Watson-Guption 7. Matin Salisbury. 2004. Illustrating childrens book: Creating pictures for publication . Barrons education 8. Ana Benaroya. 2013. Illustration next; Contemporary creative collaboration. Thames & Hudson 					
	Supporters:						
Supporting lecturer	Hendro Aryanto, S.Sn., M.Si. Muhammad Widyan Ardani, S.Pd., M.Sn.						
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understand the scope of book and comic illustration	Students can explain the scope of book and comic illustrations	Criteria: Students get a score of 100 if they can answer the question correctly Form of Assessment : Participatory Activities	Lectures, demonstrations and quizzes 3 X 50		Material: scope of book and comic illustrations Reader: <i>Bang, Molly. 2000. Picture this : How pictures work . Boston: Seaster books</i>	5%
2	Students master the creation of textbook illustrations	Students can make textbook illustrations	Criteria: 1. Illustrative images in accordance with the specified theme. 2. Using black and white techniques Form of Assessment : Project Results Assessment / Product Assessment	Lectures, discussions, demonstrations, assignments. 6 X 50		Material: making textbook illustrations Reference: <i>Harthan, John. 1997. The history of the illustrated book, the western tradition. London : Thames & Houston</i>	5%

3	Students master the creation of textbook illustrations	Students can make textbook illustrations	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Illustrative images in accordance with the specified theme. 2. Using black and white techniques <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment</p>	Lectures, discussions, demonstrations, assignments. 6 X 50		<p>Material: making textbook illustrations Reference: Harthan, John. 1997. <i>The history of the illustrated book, the western tradition.</i> London : Thames & Houston</p> <hr/> <p>Material: making textbook illustrations Reader: Scott Mc. Cloud. 2006. <i>Making Comics; Story telling secret of comics, manga, graphic novels.</i> London: William morrow.</p>	5%
4	Students master the creation of textbook cover illustrations	Students can create textbook cover illustrations	<p>Criteria:</p> <p>The illustration assignment is in accordance with the theme of the textbook cover illustration</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, discussions, demonstrations, assignments 3 X 50		<p>Material: making illustrations for textbook covers. Readers: Tony Caputo, Harlan Ellison. 2002. <i>Visual story telling: The Art and Technique.</i> Watson-Guption</p>	5%
5	Students master the creation of fiction book illustrations	Students can create illustrations for fiction books	<p>Criteria:</p> <p>Tasks correspond to the theme, artistic function, characters and scenes of the panel</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Technique for making 6 X 50 fiction book illustrations		<p>Material: making illustrations for fiction books. Reference: Matin Salisbury. 2004. <i>Illustrating children's book: Creating pictures for publication.</i> Barrons education</p>	5%
6	Students master the creation of fiction book illustrations	Students can create illustrations for fiction books	<p>Criteria:</p> <p>Tasks correspond to the theme, artistic function, characters and scenes of the panel</p> <p>Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment</p>	Technique for making 6 X 50 fiction book illustrations		<p>Material: making illustrations for fiction books. Reference: Matin Salisbury. 2004. <i>Illustrating children's book: Creating pictures for publication.</i> Barrons education</p>	5%

