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

SEMESTER LEARNING PLAN

Courses		CODE		Course Family		Credit Weight			SEMESTER	Compilation Date
Computer Graphics		9024104067				T=4	P=0	ECTS=6.36	3	April 28, 2023

AUTHORIZATION		SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	PLO study program which 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 stage, method, to final completion using the latest software-based Visual Communication Design scientific approach
	Program Objectives (PO)	
	PO - 1	• Demonstrate a responsible attitude towards work in their field of expertise independently_CPL -9 (S-9) (attitude)
	PO - 2	• Mastering the Computer Graphics design methodology _CPL -23 (P-3) (knowledge)
	PO - 3	• Able to design Computer Graphics works with a creative approach that is oriented towards function and problem solving_CPL -26(KK-3) (special skills)
	PLO-PO Matrix	

P.O	PLO-3	PLO-7
PO-1	✔	✔
PO-2	✔	✔
PO-3	✔	✔

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1	✔	✔	✔	✔	✔											
PO-2						✔	✔	✔								
PO-3									✔	✔	✔	✔	✔	✔	✔	✔

Short Course Description	This course provides mastery of skills regarding computer operational processes, especially vector-based software (Adobe Illustrator / CorelDraw) and bitmap software such as Adobe Photoshop, to design various graphic design works using monitor/screen (on screen) and print (on surface) media, with discussion methods, problem solving and project-based assignments.

References	**Main :**	
	1. Bouton, Gary David. 2008. CorelDRAW X4: The Official Guide , McGraw-Hill Companies 2. Bouton, Gary David. 1999. Inside Adobe Photoshop, USA: New Reader Publishing. 3. Rustan, S. 2008. Layout Dasar dan Penerapannya, PT. Gramedia Pustaka Utama: Jakarta. 4. Levkowits, Haim. 1997. Color Theory and Modeling For Computer Graphic, Kluwer Academic Publisher: Massachusetts. 5. Kusumandyoko, Tri Cahyo. 2016. Buku Ajar Mahasiswa: Komputer Grafis, Unesa University Press: Surabaya	
	Supporters:	
	1. https://www.youtube.com/playlist?list=PLm6izZ9tX9DvXlvdZPD_x1NVel414ekMQ 2. https://www.youtube.com/playlist?list=PLm6izZ9tX9DvA7gvmNo8KD6EtDYgN0Wb0 3. https://www.youtube.com/playlist?list=PLm6izZ9tX9Dtxi8xGLJn5tCJXg5K40s8X 4. https://www.youtube.com/playlist?list=PLm6izZ9tX9Dtoh1pMK7HXyFDtN9sDznfW	

Supporting lecturer	Tri Cahyo Kusumandyoko, S.Sn., M.Ds. Muhamad Ro'is Abidin, S.Pd., M.Pd.

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	Understanding the ethics and responsibilities of graphic designers in their work.	1.1. Identify designer ethics in their work. 2.2. Understanding the rules for using free sources. 3.3. Identify the difference between responsible work and plagiarism.	**Criteria:** Understand professional ethics **Form of Assessment** : Participatory Activities	Lectures, discussions and questions and answers. 3 X 50	https://www.youtube.com/playlist?list=PLm6izZ9tX9DvXlvdZPD_x1NVel414ekMQ 1 X 50		**Material:** Understanding color psychology **References:** *Levkowits, Haim. 1997. Color Theory and Modeling For Computer Graphics, Kluwer Academic Publisher: Massachusetts.* **Material:** Understanding professional ethics **References:** *Kusumandyoko, Tri Cahyo. 2016. Student Textbook: Computer Graphics, Unesa University Press: Surabaya*	3%

