			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
Videography	9024103052	Compulsory Study Program Subjects	**T=3**	**P=0**	**ECTS=4.77**	2	February 23, 2022

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program which 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
	PLO-9	Able to design Visual Communication Design work that is oriented towards problem solving with a creativity and technology-based approach and using the latest software.
	Program Objectives (PO)	
	PO - 1	able to record interesting community activities into audio-visual works.
	PO - 2	able to understand the characteristics and role of audio-visual media in visual communication activities
	PO - 3	able to apply both static and dynamic audio visual media.
	PO - 4	Able to be a director in a visual communication recording activity.
	PLO-PO Matrix	

P.O	PLO-3	PLO-7	PLO-9
PO-1	✔	✔	✔
PO-2	✔	✔	✔
PO-3	✔	✔	✔
PO-4	✔	✔	✔

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																
PO-3																
PO-4																

Short Course Description	Courses with advanced application of the basic principles of time-based media in the form of dynamic audio-visual programs (video, TV and film programs), preparation of work scenarios and introduction to Audio-Visual media and its characteristics through dynamic visual language. Lectures are delivered using a combination of concept teaching and direct instruction. Evaluation through screening and peer review.

References	**Main :**	
	1. Barnwell, Jane. 2008. The Fundamental of Film Making . AVA Publishing, Switzerland. 2. Edgar, R., Marland, J., Rawle, S. 2010. The Language of Film . AVA Publishing, Switzerland. 3. Brown, Blair. 2012. Theory and Practice Image Making for Cinematographers and Directors. Focal Press, Oxford.	
	Supporters:	

Supporting lecturer	Muhammad Widyan Ardani, S.Pd., 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 field of videography and its characteristics.	1. Explain the meaning of videography. 2. Explain the meaning of cinematography. 3. Understand the context and objectives of videography science.	**Criteria:** describe the meaning of videography **Form of Assessment** : Participatory Activities	Concept teaching, discussion 3 X 50		**Material:** understanding videography **Bibliography:** *Edgar, R., Marland, J., Rawle, S. 2010. The Language of Film. AVA Publishing, Switzerland.*	5%
2	Identify conceptual tools in videography	1. Understand framing theory 2. Understand point of view theory 3. Understand lighting and coloring theory 4. Understand texture theory 5. Understand movement theory 6. Understand establishing theory 7. Understand POV theory	**Criteria:** students are able to identify conceptual tools in videography **Form of Assessment** : Project Results Assessment / Product Assessment	Concept teaching, discussion 3 X 50		**Material:** visual elements in Audio Visual. **References:** *Barnwell, Jane. 2008. The Fundamentals of Film Making. AVA Publishing, Switzerland.*	5%
3	Create static videos without dialogue	1. Create still images video 2. Create Parallax effect	**Criteria:** Can explain the visual elements in Audio Visual. **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers. 3 X 50		**Material:** Can explain the visual elements in Audio Visual. **References:** *Brown, Blair. 2012. Theory and Practice of Image Making for Cinematographers and Directors. Focal Press, Oxford.*	5%
4	Create static videos without dialogue	1. Create still images video 2. Create Parallax effect	**Criteria:** Can explain each digital audio software menu. **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers. 6 X 50		**Material:** Can explain each use of the digital audio software menu. **References:** *Brown, Blair. 2012. Theory and Practice of Image Making for Cinematographers and Directors. Focal Press, Oxford.*	5%
5	Conduct peer reviews of fellow classmates' work	1. Able to provide constructive criticism 2. Able to evaluate one's own work	**Criteria:** Students are able to provide constructive criticism on film works **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, questions and answers, discussions, tutorials. 3 X 50		**Material:** able to provide constructive criticism on film works **Reader:** *Brown, Blair. 2012. Theory and Practice of Image Making for Cinematographers and Directors. Focal Press, Oxford.*	5%

