



**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 |
|---------------|--------------------------------------|--------------------------------|----------------------------|-----|-----------|---------------------------|------------------|
| Infographics  | 9024103023                           | Study Program Elective Courses | T=3                        | P=0 | ECTS=4.77 | 7                         | May 9, 2023      |
| AUTHORIZATION | SP Developer                         |                                | Course Cluster Coordinator |     |           | Study Program Coordinator |                  |
|               | Meirina Lani Anggapuspa, S.Sn., M.Sn |                                | Marsudi, S.Pd., M.Pd.      |     |           | Marsudi, S.Pd., M.Pd.     |                  |

|                       |                               |
|-----------------------|-------------------------------|
| <b>Learning model</b> | <b>Project Based Learning</b> |
|-----------------------|-------------------------------|

| <b>Program Learning Outcomes (PLO)</b>                      | <b>PLO study program which is charged to the course</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                              |      |      |      |      |      |   |   |    |    |    |    |    |    |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |
|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|------|------|---|---|----|----|----|----|----|----|----|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|------|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------|--|--|---|---|--|--|--|--|--|--|--|--|--|--|--|--|------|--|--|--|--|---|---|---|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|
|                                                             | <b>Program Objectives (PO)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                              |      |      |      |      |      |   |   |    |    |    |    |    |    |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |
|                                                             | <b>PO - 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | - Contribute to improving the quality of life in society, nation, state and civilization based on Pancasila through "Infographics"                                                           |      |      |      |      |      |   |   |    |    |    |    |    |    |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |
|                                                             | <b>PO - 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Able to realize quality and measurable work in the creative process of working on "Infographics"                                                                                             |      |      |      |      |      |   |   |    |    |    |    |    |    |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |
|                                                             | <b>PO - 3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Mastering the facts, concepts, principles, laws, theories and methodologies of the core fields of Communication Design in Visuals through "Infographics"                                     |      |      |      |      |      |   |   |    |    |    |    |    |    |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |
|                                                             | <b>PO - 4</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Able to plan the design process of Visual Communication Design from the concept stage, method, to the end in "Infographics"                                                                  |      |      |      |      |      |   |   |    |    |    |    |    |    |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |
|                                                             | <b>PLO-PO Matrix</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                              |      |      |      |      |      |   |   |    |    |    |    |    |    |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |
|                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> </table> | P.O  | PO-1 | PO-2 | PO-3 | PO-4 |   |   |    |    |    |    |    |    |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |
|                                                             | P.O                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                              |      |      |      |      |      |   |   |    |    |    |    |    |    |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |
|                                                             | PO-1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                              |      |      |      |      |      |   |   |    |    |    |    |    |    |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |
| PO-2                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                              |      |      |      |      |      |   |   |    |    |    |    |    |    |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |
| PO-3                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                              |      |      |      |      |      |   |   |    |    |    |    |    |    |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |
| PO-4                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                              |      |      |      |      |      |   |   |    |    |    |    |    |    |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |
| <b>PO Matrix at the end of each learning stage (Sub-PO)</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                              |      |      |      |      |      |   |   |    |    |    |    |    |    |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |
|                                                             | <table border="1" style="margin-left: auto; margin-right: auto;"> <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>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></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>✓</td><td>✓</td><td></td><td></td><td></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>✓</td><td>✓</td><td></td><td></td><td></td><td></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>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</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 |  |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 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                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                              |      |      |      |      |      | ✓ | ✓ | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |

|                                 |                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Short Course Description</b> | Course to master skills in processing verbal data into visual works through systematic steps. The study materials provided are: data management, documents related to actual news in digital and print media. Layout of images, text, info/connecting lines, panels, backgrounds in accordance with the rules of Visual Communication Design. |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>References</b> | <b>Main :</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                   | <ol style="list-style-type: none"> <li>1. Randy Krum. Cool Infographics: Effective Communication with Data Visualization and Design. Wiley. 2013</li> <li>2. Isabel Meirelles. Design for Information: An Introduction to the Histories, Theories, and Best Practices Behind Effective Information Visualizations. Rockport. 2013</li> <li>3. Sandra Rendgen. Information Graphics. Taschen. 2012</li> <li>4. Jason Lankow, Josh Ritchie, Ross Crooks. Keadayaan Cara Ber cerita Visual. Gramedia, Jakarta, 2012</li> <li>5. Christopher Lee. Yuk, Optimal kan Visualisasi Data Dengan Chart dan Infografis. Elex Media Komputindo, Jakarta, 2014.</li> </ol> |
|                   | <b>Supporters:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

1. Youtube
2. Sosial Media
3. Website

**Supporting lecturer** Meirina Lani Anggapuspa, S.Sn., M.Sn.  
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     | Understand the meaning and types of infographics                               | The importance of understanding the meaning and types of Infographics                                                 | <p><b>Criteria:</b><br/>Activeness and participation in class</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p>                                                                                                                                   | Lectures and questions and answers<br>4 X 50                            |                   | <p><b>Material:</b><br/>Students are able to understand the purpose and meaning of making infographics.<br/><b>Reader:</b> Isabel Meirelles. <i>Design for Information: An Introduction to the Histories, Theories, and Best Practices Behind Effective Information Visualizations.</i> Rockport. 2013<br/>Sandra Rendgen. <i>Information Graphics.</i> Taschen. 2012</p> <p><b>Material:</b><br/>Understanding the meaning and types of infographics.<br/><b>Readers:</b> Jason Lankow, Josh Ritchie, Ross Crooks. <i>The Power of Visual Storytelling.</i> Gramedia, Jakarta, 2012</p> | 5%                    |
| 2     | Students are able to understand the purpose and meaning of making infographics | Able to describe: 1. History of Infographics<br>2. Purpose and Meaning of Infographics<br>3. Elements of Infographics | <p><b>Criteria:</b><br/>1. Presentation material is presented coherently and systematically<br/>2. The language used is easy to understand<br/>3. Able to respond to questions/discussions well</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | Lecture, question and answer, practice, discussion<br>4 X 50            |                   | <p><b>Material:</b><br/>Students are able to understand the steps for designing infographics.<br/><b>Readers:</b> Jason Lankow, Josh Ritchie, Ross Crooks. <i>The Power of Visual Storytelling.</i> Gramedia, Jakarta, 2012</p> <p><b>Material:</b><br/>Infographic Elements<br/><b>Reader:</b> Sandra Rendgen. <i>Information Graphics.</i> Taschen. 2012</p>                                                                                                                                                                                                                           | 5%                    |

