<table>
<tr><td rowspan="2">[UNESA logo]</td><td colspan="5" align="center">Universitas Negeri Surabaya
Faculty of Languages and Arts
Bachelor of Visual Communication Design Study Program</td><td>Document Code</td></tr>
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							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
English		9024102063	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	April 26, 2023

AUTHORIZATION		SP Developer		Course Cluster Coordinator	Study Program Coordinator
		Kanya Catya,S.T., M.A.		Tri Cahyo Kusumandyoko, S.Sn., M.Ds.	Marsudi, S.Pd., M.Pd.

Learning model	**Case Studies**

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-4	Develop yourself continuously and collaborate.
	PLO-10	Able to study Visual Communication Design work that is oriented to a theoretical and contextual approach by following the latest technological developments.
	Program Objectives (PO)	
	PO - 1	Understand and use key design vocabulary in English.
	PO - 2	Explain and analyze visual design concepts using effective language skills.
	PO - 3	Develop proficiency in writing design-related content and proposals in English.
	PO - 4	Present design ideas and projects confidently in English, both verbally and visually.
	PO - 5	Collaborate and negotiate effectively in English within design-related contexts.
	PLO-PO Matrix	

P.O	PLO-3	PLO-4	PLO-10
PO-1	✔		
PO-2			✔
PO-3		✔	
PO-4	✔		✔
PO-5	✔	✔	

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																
PO-4																
PO-5																

Short Course Description	This course is designed to equip students with the language skills necessary to effectively communicate and express ideas within the context of visual communication design. Through a project-based learning approach, this course integrates language learning with the principles of design, fostering students' abilities to articulate and discuss design concepts in English.

References	**Main :**

1. Tondreau, B. (2019). Basics of Design: Layout and Typography for Beginners. Rockport Publishers.
2. Dondis, D. A. (2017). A Primer of Visual Literacy. The MIT Press.
3. Duarte, N. (2017). Resonate: Present Visual Stories that Transform Audiences. Wiley.
4. Gower, S., & Maitland, C. F. (2017). The Proposal Cookbook: A Step by Step Guide to Winning More Business. Routledge.
5. Shapiro, D., & Honeyman, C. (2019). Negotiating the Nonnegotiable: How to Resolve Your Most Emotionally Charged Conflicts. Penguin Books.
6. Duarte, N. (2019). Illuminate: Ignite Change Through Speeches, Stories, Ceremonies, and Symbols. Portfolio.
7. Schön, D. A. (2017). The Reflective Practitioner: How Professionals Think In Action. Routledge.

Supporters:	

Supporting lecturer	Kanya Catya, S.T., M.A.

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	Introduction to Basic Design Concepts in English	Demonstrate comprehension through quizzes, participate in discussions, and create a basic design project.	**Criteria:** 1.Students attend lectures 2.Students are actively involved in discussions **Form of Assessment** : Participatory Activities	Lectures, Discussions 3 X 50	Via Vinesa	**Material:** Basic Design Concepts **References:** *Tondreau, B. (2019). Basics of Design: Layout and Typography for Beginners. Rockport Publishers.*	5%
2	Introduction to Basic Design Concepts in English	Demonstrate comprehension through quizzes, participate in discussions, and create a basic design project.	**Criteria:** 1.Students attend lectures 2.Students are actively involved in discussions **Form of Assessment** : Participatory Activities	Lectures, Discussions 3 X 50	Via Vinesa	**Material:** Basic Design Concepts **References:** *Tondreau, B. (2019). Basics of Design: Layout and Typography for Beginners. Rockport Publishers.*	5%
3	Visual Description and Analysis using English	Successfully describe and analyze visual elements, create visual analysis reports, and engage in peer reviews.	**Criteria:** 1.Students attend lectures 2.Students are actively involved in discussions **Form of Assessment** : Participatory Activities	Lectures, Discussions 3 X 50	Via Vinesa	**Material:** Visual Description and Analysis **References:** *Dondis, DA (2017). A Primer of Visual Literacy. The MIT Press.*	5%

