| | | **Universitas Negeri Surabaya**<br>**Faculty of Languages and Arts**<br>**Bachelor of Visual Communication Design Study Program** | **Document Code** |
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## SEMESTER LEARNING PLAN

| Courses | | CODE | | Course Family | | Credit Weight | | | SEMESTER | Compilation Date |
|---|---|---|---|---|---|---|---|---|---|---|
| **Environmental Graphics** | | 9024104015 | | | | T=4 | P=0 | ECTS=6.36 | 7 | July 18, 2024 |
| **AUTHORIZATION** | | **SP Developer** | | | | **Course Cluster Coordinator** | | | **Study Program Coordinator** | |
| | | ...................................... | | | | ...................................... | | | Marsudi, S.Pd., M.Pd. | |

| **Learning model** | **Project Based Learning** | |
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| **Program Learning Outcomes (PLO)** | **PLO study program that is charged to the course** | |
| | **Program Objectives (PO)** | |
| | **PLO-PO Matrix** | |
| | | P.O |
| | **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 |

| **Short Course Description** | The Environment Graphic Design course or the term Environmental Graphics studies all forms of graphics in the environment, including directional signs, notice boards, graphic ornaments on buildings, name plates on buildings, as well as all forms of writing on objects. two or three dimensions. The scope of EGD includes signage, wayfinding systems, exhibition design, information design, pictograms and placemaking. |
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| **References** | **Main :** |

1. Gibson, David . 2009. The Way Finding Handbook . New York: Princeton Architechtural Press
2. Tufte, ER . 1997. Visual Explanation . Cheshire, CT: Graphic Press
3. Visocky & OGrady, K . 2008. The Information Design Hand Book . Cincinnati, OK: How Books
4. Lipton, Ronnie . 2007. The Practical Guide to Information Design . Hoboken NJ: Jhon Willey & Sons
5. Arnheim R . 1969. Visual Thinking . Los Angelos, CA: University of California Press
6. Calori, Chris. 2007. Signage and Wayfinding Design . New Jersey: Jhon Willey & Sons

| **Supporters:** |
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| **Supporting lecturer** | Muhamad Ro'is Abidin, S.Pd., M.Pd. |
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| Week- | Final abilities of each learning stage (Sub-PO) | Evaluation | | | Help Learning, Learning methods, Student Assignments, [ Estimated time] | | Learning materials [ References ] | Assessment Weight (%) |
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| | | Indicator | Criteria & Form | | Offline ( *offline* ) | Online ( *online* ) | | |
| (1) | (2) | (3) | (4) | | (5) | (6) | (7) | (8) |
| 1 | Explanation of: Course Objectives Course Definition & Scope Lecture implementation policies Assignments & Assessment Policies Textbooks and learning resources that must be used Essential things in the implementation of lectures | 1. Students are able to define the meaning of Environmental Graphic Design2. Students are able to understand the scope of Environmental Graphic Design3. Students are able to understand Environmental Graphic Design materials and equipment | **Criteria:**<br>Correspondence between questions and answers | | Lecture and question and answer, Powepoint. 4 X 50 | | | 0% |

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| 2 | Understand the basics and general insight of Environmental Graphic Design | 1.Students are able to understand the characteristics of the surrounding environment as reference material for Environmental Graphic Design 2.Students are able to understand the role of the surrounding environment in making Environmental Graphic Design 3.Students are able to understand the concept of thinking in making Environmental Graphic Design works | **Criteria:** Ability to understandFlexibility of conceptsTimelinessCreativityOriginality of workEase of application | Discussion, Lecture, Presentation 4 X 50 | | | 0% |
| 3 | Understand the basics and general insight of Environmental Graphic Design | 1.Students are able to understand the characteristics of the surrounding environment as reference material for Environmental Graphic Design 2.Students are able to understand the role of the surrounding environment in making Environmental Graphic Design 3.Students are able to understand the concept of thinking in making Environmental Graphic Design works | **Criteria:** Ability to understandFlexibility of conceptsTimelinessCreativityOriginality of workEase of application | Discussion, Lecture, Presentation 4 X 50 | | | 0% |
| 4 | Designing Exhibition Design Concepts and Visualizations | 1.Students are able to understand the concept of Exhibition Design 2.Students are able to think critically, creatively, reactively, and provide solutions in looking at the surrounding environment and then translating it into Exhibition Design work. 3.Students design and visualize Exhibition Design concepts | **Criteria:** Ability to understandFlexibility of conceptsTimelinessNeatnessProportionalCreativityOriginality of workCompositionFeasibility of applicationEase of application | Lecture and practice 4 X 50 | | | 0% |