7	Students master the creation of fiction book cover illustrations	Students can create fiction book cover illustrations	<p>Criteria: Tasks according to the theme, artistic function, and character of the scene on the panel</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, questions and answers, demonstrations, giving assignments 3 X 50		<p>Material: creating a cover illustration for a fiction book. Readers: <i>Tony Caputo, Harlan Ellison. 2002. Visual story telling: The Art and Technique. Watson-Guptil</i></p>	5%
8	Students master the digitization of fiction book cover illustrations	Students can digitize fiction book cover illustrations	<p>Criteria: UTS</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	UTS Assignment 3 X 50		<p>Material: UTS Reader: <i>Harthan, John. 1997. The history of the illustrated book, the western tradition. London : Thames & Houston</i></p> <p>Material: UTS Readers: <i>Tony Caputo, Harlan Ellison. 2002. Visual story telling: The Art and Technique. Watson-Guptil</i></p> <p>Material: UTS Bibliography: <i>Matin Salisbury. 2004. Illustrating children's book: Creating pictures for publication. Barrons education</i></p>	15%
9	Students master the creation of short comic scenarios	Students can create short comic scenarios	<p>Criteria: Tasks correspond to the theme, artistic function and scenes of the characters on the panel</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, demonstrations, questions and answers, giving assignments 3 X 50		<p>Material: making a short comic scenario Bibliography: <i>Matin Salisbury. 2004. Illustrating children's book: Creating pictures for publication. Barrons education</i></p>	5%
10	Students master the creation of short comic scenarios	Students can create short comic scenarios	<p>Criteria: The task corresponds to the theme, artistic function and character of the scene on the panel</p> <p>Form of Assessment : Practical Assessment</p>	Lectures, questions and answers, demonstrations, giving assignments 9 X 50		<p>Material: making a short comic scenario Reader: <i>Scott Mc.Cloud. 2006. Making Comics; Story telling secret of comics, manga, graphic novels. London: William morrow.</i></p>	5%

11	Students master the creation of short comic scenarios	Students can create short comic scenarios	<p>Criteria: The task corresponds to the theme, artistic function and character of the scene on the panel</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, questions and answers, demonstrations, giving assignments 9 X 50		<p>Material: making a short comic scenario Reader: <i>Scott Mc.Cloud. 2006. Making Comics; Story telling secret of comics, manga, graphic novels. London: William morrow.</i></p>	5%
12	Students master the creation of short comic scenarios	Students can create short comic scenarios	<p>Criteria: The task corresponds to the theme, artistic function and character of the scene on the panel</p>	Lectures, questions and answers, demonstrations, giving assignments 9 X 50		<p>Material: making a short comic scenario Reader: <i>Scott Mc.Cloud. 2006. Making Comics; Story telling secret of comics, manga, graphic novels. London: William morrow.</i></p> <hr/> <p>Material: making a short comic scenario Reader: <i>Scott Mc.Cloud. 2006. Making Comics; Story telling secret of comics, manga, graphic novels. London: William morrow.</i></p>	5%
13	Students master the creation of digital short comics	Students can create digital short comics	<p>Criteria: Assignments according to the theme</p> <p>Form of Assessment : Participatory Activities, Practical Assessment</p>	Lectures, questions and answers, demonstrations, giving assignments 6 X 50		<p>Material: making digital short comics Reader: <i>Scott Mc.Cloud. 2006. Making Comics; Story telling secret of comics, manga, graphic novels. London: William morrow.</i></p>	5%
14	Students master the creation of digital short comics	Students can create digital short comics	<p>Criteria: Assignments according to the theme</p> <p>Form of Assessment : Participatory Activities, Practical Assessment</p>	Lectures, questions and answers, demonstrations, giving assignments 6 X 50		<p>Material: making digital short comics Reader: <i>Scott Mc.Cloud. 2006. Making Comics; Story telling secret of comics, manga, graphic novels. London: William morrow.</i></p>	5%

15	Students master making comic covers	Students can make comic covers	Criteria: Assignments match the theme Form of Assessment : Participatory Activities	Lectures, questions and answers, demonstrations, giving assignments 3 X 50		Material: making comic covers Reader: <i>Scott Mc.Cloud. 2006. Making Comics; Story telling secret of comics, manga, graphic novels. London: William morrow.</i>	5%
16	Mastering the creation of comic covers	UAS	Criteria: UAS Form of Assessment : Participatory Activities	Practice UAS 3 X 50		Material: UAS Reference: <i>Harthan, John. 1997. The history of the illustrated book, the western tradition. London : Thames & Houston</i> Material: UAS Readers: <i>Tony Caputo, Harlan Ellison. 2002. Visual story telling: The Art and Technique. Watson-Guptil</i> Material: UAS Reader: <i>Scott Mc.Cloud. 2006. Making Comics; Story telling secret of comics, manga, graphic novels. London: William morrow.</i>	15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	49.17%
2.	Project Results Assessment / Product Assessment	31.67%
3.	Practical Assessment	14.17%
		95.01%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.

8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.