		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**
Portfolio		9024102036		**T=2**	**P=0**	**ECTS=3.18**	7	July 17, 2024

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

Learning model	**Project Based Learning**	

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned
	PLO-7	Able to plan the Visual Communication Design design process from concept stage, method, to final completion using the latest software-based Visual Communication Design scientific approach
	Program Objectives (PO)	
	PLO-PO Matrix	

P.O	PLO-3	PLO-7	

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 course is to study the concept of making a portfolio, namely a selection of examples of work/assignments packaged for presentation purposes for entering practical work or work. Through this lecture, material is provided on how to document and select work that is appropriate for a portfolio and be able to present oneself and one's work in various effective and unique formats according to one's abilities and strengths. This lecture also provides insight and knowledge about self-promotion so that you are able to communicate with your target audience. Lectures are delivered with theoretical and practical strategies.

References	**Main :**	

1. Baron, Cynthia L. 2009. Designing a Digital Portfolio: 2nd Edition (Voices That Matter . New Riders.
2. Barrett, Carlie, et. al. 2012. Hire Me?! The Portfolio Handbook: a Guide to Creating Your Design Potfolio . Ohio, USA: University of Cincinnati
3. Eisenman, Sara. 2008. Building Design Portfolios: Innovative Concepts for Presenting Your Work (Design Field Guides) . Rockport.
4. Harrison, Lee Hecht. Get Social and Get Hired.

Supporters:

Supporting lecturer	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	Introduction and lecture contract			Discussion together 2 X 50			0%
2	Understand the ins and outs of portfolios and techniques for documenting work/assignments.	Students can sort and document their work.		Lecture and joint discussion on techniques for selecting works and documenting 2 X 50 works			0%
3	Understand self branding theory.	1.Students can understand their own self-branding 2.Students understand the role of social media in building the digital presence of their work		Lectures & presentations, questions and answers, 2 X 50 assignments			0%
4	Understand the content or content needed in a visual communication design portfolio	1.Explains the importance of showing creativity, research, and skill development in a portfolio 2. Demonstrate mastery of software 3.Explains how visualization skills, concept realization, cross-disciplinary and multi-media abilities can be represented through a portfolio 4.Keeping up with the latest design trends		Lectures, presentations, questions and answers, assignments 2 X 50			0%
5	Understand the process and be able to design a visual identity to support the portfolio	Students can design business cards and tear sheets according to the concept		Lectures, discussions and student presentations 2 X 50			0%
6	Understand the process and be able to design a visual identity to support the portfolio	Students can design business cards and tear sheets according to the concept		Lectures, discussions and student presentations 2 X 50			0%
7	Understand the right and appropriate media for presentations.	Students are able to plan media (web, PDF, work books, packaging, visual identity, tearsheet)		Lectures, discussions and student presentations 2 X 50			0%
8	Understand the right and appropriate media for presentations.	Students are able to plan media (web, PDF, work books, packaging, visual identity, tearsheet)		Lectures, discussions and student presentations 2 X 50			0%

No							
9	UTS (Mid Semester Exam)			2 X 50			0%
10	Understand and be able to create a cover letter and curriculum vitae.	Students are able to make a cover letter and curriculum vitae.		Lectures, discussions 2 X 50			0%
11	Able to create artistic and communicative application letters and CVs	Students are able to create application letters and CVs with attractive and communicative designs		Lectures, discussions 2 X 50			0%
12	Understand the job interview process and tips on what to do.	Students are able to explain the job interview process and tips.		Lectures, discussions and simulations 2 X 50			0%
13	Know unique, interesting and communicative presentation techniques.	Students are able to carry out unique, interesting and communicative presentations		Lectures, discussions 2 X 50			0%
14	Know the techniques for creating unique, interesting and communicative presentation media.	Students are able to create unique, interesting and communicative presentation media		Lectures, discussions 2 X 50			0%
15	Understand the things that need to be prepared in the job application process and presentations with clients.	Students are able to prepare well the things needed, including; visual identity, work book, packaging, digital portfolio, application letter, CV, presentation media, job interview manner		Lectures and discussions 2 X 50			0%
16	UAS (Final Semester Exam)			2 X 50			0%

Evaluation Percentage Recap: Project Based Learning

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.