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| 5 | Designing Exhibition Design Concepts and Visualizations | 1.Students are able to understand the concept of Exhibition Design 2.Students are able to think critically, creatively, reactively, and provide solutions in looking at the surrounding environment and then translating it into Exhibition Design work. 3.Students design and visualize Exhibition Design concepts | **Criteria:** Ability to understandFlexibility of conceptsTimelinessNeatnessProportionalCreativityOriginality of workCompositionFeasibility of applicationEase of application | Lecture and practice 4 X 50 | | | | 0% |
| 6 | Designing Wayfinding System Concepts and Visualizations | 1.Students are able to understand the concept of the Wayfinding System 2.Students are able to think critically, creatively, reactively and find solutions in looking at the surrounding environment and then translating it into Wayfinding System work. 3.Students design and visualize the Wayfinding System concept | **Criteria:** Ability to understandFlexibility of conceptsTimelinessNeatnessProportionalCreativityOriginality of workCompositionFeasibility of applicationEase of application | Lectures, presentations and practicums 4 X 50 | | | | 0% |
| 7 | Designing Wayfinding System Concepts and Visualizations | 1.Students are able to understand the concept of the Wayfinding System 2.Students are able to think critically, creatively, reactively and find solutions in looking at the surrounding environment and then translating it into Wayfinding System work. 3.Students design and visualize the Wayfinding System concept | **Criteria:** Ability to understandFlexibility of conceptsTimelinessNeatnessProportionalCreativityOriginality of workCompositionFeasibility of applicationEase of application | Lectures, presentations and practicums 4 X 50 | | | | 0% |
| 8 | UTS | Students are able to work on/complete assignments in the form of UTS based on previous materials. | **Criteria:** General abilityFlexibility of conceptPunctualityNeatnessProportionalCreativityOriginality of workCompositionFeasibility of applicationEase of application | UTS 4 X 50 | | | | 0% |

| | | | Criteria | | | | | |
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| 9 | Designing Concepts and Visualization of Information Graphic Design | 1.Students are able to understand the concept of Information Graphic Design 2.Students are able to think critically, creatively, reactively and find solutions in looking at the surrounding environment and then translating it into Information Graphic Design work. 3.Students design and visualize Information Graphic Design concepts | **Criteria:** Ability to understandFlexibility of conceptsTimelinessNeatnessProportionalCreativityOriginality of workCompositionFeasibility of applicationEase of application | Lectures, Presentations and Practices 4 X 50 | | | | 0% |
| 10 | Designing Concepts and Visualization of Information Graphic Design | 1.Students are able to understand the concept of Information Graphic Design 2.Students are able to think critically, creatively, reactively and find solutions in looking at the surrounding environment and then translating it into Information Graphic Design work. 3.Students design and visualize Information Graphic Design concepts | **Criteria:** Ability to understandFlexibility of conceptsTimelinessNeatnessProportionalCreativityOriginality of workCompositionFeasibility of applicationEase of application | Lectures, Presentations and Practices 4 X 50 | | | | 0% |
| 11 | Evaluation of the work of Exhibition Design, Wayfinding Systems, and Information Graphic Design | Students understand in depth the works of Exhibition Design, Wayfinding Systems, and Information Graphic Design | **Criteria:** Understanding of Concepts Clarity of Presentation Depth of Material Presentation Compactness Answers to questions asked | Discussion, Presentation, Lecture 4 X 50 | | | | 0% |
| 12 | Environmental Graphic Design Elements | Students are able to understand in depth the various elements of Environmental Graphic Design | **Criteria:** Speed and accuracy in solving problems | Lectures and Practicals 4 X 50 | | | | 0% |
| 13 | Environmental Graphic Design Elements | Students are able to understand in depth the various elements of Environmental Graphic Design | **Criteria:** Speed and accuracy in solving problems | Lectures and Practicals 4 X 50 | | | | 0% |
| 14 | Research-based interactive Environmental Design Work Design | Students are able to design research-based interactive Environmental Design works | **Criteria:** Depth of discussion Paper material Paper presentation Finishing presentation | Lectures, Presentations 4 X 50 | | | | 0% |
| 15 | Research-based interactive Environmental Design Work Design | Students are able to design research-based interactive Environmental Design works | **Criteria:** Depth of discussion Paper material Paper presentation Finishing presentation | Lectures, Presentations 4 X 50 | | | | 0% |
| 16 | Research-based interactive Environmental Design Work Design | Students are able to design research-based interactive Environmental Design works | **Criteria:** Depth of discussion Paper material Paper presentation Finishing presentation | Lectures, Presentations 4 X 50 | | | | 0% |

**Evaluation Percentage Recap: Project Based Learning**

| No | Evaluation | Percentage |
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| | | 0% |

**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.