



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
Visual Language	9024102002		T=2	P=0	ECTS=3.18	3	July 18, 2024

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 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 explain visual language theory and procedures for reading visual works using visual language vocabulary (visual grammar). The focus of the lecture is to provide knowledge about visual literacy and the meaning of works that predominantly use visual language, not practical lectures on designing icons, indexes or sign systems. The study material provided is to discuss the differences and similarities between verbal and visual language and their possible combinations. Delivered with a learning model of teaching concepts, through discussion, giving examples, appreciation of works (paintings, installations, videos, new media, etc.) and library searches.

References	Main :
	<ol style="list-style-type: none"> 1. Zimmer, A & Zimmer, F. 1978. Visual Literacy in Communication . Teheran: Hulton Educational 2. Tabrani, P. 2007. Bahasa Rupa . Bandung: ITB University Press 3. Kress,G & van Leeuwen, T. 2006. Reading Images. London: Routledge. 4. Schirato, T. & Webb, J. 2004. Reading The Visual . Allen & Unwin. 5. Malamed, C. 2011. Visual Language for Designers. Quayside Publishing Group. 6. Panofsky, E.. 1991. Perspective and Symbolic Form. New York: Zone Books. 7. Arthur Asa Berger. 2010. The Objects of Affection. New York: Palgrave. 8. Ricoeur, P.. 1975. The Rule of Metaphore. London: Routledge. 9. Lowenfeld, V.. 1982. Creative and Mental Growth. tanpa penerbit .
	Supporters:

Supporting lecturer Tri Cahyo Kusumandyoko, S.Sn., M.Ds.
 Muh Ariffudin Islam, 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	Understanding the cosmology of the visual world, and visual language epistemologically Understanding visual language from a socio-environmental perspective, which aims to be an introduction to Indonesian visual culture material	<ol style="list-style-type: none"> 1.Explaining concretely the shift in oral (oral-based), written (writing-based) and visual (visual-based) culture. 2.Understand the visual styles that developed in the traditional and modern eras 3.Identifying elements that influence changes in visual language 		Lectures, discussions with lecturer intervention 2 X 50			0%
2	Understanding the cosmology of the visual world, and visual language epistemologically Understanding visual language from a socio-environmental perspective, which aims to be an introduction to Indonesian visual culture material	<ol style="list-style-type: none"> 1.Explaining concretely the shift in oral (oral-based), written (writing-based) and visual (visual-based) culture. 2.Understand the visual styles that developed in the traditional and modern eras 3.Identifying elements that influence changes in visual language 		Lectures, discussions with lecturer intervention 2 X 50			0%
3	Understand the relationship between visual literacy, communication and the visual creation process	<ol style="list-style-type: none"> 1.Identify types of language. 2.Explain the characteristics of each language. 3.Explaining visual literacy. 4.Explain visual communication 		Teaching concepts and discussions with lecturer intervention 2 X 50			0%
4	Understanding the urgency of visual literacy	<ol style="list-style-type: none"> 1.Identify the process of delivering information. 2.Identifying visual data 3.Understand how to make ideas visible 4.Explain icon 5.Explaining index 6.Explain symbols 7.Explaining pictograms 		Concept teaching and discussion with lecturer intervention accompanied by 2 X 50 case studies			0%

5	Understanding the urgency of visual literacy	<ol style="list-style-type: none"> 1. Identify the process of delivering information. 2. Identifying visual data 3. Understand how to make ideas visible 4. Explain icon 5. Explaining index 6. Explain symbols 7. Explaining pictograms 		Concept teaching and discussion with lecturer intervention accompanied by 2 X 50 case studies			0%
6	Have reflective and motivational feelings that are based on the creativity of ideas and thoughts in children's paintings	<ol style="list-style-type: none"> 1. Understanding the creative process of visualizing children's work as a form of pure 18visual language 2. Identifying visual data 3. Explain the visual data in children's work 		Concept teaching and discussion with lecturer intervention accompanied by 2 X 50 case studies			0%
7	Recognizing discourse in pictures through children's paintings	<ol style="list-style-type: none"> 1. Understanding the creative process of visualizing children's work as a form of pure 18visual language 2. Identifying visual data 3. Explain the visual data in children's work 	Criteria: Each presenter has the same tasks. Honesty, discipline, creativity High motivation and interest Skillful, communicative and entertaining presentations with the aim of clarifying the discussion material	Lectures, workshops 2 X 50			0%
8	MIDTERM EXAM		Criteria: Honesty / working independently Suitability of answers to the questions given Breadth and depth of answers but not expanding beyond the scope of the study	The written exam is a maximum of 1 A4 sheet, but is able to explain 2 X 50 cases being tested			0%
9	Able to read visual language (decoding)	<ol style="list-style-type: none"> 1. Identifying multimodality. 2. Identify the meaning and visual characteristics of grammar. 3. Identifying the meaning and characteristics of visual objects from a psychological perspective 		Concept teaching and discussion with lecturer intervention accompanied by 2 X 50 case studies			0%
10	Able to read visual language (decoding)	<ol style="list-style-type: none"> 1. Identifying multimodality. 2. Identify the meaning and visual characteristics of grammar. 3. Identifying the meaning and characteristics of visual objects from a psychological perspective 		Concept teaching and discussion with lecturer intervention accompanied by 2 X 50 case studies			0%

11	Able to read visual language (decoding) in visual works.	Identify visual grammar applied to the work.	Criteria: Assignments are collected according to the specified time schedule. Each presenter has equal assignments. Honesty, discipline, creativity High motivation and interest Skillful, communicative and entertaining presentations with the aim of clarifying the discussion material	Group I - IV presentation 2 X 50			0%
12	Able to read visual language (decoding) in visual works.	Identify visual grammar applied to the work.	Criteria: Assignments are collected according to the specified time schedule. Each presenter has equal assignments. Honesty, discipline, creativity High motivation and interest Skillful, communicative and entertaining presentations with the aim of clarifying the discussion material	Group I - IV presentation 2 X 50			0%
13	Able to read visual language (decoding) in visual works.	Identify visual grammar applied to the work.	Criteria: Assignments are collected according to the specified time schedule. Each presenter has equal assignments. Honesty, discipline, creativity High motivation and interest Skillful, communicative and entertaining presentations with the aim of clarifying the discussion material	Group I - IV presentation 2 X 50			0%
14	Applying visual language as an approach to creating art (encoding)	Designing visual messages with visual grammar	Criteria: Assignments are collected according to the specified time schedule. Each presenter has equal assignments. Honesty, discipline, creativity High motivation and interest Skillful, communicative and entertaining presentations with the aim of clarifying the discussion material	Group I - IV presentation 2 X 50			0%
15	Applying visual language as an approach to creating art (encoding)	Designing visual messages with visual grammar	Criteria: Assignments are collected according to the specified time schedule. Each presenter has equal assignments. Honesty, discipline, creativity High motivation and interest Skillful, communicative and entertaining presentations with the aim of clarifying the discussion material	Group I - IV presentation 2 X 50			0%

16	FINAL EXAMS	Students can complete written exam questions with a minimum grade of C	Criteria: Honesty / working independently Suitability of answers to the questions given Breadth and depth of answers	(Case analysis) Final Semester Examination in the form of an oral examination relating to the analysis of cases related to lecture material and its relation to the graduate's profession as a graduate of fine arts 2 X 50			0%
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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.**