



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
DESKTOP PUBLISHING	9024104081	Compulsory Study Program	T=4 P=0 ECTS=6.36	5	May 1, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator	
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Learning model	Project Based Learning
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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-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	Collaborate and have social sensitivity, and respect the diversity of cultures, views, religions and beliefs, as well as other original opinions or findings																
PO - 2	Students are able to study layout theory, font manipulation, and graphic effects																
PO - 3	Students are able to recognize paper sizes and font types according to their characteristics.																
PO - 4	Students are able to create various Desktop Publishing works																
	PLO-PO Matrix																
	<table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th>P.O</th> <th>PLO-3</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> </tr> <tr> <td>PO-2</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> </tr> <tr> <td>PO-4</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>		P.O	PLO-3	PLO-9	PO-1	✓	✓	PO-2	✓	✓	PO-3	✓	✓	PO-4	✓	✓
P.O	PLO-3	PLO-9															
PO-1	✓	✓															
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PO-4	✓	✓															

	PO Matrix at the end of each learning stage (Sub-PO)																																																																																																																				
	<table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td> </tr> </tbody> </table>																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						✓			✓	✓	✓						PO-4												✓	✓	✓	✓	✓
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Short Course Description	Courses to study publication theory and to master design skills using currently relevant software. The study material provided is layout theory (print and online media), publishing in print media (mass media, magazines, brochures, menu books) and online (social media). Lectures are delivered using a direct instruction approach with theoretical and practical strategies.
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References	Main :
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1. Aaris Sherin, Irina Lee, Poppy Evans.2013 The Graphic Design Reference & Specification Book. Rockport.
2. David Dabner. 2003. Design and Layout Understanding and Using Graphics. Pageone.
3. Dameria, A. 2014. Basic Printing . Jakarta: Link Match Graphic.
4. Gavin Ambrose. 2011. Basic Design Layout. Swiss: AVA Book.
5. Gusti Setya. 2008. Page Design Using Adobe InDesign. Informatika.
6. Sean Adams, dkk. 2012. Graphics Design Rules. Frances Lincoln Limited.
7. Rustan, S. 2008. Layout Dasar dan Penerapannya. Gramedia Pustaka Utama.
8. Tondreau, Beth. 2009. Layout Essentials . Beverly, Massachusetts: Rockport Publishing
9. Knaflic, Cole Nussbaumer. 2015. Storytelling with data . USA: John Wiley & Sons, Inc.
10. Kirk, Andy. 2012. Data visualisation: a successful design process . UK: Packt.

Supporters:

1. Sosial Media (Instagram, Youtube, TikTok, dll)
2. Portal Garuda
3. Google Scholar

Supporting lecturer Muhamad Ro'is Abidin, S.Pd., M.Pd.
Muhammad Widyandani, 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	Able to agree on lecture contracts and understand the basics of desktop publishing	<ol style="list-style-type: none"> 1. Get to know each other between lecturers and students 2. Can understand the lecture contract 3. Can agree on a lecture contract 4. Can understand the basics of desktop publishing 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Understand the lecture contract 2. Agree on a study contract 3. Understand the basics of desktop publishing <p>Form of Assessment : Participatory Activities</p>	Lecture, discussion 2(2x50) minutes	Lecture, Demonstration, Discussion 2(2x50) minutes	<p>Material: Understanding basic layout and its application. Reader: Gavin Ambrose. 2011. Basic Design Layout. Switzerland: AVA Books.</p>	3%
2	Able to understand the basics of Desktop Publishing	<ol style="list-style-type: none"> 1. Can explain the meaning of Desktop Publishing 2. Can explain the role of Desktop Publishing 3. Can explain the history of Desktop Publishing. 4. Can identify basic InDesign Essential Skills capabilities 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The Role of Desktop Publishing 2. History of Desktop Publishing <p>Form of Assessment : Participatory Activities, Practical Assessment</p>	Lecture, discussion, question and answer, 2 (2x50) minutes		<p>Material: Able to understand the basics of Desktop Publishing Reader: Gavin Ambrose. 2011. Basic Design Layout. Switzerland: AVA Books.</p>	3%
3	Able to develop new Documents using Master Pages	<ol style="list-style-type: none"> 1. Can create a magazine by applying a master page 2. Can create magazines by applying layout templates 3. Can create magazines by applying running header & running footer 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Can create a magazine by applying a master page 2. Can create magazines by applying layout templates 3. Can create magazines by applying running header & running footer <p>Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment</p>	Presentation, discussion, question and answer, class practice 2 (2x50) minutes		<p>Material: Understanding basic layout and its application. Reference: Rustan, S. 2008. Basic layout and its application. Gramedia Pustaka Utama.</p>	5%