6	Visual/film terms and language.	1. Can explain the terms used in the world of film. 2. Can explain various sizes and movements based on the visual language used in the world of film.	**Criteria:** Students can explain the terms used in the world of film **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, questions and answers, discussions. 3 X 50		**Material:** explaining the terms used in the world of film **Reference:** *Edgar, R., Marland, J., Rawle, S. 2010. The Language of Film. AVA Publishing, Switzerland.*	5%
7	Able to understand the basics of creating scenarios to story boards.	1. Can explain the meaning of a scenario. 2. Can explain the various components in a film scenario. 3. Can describe a premise. 4. Can explain the scene plot/treatment synopsis. 5. Can explain scenarios. 6. Can make story boards.	**Criteria:** students from the basics of creating scenarios to story boards. **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers. 3 X 50		**Material:** basics of scenario creation to story boards. **Reference:** *Barnwell, Jane. 2008. The Fundamentals of Film Making. AVA Publishing, Switzerland.*	5%
8	Able to master the meaning of Analog Audio and Digital Audio.	UTS	**Criteria:** Students are able to explain the characteristics of analog and digital audio. **Form of Assessment** : Project Results Assessment / Product Assessment	Practice UTS 3 X 50		**Material:** characteristics of analog and digital audio. **References:** *Brown, Blair. 2012. Theory and Practice of Image Making for Cinematographers and Directors. Focal Press, Oxford.*	15%
9	Able to master the meaning of Analog Audio and Digital Audio.	1. Can explain the magnitude of audio frequencies, both analog and digital. 2. Can describe analog and digital audio signal graphs. 3. Can explain the characteristics of analog and digital audio.	**Criteria:** Can explain the characteristics of analog and digital audio. **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Examples of several analog and digital audio, lectures, discussions, questions and answers. 3 X 50		**Material:** characteristics of analog and digital audio. **References:** *Brown, Blair. 2012. Theory and Practice of Image Making for Cinematographers and Directors. Focal Press, Oxford.*	5%
10	Able to understand the basics of creating scenarios to story boards.	1. Can explain the meaning of a scenario. 2. Can explain the various components in a film scenario. 3. Can describe a premise. 4. Can explain the scene plot/treatment synopsis.	**Criteria:** students are able to 1. Be able to explain the meaning of a scenario. 2. Can explain the various components in a film scenario. 3. Can describe a premise. 4. Can explain the scene plot/treatment synopsis. **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers. 3 X 50		**Material:** basics of scenario creation to story boards. **References:** *Brown, Blair. 2012. Theory and Practice of Image Making for Cinematographers and Directors. Focal Press, Oxford.*	5%
11	Able to master the operation of Audio Sound Forge 10 software and Audio Converter.	Can explain each digital audio software menu.	**Criteria:** Students are able to operate Audio Sound Forge 10 and Audio Converter software. **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, questions and answers, discussions, tutorials. 3 X 50		**Material:** operation of Audio sound Forge 10 software and Audio Converter. **Reference:** *Barnwell, Jane. 2008. The Fundamentals of Film Making. AVA Publishing, Switzerland.*	5%

12	Able to master the operation of Audio Sound Forge 10 software and Audio Converter.	Can explain each digital audio software menu.	**Criteria:** Students are able to operate Audio Sound Forge 10 and Audio Converter software. **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, questions and answers, discussions, tutorials. practice 3 X 50		**Material:** operation of Audio sound Forge 10 software and Audio Converter. **Reference:** *Barnwell, Jane. 2008. The Fundamentals of Film Making. AVA Publishing, Switzerland.*	5%
13	Able to apply premise, synopsis, scenario, story board in the form of a Video Documentary product	1. Can create a premise. 2. Can make a synopsis of the ILM. 3. Can create a scenario for an ILM. 4. Can create ILM story boards. 5. Can create ILM Documentary Video shows with a duration of 4 minutes	**Criteria:** students are able to make ILM Documentary Video shows with a duration of 10 minutes **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers, doing 3 X 50 assignments		**Material:** ILM Documentary Video **Reader:** *Brown, Blair. 2012. Theory and Practice of Image Making for Cinematographers and Directors. Focal Press, Oxford.*	5%
14	Able to apply premise, synopsis, scenario, story board in the form of a Video Documentary product	1. Can create a premise. 2. Can make a synopsis of the ILM. 3. Can create a scenario for an ILM. 4. Can create ILM story boards. 5. Can create ILM Documentary Video shows with a duration of 4 minutes	**Criteria:** students are able to make ILM Documentary Video shows with a duration of 10 minutes **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers, doing 3 X 50 assignments		**Material:** ILM Documentary Video **Reader:** *Brown, Blair. 2012. Theory and Practice of Image Making for Cinematographers and Directors. Focal Press, Oxford.*	5%
15	Able to apply premise, synopsis, scenario, story board in the form of a Video Documentary product	1. Can create a premise. 2. Can make a synopsis of the ILM. 3. Can create a scenario for an ILM. 4. Can create ILM story boards. 5. Can create ILM Documentary Video shows with a duration of 4 minutes	**Criteria:** Students are able to apply premise, synopsis, scenario, story board in the form of a Video Documentary product **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers, doing 3 X 50 assignments		**Material:** applying premise, synopsis, scenario, story board in the form of a Video Documentary product **Library:** *Brown, Blair. 2012. Theory and Practice of Image Making for Cinematographers and Directors. Focal Press, Oxford.*	5%
16	UAS	1. Can create advertising concepts that are full of the right message. 2. Can combine visual and audio elements, so that it is full of communicative messages. The show is short, meaningful but interesting.	**Criteria:** 1.1. Clarity of concept. 2.2. Sharpness of message. 3.3. The show is not long-winded. 4.4. Short, clear, meaningful and interesting. 5.5. According to the specified duration. **Form of Assessment** : Project Results Assessment / Product Assessment	Practice UAS 3 X 50		**Material:** UAS **Bibliography:** *Brown, Blair. 2012. Theory and Practice of Image Making for Cinematographers and Directors. Focal Press, Oxford.* **Material:** UAS **Bibliography:** *Barnwell, Jane. 2008. The Fundamentals of Film Making. AVA Publishing, Switzerland.*	15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	7.5%
2.	Project Results Assessment / Product Assessment	92.5%
		100%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.