					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
Introduction to Design Studies	9024102034		T=2	P=0	ECTS=3.18	1	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Marsudi, S.Pd., M.Pd.

Learning model	Case Studies

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	Course to recognize and explain the basic theories of design and its learning as well as the development of its elements by considering ethics/regulations in the Visual Communication Design discipline. Lectures are carried out using the concept teaching method with discussion strategies and literature searches.

References	Main :

1. William Lidwell, dkk.2010. Universal Principles of Design . Rockport.
2. Jorge Frascara.2004. Communication Design: Principles, Methods, and Practice . Allworth Press.
3. Nigel Cross.2006. Designerly Ways of Knowing . Springer.
4. Catherine McDermott.2007. Design; The Key Concepts . Routledge.
5. John Heskett. 2005. D esign: A Very Short Introduction. Oxford University Press.
6. Kenneth L. Smith, dkk (ed.).2004. Handbook of Visual Communication: Theory, Methods, and Media . Routledge.

	Supporters:

Supporting lecturer	Muh Ariffudin Islam, S.Sn., M.Sn. Meirina Lani Anggapuspa, S.Sn., M.Sn.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (*offline*)	Online (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understand the function of studying introductory design studies courses	1.Understand and agree to the lecture contract 2.Explain the scope of lecture material		Lecture/Teaching concepts/discussion 2 X 50			0%

2	Explain the characteristics of design as a science	1.Explain the definition of design. 2.Understand design as a scientific discipline 3.Understand the scientific basis of design		teaching the concept of 2 X 50			0%
3	Explain the characteristics of design as a science	1.Explain the definition of design. 2.Understand design as a scientific discipline 3.Understand the scientific basis of design		teaching the concept of 2 X 50			0%
4	Explain the nature and nurture of design ability	1.Identify the designer's area of work 2.Identifying design science learning methods 3.Understand design scientific development methods		teaching the concept of 2 X 50			0%
5	Explain the characteristics of objects in the design	1.Identifying tangible objects 2.Identifying intangible objects		Group discussions/lectures 2 X 50			0%
6	Explaining natural and artificial intelligence in design	1. Understanding Research in design thinking 2.Identify the periodization of the Renaissance.		Group discussions/lectures 2 X 50			0%
7	Explaining natural and artificial intelligence in design	1. Understanding Research in design thinking 2.Identify the periodization of the Renaissance.		Group discussions/lectures 2 X 50			0%
8	Midterm exam			2 X 50			0%
9	Explaining creative cognition strategies in design	1.Identify examples of creative strategies. 2.Identify comparisons of creative strategies. 3.Identify the design strategies of several senior designers.		Group discussions/lectures 2 X 50			0%

10	Explaining creative cognition strategies in design	1. Identify examples of creative strategies. 2. Identify comparisons of creative strategies. 3. Identify the design strategies of several senior designers.		Group discussions/lectures 2 X 50			0%
11	Understanding design cognition.	1. Identify how to formulate the problem. 2. Identify ways to formulate solutions 3. Understand the methodology in designing		Group discussions/lectures 2 X 50			0%
12	Understanding design cognition.	1. Identify how to formulate the problem. 2. Identify ways to formulate solutions 3. Understand the methodology in designing		Group discussions/lectures 2 X 50			0%
13	Understanding design as a discipline	1. Understanding design as a scientific activity 2. Understand design science 3. Understand design as a scientific science 4. Understand design as an independent scientific discipline		Group discussion and presentation 2 X 50			0%
14	Understanding design as a discipline	1. Understanding design as a scientific activity 2. Understand design science 3. Understand design as a scientific science 4. Understand design as an independent scientific discipline		Group discussion and presentation 2 X 50			0%
15	Final exams			2 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		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.