4	Able to Work with Text and Type	<ol style="list-style-type: none"> 1.Can add text to the layout 2.Can import text from word processing programs (Microsoft Word) 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Identify the steps for Adding text to your layouts 2. Identify the Importing text step 3. Identify Formatting text steps <p>Form of Assessment : Participatory Activities</p>	Lecture, discussion, question and answer, class practice 2 (2x50) minutes		<p>Material: Able to Work with Text and Type Reader: Gavin Ambrose. 2011. <i>Basic Design Layout.</i> Switzerland: AVA Books.</p>	6%
5	Able to design folding brochures	<ol style="list-style-type: none"> 1.Can explain the anatomy of a brochure 2.Can prepare brochure material 3.Can create folding brochure thumbnails 4.Can make tight issue folding brochures 5.Can create the final design of a folding brochure 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Can Create folding brochure thumbnails 2. Can make tight issue folding brochures <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lecture, discussion, question and answer, practice 2 (2x50) minutes		<p>Material: Able to design a folding brochure Reference: Rustan, S. 2008. <i>Basic Layout and Its Application.</i> Gramedia Pustaka Utama.</p>	3%
6	Able to design folding brochures	<ol style="list-style-type: none"> 1.Can explain the anatomy of a brochure 2.Can prepare brochure material 3.Can create folding brochure thumbnails 4.Can make tight issue folding brochures 5.Can create the final design of a folding brochure 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Can explain anatomy and brochure material/content 2. Can create the final design of the brochure <p>Form of Assessment : Participatory Activities, Practical Assessment</p>	Lecture, discussion, question and answer, practice 2 (2x50) minutes		<p>Material: Able to design a folding brochure Reference: Rustan, S. 2008. <i>Basic Layout and Its Application.</i> Gramedia Pustaka Utama.</p> <p>Material: Being able to design a folding brochure. Reader: Gavin Ambrose. 2011. <i>Basic Design Layout.</i> Switzerland: AVA Books.</p>	5%
7	Able to work with styles	<ol style="list-style-type: none"> 1.Can design a two-page recipe book 2.Can apply paragraph, character, and object styles 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Create folded brochure thumbnails 2. Make tight issue folding brochures 3. Create the final design of the folding brochure <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment</p>	Lecture, discussion, question and answer, practice 2 (2x50) minutes		<p>Materials: Creating a final design for a creative recipe book. Reader: Gavin Ambrose. 2011. <i>Basic Design Layout.</i> Switzerland: AVA Books.</p>	6%

8	MIDTERM EXAM	Design a trifold brochure with two sides measuring A4 (landscape). The layout topic is around food and drinks. The assets used may use lesson files with redesigned fonts, illustrations and layout.	<p>Criteria: can complete the UAS along with the item elements in the question provisions.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Class practice Appropriateness of the questions Not in accordance with the provisions of the questions Not in accordance with the provisions of the questions In accordance with the provisions of the questions 25 % 2 Novelty Most of them copied Some of them copied Completely new 25 % 3 Techniques (masking, color adjustment, blending options, layering, color match , HD images) Applying a few techniques Applying a lot of techniques Applying a lot of techniques 25 % 4P application of design principles Not paying attention to principles Paying little attention to principles Paying attention to principles 25 % 4 X 50</p>		<p>Material: Able to understand the basics of Desktop Publishing Reader: Gavin Ambrose. 2011. <i>Basic Design Layout.</i> <i>Switzerland: AVA Books.</i></p> <hr/> <p>Material: Making the final design of a folding brochure Reference: Rustan, S. 2008. <i>Basic Layout and Its Application.</i> Gramedia Pustaka Utama.</p>	15%
9	Able to work with graphics	<ol style="list-style-type: none"> 1.Can design travel magazines by adding graphics 2.Can design travel magazines with graphic resizing 3.Can design travel magazines with change positioning, set display quality, and wrap text around graphics 	<p>Criteria: 1. Identify how to add graphics 2. Identify how to Change positioning, set display quality, and wrap text around graphics</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, practice 4 X 50		<p>Material: Identifying how to change positioning, set display quality, and wrap text around graphics Reference: Dameria, A. 2014. <i>Basic Printing.</i> Jakarta: Link Match Graphic.</p>	6%
10	Able to Create and Use Tables	<ol style="list-style-type: none"> 1.Can add tables to brochures 2.Can create and import tables 3.Can create and import tables 	<p>Criteria: 1. Identify the stages of creating and importing tables 2. Identifying the stages of Pasting text into a table 3. Identify the stages of formatting cells, rows and text</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, 4 X 50		<p>Material: Identifying the stages of Formatting cells, rows and text Reference: Rustan, S. 2008. <i>Basic Layout and Its Application.</i> Gramedia Pustaka Utama.</p>	6%