2	Design postcards with Adobe Illustrator or Corel Draw software	1. Able to create a new document and choose document settings. 2. Able to set preferences in Adobe Illustrator CC. 3. Able to add guides to an Illustrator document. 4. Able to create artwork from basic shapes. 5. Able to adjust the corners of live shapes. 6. Able to navigate an Illustrator document efficiently. 7. Able to Activate Typekit fonts. 8. Add type to a document.	**Criteria:** - **Form of Assessment** : Project Results Assessment / Product Assessment	Direct Instruction/Practicum 2 X 50	watching teaching material videos https://www.youtube.com/playlist?list=PLm6izZ9tX9DvA7gvmNo8KD6EtDYgN0Wb0 2 X 50	**Material:** Able to design artwork from basic shapes **Reader:** *Kusumandyoko, Tri Cahyo. 2016. Student Textbook: Computer Graphics, Unesa University Press: Surabaya*	2%
3	Design the Front of a Business Card with Adobe Illustrator or Corel Draw software	1. Able to edit and modify artboards. 2. Able to use the Shape Builder tool. 3. Able to add and format text. 4. Able to create and modify swatches. 5. Able to convert text to outlines. 6. Can use the Color Guide panel to create swatches. 7. Able to use the Pathfinder panel to modify objects.	**Criteria:** Able to operate the Shape Builder tool **Form of Assessment** : Project Results Assessment / Product Assessment	Direct Instruction / practicum 2 X 50	watching teaching material videos https://www.youtube.com/playlist?list=PLm6izZ9tX9DvA7gvmNo8KD6EtDYgN0Wb0 2 X 50	**Material:** Able to use the Shape Builder tool **Reader:** *Bouton, Gary David. 2008. CorelDRAW X4: The Official Guide, McGraw-Hill Companies*	4%
4	Designing the Back of a Business Card with Adobe Illustrator or Corel Draw software	1. Able to draw, split, and join paths. 2. Able to group and ungroup objects. 3. Able to work in isolation mode. 4. Able to use the Appearance panel. 5. Able to create and work with graphic styles. 6. Able to work with layers. 7. Able to set type on a path. 8. Able to create a pattern swatch	**Criteria:** Conformity with themes and theories. **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Direct Instruction / Practicum 2 X 50	watch the teaching material video https://youtube.com/playlist?list=PLm6izZ9tX9Dtxi8xGLJn5tCJXg5K40s8X	**Material:** Study chapter 2 **Reference:** *Kusumandyoko, Tri Cahyo. 2016. Student Textbook: Computer Graphics, Unesa University Press: Surabaya*	4%
5	Able to work with outsiders	1. Understand your client's needs. 2. Understand copyright and licensing basics. 3. Able to explore project management. 4. Able to avoid project creep.	**Criteria:** Conformity with themes and theories. **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures 2 X 50	watch the teaching material video https://youtu.be/wt8fpjL9PpE 2 X 50	**Material:** Understanding the client brief **Reader:** *Bouton, Gary David. 1999. Inside Adobe Photoshop, USA: New Reader Publishing.*	3%
6	Get to know the characteristics of Adobe Photoshop as image processing software.	1.1. Understand the logic of pixels and resolution in images. 2.2. Identify tools for selection and transformation. 3.3. Use tools to make selections.	**Criteria:** Able to identify the characteristics of Adobe Photoshop **Form of Assessment** : Project Results Assessment / Product Assessment	Lecture, question and answer, Exercise 2 x 50	Watch the 2 x 50 teaching material video	**Material:** Reading the characteristics of Adobe Photoshop **Reader:** *Bouton, Gary David. 1999. Inside Adobe Photoshop, USA: New Reader Publishing.*	3%
7	Edit photos using Adobe Photoshop retouching techniques.	Able to edit photos using Adobe Photoshop retouching techniques.	**Criteria:** 1.1. Conformity with the theme. 2.2. Unique and interesting 3.3. Original 4.4. Finishing **Form of Assessment** : Project Results Assessment / Product Assessment	Lecture, question and answer, Exercise 2 x 50	Watching 2 x 50 video teaching materials	**Material:** Basic Retouching **Library:** *Bouton, Gary David. 1999. Inside Adobe Photoshop, USA: New Reader Publishing.*	3%
8	UTS	The use of columns, text wrapping, grid systems, and balance (asymmetrical/symmetrical) must be implemented	**Criteria:** Maximum value if the use of columns, text wrapping, grid system, and balance (asymmetrical/symmetrical) is applied **Form of Assessment** : Project Results Assessment / Product Assessment	1. Make a vector-based illustration about tribes in Indonesia. You are free to choose what tribe to design. Javanese, Sundanese, Bugis, Bajo, Dayak, Batak, etc... Just choose one. 2. Friends, you can change the color of the assets to another color. Can be pastel colors or other colors (check the example image below). So, to find a harmonious color combination, you can use the help of a color palette generator (check the link below). Please try. Hope it is useful. 4 x 40		**Material:** Designing Vector illustrations **Library:** *Kusumandyoko, Tri Cahyo. 2016. Student Textbook: Computer Graphics, Unesa University Press: Surabaya* -------------------------- **Material:** Applying layout theory **Reference:** *Rustan, S. 2008. Basic Layout and Its Application, PT. Gramedia Pustaka Utama: Jakarta.*	20%
9	Edit photos using montage techniques.	Able to edit photos using Adobe Photoshop montage techniques.	**Criteria:** 1.1. Conformity with the theme. 2.2. Unique and interesting 3.3. Original 4.4. Finishing **Form of Assessment** : Project Results Assessment / Product Assessment	Lecture, question and answer, Exercise 3 x 50	Watching video teaching materials 1 x 50	**Material:** Studying photomontage **Bibliography:** *Bouton, Gary David. 1999. Inside Adobe Photoshop, USA: New Reader Publishing.*	5%