4	Visual Description and Analysis using English	Successfully describe and analyze visual elements, create visual analysis reports, and engage in peer reviews.	**Criteria:** 1.Students attend lectures 2.Students are actively involved in discussions **Form of Assessment** : Participatory Activities	Lectures, Discussions 3 X 50	Via Vinesa	**Material:** Reflexive And Emphatic Pronouns, Modals **Library:** *English Subject Team. 2016. English for Non-English Department Students. Surabaya: Surabaya University Press.* **Material:** Listening (Reversals & Problems) **References:** *Phillips, Deborah. 2012. Official Guide to the TOEFL Test With CD-ROM, 4th Edition (Official Guide to the Toefl Ibt). McGraw-Hill. USA.* **Material:** Visual Description and Analysis **References:** *Dondis, DA (2017). A Primer of Visual Literacy. The MIT Press.*	5%
5	Design Critique and Presentation Skills	Participate in critiques, deliver persuasive presentations, and provide constructive feedback.	**Criteria:** 1.Students attend lectures 2.Students are actively involved in discussions **Form of Assessment** : Participatory Activities, Practice/Performance	Lectures, Discussions 3 X 50	Via Vinesa	**Material:** Listening (Suggestions & Assumptions) **References:** *Phillips, Deborah. 2012. Official Guide to the TOEFL Test With CD-ROM, 4th Edition (Official Guide to the Toefl Ibt). McGraw-Hill. USA.* **Material:** Presentation Skills **References:** *Duarte, N. (2017). Resonate: Present Visual Stories that Transform Audiences. Wiley.* **Material:** Design Critique **References:** *Dondis, DA (2017). A Primer of Visual Literacy. The MIT Press.*	5%

6	Design Critique and Presentation Skills	Participate in critiques, deliver persuasive presentations, and provide constructive feedback.	**Criteria:** 1. Students attend lectures 2. Students are actively involved in discussions **Form of Assessment** : Participatory Activities	Lectures, Discussions 3 X 50	Via Vinesa	**Material:** Listening (Suggestions & Assumptions) **References:** *Phillips, Deborah. 2012. Official Guide to the TOEFL Test With CD-ROM, 4th Edition (Official Guide to the Toefl Ibt). McGraw-Hill. USA.* **Material:** Presentation Skills **References:** *Duarte, N. (2017). Resonate: Present Visual Stories that Transform Audiences. Wiley.* **Material:** Design Critique **References:** *Dondis, DA (2017). A Primer of Visual Literacy. The MIT Press.*	5%
7	Design Critique and Presentation Skills	Participate in critiques, deliver persuasive presentations, and provide constructive feedback.	**Criteria:** 1. Students attend lectures 2. Students are actively involved in discussions **Form of Assessment** : Participatory Activities	Lectures, Discussions 3 X 50	Via Vinesa	**Material:** Listening (Suggestions & Assumptions) **References:** *Phillips, Deborah. 2012. Official Guide to the TOEFL Test With CD-ROM, 4th Edition (Official Guide to the Toefl Ibt). McGraw-Hill. USA.* **Material:** Presentation Skills **References:** *Duarte, N. (2017). Resonate: Present Visual Stories that Transform Audiences. Wiley.* **Material:** Design Critique **References:** *Dondis, DA (2017). A Primer of Visual Literacy. The MIT Press.*	5%