|   |                                                                                |                                                                                                                       |                                                                                                                                                                                                                                                          |                                                              |  |                                                                                                                                                                                                                                                                                                                                                                                                |     |
|---|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 3 | Students are able to understand the purpose and meaning of making infographics | Able to describe: 1. History of Infographics<br>2. Purpose and Meaning of Infographics<br>3. Elements of Infographics | <b>Criteria:</b><br>1. Presentation material is presented coherently and systematically<br>2. The language used is easy to understand<br>3. Able to respond to questions/discussions well<br><br><b>Form of Assessment :</b><br>Participatory Activities | Lecture, question and answer, practice, discussion<br>4 X 50 |  | <b>Material:</b><br>Students are able to understand the steps for designing infographics.<br><b>Readers:</b><br><i>Jason Lankow, Josh Ritchie, Ross Crooks. The Power of Visual Storytelling. Gramedia, Jakarta, 2012</i><br><br><b>Material:</b><br>Infographic Elements<br><b>Reader:</b><br><i>Sandra Rendgen. Information Graphics. Taschen. 2012</i>                                      | 5%  |
| 4 | Students are able to understand the steps for designing infographics           | Able to describe the steps for designing infographics                                                                 | <b>Criteria:</b><br>1.1. Conformity with the theme.<br>2.2. Unique and interesting<br>3.3. Original<br>4.4. Coloring Technique<br>5.5. Finishing<br><br><b>Form of Assessment :</b><br>Participatory Activities, Practice/Performance                    | Project Based Learning<br>4 X 50                             |  | <b>Material:</b> Steps for making Infographics<br><b>Reader:</b> <i>Randy Krum. Cool Infographics: Effective Communication with Data Visualization and Design. Wiley. 2013</i><br><br><b>Material:</b><br>Infographic visualization type<br><b>Reader:</b><br><i>Christopher Lee. Come on, optimize data visualization with charts and infographics. Elex Media Komputindo, Jakarta, 2014.</i> | 10% |
| 5 | Students are able to understand the steps for designing infographics           | Able to describe the steps for designing infographics                                                                 | <b>Criteria:</b><br>1.1. Conformity with the theme.<br>2.2. Unique and interesting<br>3.3. Original<br>4.4. Coloring Technique<br>5.5. Finishing<br><br><b>Form of Assessment :</b><br>Participatory Activities                                          | Project Based Learning<br>4 X 50                             |  | <b>Material:</b> Steps for making Infographics<br><b>Reader:</b> <i>Randy Krum. Cool Infographics: Effective Communication with Data Visualization and Design. Wiley. 2013</i><br><br><b>Material:</b><br>Infographic visualization type<br><b>Reader:</b><br><i>Christopher Lee. Come on, optimize data visualization with charts and infographics. Elex Media Komputindo, Jakarta, 2014.</i> | 5%  |

|   |                                                                      |                                                       |                                                                                                                                                                                                                                                                                                |                                  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |
|---|----------------------------------------------------------------------|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 6 | Students are able to understand the steps for designing infographics | Able to describe the steps for designing infographics | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.1. Conformity with the theme.</li> <li>2.2. Unique and interesting</li> <li>3.3. Original</li> <li>4.4. Coloring Technique</li> <li>5.5. Finishing</li> </ol> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | Project Based Learning<br>4 X 50 |  | <p><b>Material:</b> Steps for making Infographics<br/><b>Reader:</b> Randy Krum. <i>Cool Infographics: Effective Communication with Data Visualization and Design.</i> Wiley. 2013</p> <hr/> <p><b>Material:</b> Infographic visualization type<br/><b>Reader:</b> Christopher Lee. <i>Come on, optimize data visualization with charts and infographics.</i> Elex Media Komputindo, Jakarta, 2014.</p> <hr/> <p><b>Material:</b> Infographic visualization stages<br/><b>Readers:</b> Jason Lankow, Josh Ritchie, Ross Crooks. <i>The Power of Visual Storytelling.</i> Gramedia, Jakarta, 2012</p> | 5% |
| 7 | Students are able to understand the steps for designing infographics | Able to describe the steps for designing infographics | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.1. Conformity with the theme.</li> <li>2.2. Unique and interesting</li> <li>3.3. Original</li> <li>4.4. Coloring Technique</li> <li>5.5. Finishing</li> </ol> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | Project Based Learning<br>4 X 50 |  | <p><b>Material:</b> Steps for making Infographics<br/><b>Reader:</b> Randy Krum. <i>Cool Infographics: Effective Communication with Data Visualization and Design.</i> Wiley. 2013</p> <hr/> <p><b>Material:</b> Infographic visualization type<br/><b>Reader:</b> Christopher Lee. <i>Come on, optimize data visualization with charts and infographics.</i> Elex Media Komputindo, Jakarta, 2014.</p> <hr/> <p><b>Material:</b> Infographic visualization stages<br/><b>Readers:</b> Jason Lankow, Josh Ritchie, Ross Crooks. <i>The Power of Visual Storytelling.</i> Gramedia, Jakarta, 2012</p> | 5% |