10	Edit photos using the Advanced selection technique with Channel Mask, Color Range & Extract.	Able to edit photos using Advanced selection techniques with Channel Mask, Color Range & Extract Adobe Photoshop	**Criteria:** 1. Conformity with the theme. 2. Unique and attractive 3. Original 4. Finishing **Form of Assessment** : Practice / Performance	Exercise 3 x 50	Watching video teaching materials 1 x 50	**Material:** Photo selection using several tools **Reader:** *Bouton, Gary David. 1999. Inside Adobe Photoshop, USA: New Reader Publishing.* **Material:** Video teaching materials about **library selection:** *https://www.youtube.com/...*	3%
11	Editing Text with Adobe Photoshop	Practice editing Text with Adobe Photoshop	**Criteria:** Conformity with themes and theories. **Form of Assessment** : Assessment of Project Results / Product Assessment, Practices / Performance	Exercise 3 x 50	Watching video teaching materials 1 x 50	**Material:** Reading a book chapter on text editing. **Reference:** *Bouton, Gary David. 1999. Inside Adobe Photoshop, USA: New Reader Publishing.* **Material:** Text editing **Bibliography:** *Kusumandyoko, Tri Cahyo. 2016. Student Textbook: Computer Graphics, Unesa University Press: Surabaya*	4%
12	Editing objects with lighting techniques	Practice editing objects with lighting techniques	**Criteria:** Conformity with themes and theories. **Form of Assessment** : Project Results Assessment / Product Assessment	Exercise 4 x 50		**Material:** Digital processing **Reader:** *Kusumandyoko, Tri Cahyo. 2016. Student Textbook: Computer Graphics, Unesa University Press: Surabaya* **Material:** Lighting and digital processing **Library:** *https://www.youtube.com/...*	5%
13	Designing the layout using 2/3 software (Adobe Illustrator, Corel Draw and Adobe Photoshop)	Practice designing layouts using 2/3 software (Adobe Illustrator, CorelDraw and Adobe Photoshop)	**Criteria:** 1.1. Create a new document 2.2. Can switch between software smoothly **Form of Assessment** : Project Results Assessment / Product Assessment	Exercise 3 x 50	Watching video teaching materials 1 x 50	**Material:** Create a new document **Reference:** *Bouton, Gary David. 1999. Inside Adobe Photoshop, USA: New Reader Publishing.* **Material:** Save a file with the .eps extension **Reader:** *Kusumandyoko, Tri Cahyo. 2016. Student Textbook: Computer Graphics, Unesa University Press: Surabaya*	5%
14	Designing the layout using several software (Adobe Illustrator, Corel Draw and Adobe Photoshop)	Practice designing layouts using several software (Adobe Illustrator, CorelDraw and Adobe	**Criteria:** 1. Conformity with the theme. 2. Unique and attractive 3. Original 4. Finishing **Form of Assessment** : Practice / Performance	Exercise 4 x 50		**Material:** Save a file with the extension .eps **Reader:** *Bouton, Gary David. 1999. Inside Adobe Photoshop, USA: New Reader Publishing.* **Material:** Opening files with the .eps extension **Reader:** *Bouton, Gary David. 2008. CorelDRAW X4: The Official Guide, McGraw-Hill Companies*	3%
15	Designing the layout using several software (Adobe Illustrator, Corel Draw and Adobe Photoshop)	Practice designing layouts using several software (Adobe Illustrator, CorelDraw and Adobe Photoshop)	**Criteria:** 1. Conformity with the theme. 2. Unique and attractive 3. Original 4. Finishing	Exercise 4 x 50		**Material:** Layout with Adobe Hosohop **Reader:** *Bouton, Gary David. 1999. Inside Adobe Photoshop, USA: New Reader Publishing.* **Material:** Layout with video teaching materials **Library:** *https://www.youtube.com/...*	3%
16	UAS	1.1. Suitability of theme 2.2. Innovative 3.3. Skills/cratfmanship 4.4. Functional (effective and communicative)	**Criteria:** Maximum value if the use of columns, text wrapping, grid system, and balance (asymmetrical/symmetrical) is applied **Form of Assessment** : Project Results Assessment / Product Assessment	Students design certain projects in the studio after reading and understanding the project brief given by the lecturer		**Material:** Designing Bitmap illustrations **Reader:** *Bouton, Gary David. 1999. Inside Adobe Photoshop, USA: New Reader Publishing.* **Material:** Digita illustration **Library:** *https://www.youtube.com/...*	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	5%
2.	Project Results Assessment / Product Assessment	84%
3.	Practice / Performance	8%
		97%

Notes
1. **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.
2. **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.
3. **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.
4. **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.
5. **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.
6. **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.
7. **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.