11	Able to explain the basic theory of data visualization	<ol style="list-style-type: none"> 1.Understand the relationship between the digital era and big data 2.Can explain why big data is important 3.Explains the history of data visualization 4.Describe the benefits of data visualization 5.Explain the definition of data visualization 6.Mention the difference between data visualization and infographics 7.Describes examples of types of data visualization 8.Explain references (books) supporting data visualization theory 	<p>Criteria: able Basic theory of data visualization: definitions, examples, and literature references.</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, practice 4 X 50		<p>Material: Basic theory of data visualization: definitions, examples and literature references.</p> <p>References: <i>Rustan, S. 2008. Basic Layout and Its Application. Gramedia Pustaka Utama.</i></p>	6%
12	Able to understand and practice data visualization methodology	<ol style="list-style-type: none"> 1.Explain why the use of methods is important in data visualization 2.Describes the workflow of data visualization methods 3.Determine goals and determine key factors 4.Describes the function of data visualization: explain, explore, and exhibit 5.Carry out data preparation stages: parse (data separation), filter/cleaning, mine (data mining). 6.Exploring alternative design solutions: considering the attributes/nature of the data (determining chart choices), determining the level of accuracy in interpretation, creating appropriate design metaphors, and using color. 7.Designing data visualization anatomy: bar charts, line & area charts, pie charts, maps. 	<p>Criteria: Exploring alternative design solutions: considering the attributes/nature of the data (determining chart choices), determining the level of accuracy in interpretation, creating appropriate design metaphors, and using color.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, practice 4 X 50		<p>Material: Exploring alternative design solutions: considering the attributes/nature of the data (determining chart choices), determining the level of accuracy in interpretation, creating appropriate design metaphors, and using color.</p> <p>References: <i>Rustan, S. 2008. Basic Layout and Its Application. Gramedia Pustaka Utama.</i></p>	6%

13	Able to arrange coffee table book material	<p>1.Can explain the definition of coffee table book</p> <p>2.Can explain the parts of a coffee table book</p> <p>3.Can gather materials for a coffee table book</p> <p>4.Can organize material for a coffee table book</p>	<p>Criteria:</p> <p>1.Compiling material for a coffee table book</p> <p>2.Explain the parts of a coffee table book</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, 4 X 50		<p>Material: Explaining the parts of a coffee table book. Reader: Gavin Ambrose. 2011. <i>Basic Design Layout.</i> Switzerland: AVA Books.</p>	5%
14	Able to design coffee table book material	<p>1.Can explain the definition of coffee table book</p> <p>2.Can explain the parts of a coffee table book</p> <p>3.Can gather materials for a coffee table book</p> <p>4.Can organize material for a coffee table book</p>	<p>Criteria:</p> <p>1.Compiling material for a coffee table book</p> <p>2.Explain the parts of a coffee table book</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, 4 X 50		<p>Material: Explaining the parts of a coffee table book. Reader: Gavin Ambrose. 2011. <i>Basic Design Layout.</i> Switzerland: AVA Books.</p>	5%
15	Able to design a coffee table book	<p>1.Can make a thumbnail coffee table book</p> <p>2.Can make a tight issue coffee table book</p> <p>3.Can create the final design of the coffee table book</p>	<p>Criteria: Able to design and explain tight issues coffee table book</p> <p>Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment</p>	Lectures, discussions, questions and answers, practice 4 X 50		<p>Material: Able to design and explain a tight issue coffee table book Reader: David Dabner. 2003. <i>Design and Layout Understanding and Using Graphics.</i> Pageone</p>	5%
16	UAS designed a coffee table book	<p>1.Can make a thumbnail coffee table book</p> <p>2.Can make a tight issue coffee table book</p> <p>3.Can create the final design of the coffee table book</p>	<p>Criteria: Able to design and explain tight issues coffee table book</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment</p>	Practice Work 4 X 50		<p>Material: Able to design and explain a tight issue coffee table book Reader: David Dabner. 2003. <i>Design and Layout Understanding and Using Graphics.</i> Pageone</p>	15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	29%
2.	Project Results Assessment / Product Assessment	55%
3.	Practical Assessment	16%
		100%

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.
- 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.