8	Understanding all materials from sessions 1-7	Understanding all materials from sessions 1-7	**Criteria:** 1. Students are actively involved in discussions 2. Students attend lectures **Form of Assessment** : Participatory Activities, Practice/Performance	Quiz 3 X 50	Via Vinesa	**Material:** Basic Design Concepts **References:** *Tondreau, B. (2019). Basics of Design: Layout and Typography for Beginners. Rockport Publishers.* **Material:** Visual Description and Analysis **References:** *Dondis, DA (2017). A Primer of Visual Literacy. The MIT Press.* **Material:** Design Critique and Presentation Skills **References:** *Duarte, N. (2017). Resonate: Present Visual Stories that Transform Audiences. Wiley.*	15%
9	Writing Design Proposals in English	Create comprehensive proposals, follow formatting conventions, and adapt proposals for different audiences.	**Criteria:** 1. Students attend lectures 2. Students are actively involved in discussions **Form of Assessment** : Participatory Activities	Lectures, Discussions 3 X 50	Via Vinesa	**Material:** Writing Design Proposals **References:** *Gower, S., & Maitland, CF (2017). The Proposal Cookbook: A Step by Step Guide to Winning More Business. Routledge.*	5%
10	Writing Design Proposals in English	Create comprehensive proposals, follow formatting conventions, and adapt proposals for different audiences.	**Criteria:** 1. Students attend lectures 2. Students are actively involved in discussions **Form of Assessment** : Participatory Activities	Lectures, Discussions 3 X 50	Via Vinesa	**Material:** Writing Design Proposals **References:** *Gower, S., & Maitland, CF (2017). The Proposal Cookbook: A Step by Step Guide to Winning More Business. Routledge.*	5%
11	Negotiation and Communication in Design Contexts	Engage in negotiation exercises, resolve conflicts professionally, and collaborate effectively with teams and clients.	**Criteria:** 1. Students attend lectures 2. Students complete the test **Form of Assessment** : Practice/Performance, Test	Lectures, Discussions 3 X 50		**Material:** Negotiation and Communication **References:** *Shapiro, D., & Honeyman, C. (2019). Negotiating the Nonnegotiable: How to Resolve Your Most Emotionally Charged Conflicts. Penguin Books.*	5%

12	Negotiation and Communication in Design Contexts	Engage in negotiation exercises, resolve conflicts professionally, and collaborate effectively with teams and clients.	**Criteria:** 1.Students attend lectures 2.Students complete the test **Form of Assessment** : Test	Lectures, Discussions 3 X 50		**Material:** Negotiation and Communication **References:** *Shapiro, D., & Honeyman, C. (2019). Negotiating the Nonnegotiable: How to Resolve Your Most Emotionally Charged Conflicts. Penguin Books.*	5%
13	Final Design Project Presentation in English	Create a visually engaging presentation, present confidently, and reflect on project evolution and alignment with course goals.	**Criteria:** 1.Students attend lectures 2.Students complete the test **Form of Assessment** : Practice / Performance	Lectures, Discussions 3 X 50		**Material:** Final Design Project Presentation **References:** *Duarte, N. (2019). Illuminate: Ignite Change Through Speeches, Stories, Ceremonies, and Symbols. Portfolio.*	5%
14	Final Design Project Presentation in English	Create a visually engaging presentation, present confidently, and reflect on project evolution and alignment with course goals.	**Criteria:** 1.Students attend lectures 2.Students complete the test **Form of Assessment** : Test	Lectures, Discussions 3 X 50		**Material:** Final Design Project Presentation **References:** *Duarte, N. (2019). Illuminate: Ignite Change Through Speeches, Stories, Ceremonies, and Symbols. Portfolio.*	5%

| 15 | Evaluation, Reflection, and Industry Relevance | Provide thoughtful evaluations, write a reflective essay, and engage in discussions about the application of design communication in various industries. | **Criteria:**
1. Students attend lectures
2. Students complete the test

Form of Assessment : Test | Lectures, Discussions 3 X 50 | | **Material:** Reading Exercise Listening Exercise **Reference:** *Lougheed, Lin. 2007. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Pearson Education. NY*

Material: Reading Exercise Listening Exercise **References:** *Cullen, Pauline, et al. 2014. The Official Cambridge Guide to IELTS Students Book With Answers with DVD-ROM. Oxford University Press.*

Material: Evaluation, Reflection, and Industry Relevance **References:** *Schön, DA (2017). The Reflective Practitioner: How Professionals Think In Action. Routledge.* | 0% |
| 16 | Evaluation, Reflection, and Industry Relevance | Provide thoughtful evaluations, write a reflective essay, and engage in discussions about the application of design communication in various industries. | **Criteria:**
1. Students attend lectures
2. Students complete the test

Form of Assessment : Test | Lectures, Discussions 3 X 50 | | **Material:** Reading Exercise Listening Exercise **References:** *Cullen, Pauline, et al. 2014. The Official Cambridge Guide to IELTS Students Book With Answers with DVD-ROM. Oxford University Press.*

Material: Evaluation, Reflection, and Industry Relevance **References:** *Schön, DA (2017). The Reflective Practitioner: How Professionals Think In Action. Routledge.* | 20% |

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Practice / Performance	17.5%

3.	Test	32.5%
		100%

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.