|    |                                                                                                                                        |                                                                                      |                                                                                                                                                                                                                                                                                                           |                        |  |                                                                                                                                                                                                                                                                                                                                    |     |
|----|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 8  | Midterm exam                                                                                                                           | Midterm exam                                                                         | <p><b>Criteria:</b><br/>Midterm exam</p> <p><b>Form of Assessment :</b><br/>Participatory Activities,<br/>Practice/Performance</p>                                                                                                                                                                        | Midterm Exam<br>4 X 50 |  | <p><b>Material:</b><br/>Types of infographic visualization<br/><b>Readers:</b><br/><i>Jason Lankow, Josh Ritchie, Ross Crooks. The Power of Visual Storytelling. Gramedia, Jakarta, 2012</i></p>                                                                                                                                   | 10% |
| 9  | <p>1.Able to design infographics into print media</p> <p>2.Able to understand the function and role of Infographics in print media</p> | Can describe the function and role of infographics and visualize them in print media | <p><b>Criteria:</b><br/>1.Conformity of results with assignments<br/>2.Clarity of information conveyed through infographics</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p>                                                                                                           | Project Based Learning |  | <p><b>Material:</b><br/>Types of infographic visualization<br/><b>Reader: Randy Krum. Cool Infographics: Effective Communication with Data Visualization and Design. Wiley. 2013</b></p> <hr/> <p><b>Material:</b><br/>Infographic visualization stages<br/><b>Reader: Sandra Rendgen. Information Graphics. Taschen. 2012</b></p> | 5%  |
| 10 | <p>1.Able to design infographics into print media</p> <p>2.Able to understand the function and role of Infographics in print media</p> | Can describe the function and role of infographics and visualize them in print media | <p><b>Criteria:</b><br/>1.The data visualization in the infographic is well read<br/>2.Infographic visualization according to the target audience<br/>3.Infographic visualization according to its function</p> <p><b>Form of Assessment :</b><br/>Participatory Activities,<br/>Practice/Performance</p> | Project Based Learning |  | <p><b>Material:</b><br/>Types of infographic visualization<br/><b>Reader: Randy Krum. Cool Infographics: Effective Communication with Data Visualization and Design. Wiley. 2013</b></p> <hr/> <p><b>Material:</b><br/>Infographic visualization stages<br/><b>Reader: Sandra Rendgen. Information Graphics. Taschen. 2012</b></p> | 5%  |
| 11 | <p>1.Able to design infographics into print media</p> <p>2.Able to understand the function and role of Infographics in print media</p> | Can describe the function and role of infographics and visualize them in print media | <p><b>Criteria:</b><br/>1.The data visualization in the infographic is well read<br/>2.Infographic visualization according to the target audience<br/>3.Infographic visualization according to its function</p> <p><b>Form of Assessment :</b><br/>Project Results Assessment / Product Assessment</p>    | Project Based Learning |  | <p><b>Material:</b><br/>Types of infographic visualization<br/><b>Reader: Randy Krum. Cool Infographics: Effective Communication with Data Visualization and Design. Wiley. 2013</b></p> <hr/> <p><b>Material:</b><br/>Infographic visualization stages<br/><b>Reader: Sandra Rendgen. Information Graphics. Taschen. 2012</b></p> | 5%  |

|    |                                                                                                                                         |                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                    |                        |  |                                                                                                                                                                                                                                                                                                                                                  |     |
|----|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 12 | <p>1.Able to design infographics into books</p> <p>2.Able to understand the function and role of infographics in a book</p>             | <p>Can describe the function and role of infographics and visualize them in a book</p>       | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The data visualization in the infographic is well read</li> <li>2.Infographic visualization according to the target audience</li> <li>3.Infographic visualization according to its function</li> </ol> <p><b>Form of Assessment :</b><br/>Project Results Assessment / Product Assessment</p>                                                     | Project Based Learning |  | <p><b>Material:</b><br/>Types of infographic visualization<br/><b>Reader:</b> <i>Randy Krum. Cool Infographics: Effective Communication with Data Visualization and Design. Wiley. 2013</i></p> <hr/> <p><b>Material:</b><br/>Infographic visualization stages<br/><b>Reader:</b> <i>Sandra Rendgen. Information Graphics. Taschen. 2012</i></p> | 5%  |
| 13 | <p>1.Able to design infographics into books</p> <p>2.Able to understand the function and role of infographics in books</p>              | <p>Can describe the function and role of infographics and visualize them in a book</p>       | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The data visualization in the infographic is well read</li> <li>2.Infographic visualization according to the target audience</li> <li>3.Infographic visualization according to its function</li> </ol> <p><b>Forms of Assessment :</b><br/>Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p> | Project Based Learning |  | <p><b>Material:</b><br/>Types of infographic visualization<br/><b>Reader:</b> <i>Randy Krum. Cool Infographics: Effective Communication with Data Visualization and Design. Wiley. 2013</i></p> <hr/> <p><b>Material:</b><br/>Infographic visualization stages<br/><b>Reader:</b> <i>Sandra Rendgen. Information Graphics. Taschen. 2012</i></p> | 10% |
| 14 | <p>1.Able to design Infographics for social media</p> <p>2.Able to understand the function and role of Infographics in social media</p> | <p>Can describe the function and role of infographics and visualize them on social media</p> | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The data visualization in the infographic is well read</li> <li>2.Infographic visualization according to the target audience</li> <li>3.Infographic visualization according to its function</li> </ol> <p><b>Form of Assessment :</b><br/>Project Results Assessment / Product Assessment</p>                                                     | Project Based Learning |  | <p><b>Material:</b><br/>Types of infographic visualization<br/><b>Reader:</b> <i>Randy Krum. Cool Infographics: Effective Communication with Data Visualization and Design. Wiley. 2013</i></p> <hr/> <p><b>Material:</b><br/>Infographic visualization stages<br/><b>Reader:</b> <i>Sandra Rendgen. Information Graphics. Taschen. 2012</i></p> | 5%  |

|    |                                                                                                                              |                                                                                       |                                                                                                                                                                                                                                                                                                                                                 |                       |  |                                                                                                                                                                                                                                                                                                                                 |     |
|----|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 15 | 1.Able to design Infographics for social media<br>2.Able to understand the function and role of Infographics in social media | Can describe the function and role of infographics and visualize them on social media | <b>Criteria:</b><br>1.The data visualization in the infographic is well read<br>2.Infographic visualization according to the target audience<br>3.Infographic visualization according to its function<br><br><b>Form of Assessment :</b><br>Participatory Activities, Project Results Assessment / Product Assessment                           | Case Studies          |  | <b>Material:</b><br>Types of infographic visualization<br><b>Reader:</b> Randy Krum. <i>Cool Infographics: Effective Communication with Data Visualization and Design.</i> Wiley. 2013<br><br><b>Material:</b><br>Infographic visualization stages<br><b>Reader:</b> Sandra Rendgen. <i>Information Graphics.</i> Taschen. 2012 | 5%  |
| 16 | Final exams                                                                                                                  | Design static infographics from a book with a certain theme                           | <b>Criteria:</b><br>1.The data visualization in the infographic is well read<br>2.Infographic visualization according to the target audience<br>3.Infographic visualization according to its function<br><br><b>Forms of Assessment :</b><br>Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance | Project Base Learning |  | <b>Material:</b><br>Types of infographic visualization<br><b>Reader:</b> Christopher Lee. <i>Come on, optimize data visualization with charts and infographics.</i> Elex Media Komputindo, Jakarta, 2014.                                                                                                                       | 10% |

#### Evaluation Percentage Recap: Project Based Learning

| No | Evaluation                                      | Percentage |
|----|-------------------------------------------------|------------|
| 1. | Participatory Activities                        | 56.66%     |
| 2. | Project Results Assessment / Product Assessment | 24.16%     |
| 3. | Practice / Performance                          | 19.16%     |
|    |                                                 | 99.98%     |

#### 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

