

**Description of Course Unit**  
**according to the ECTS User's Guide 2015**

Course unit title	<b>Komunikasi Visual</b>
Course unit code	IT-081321
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First Cycle Bachelor
Year of study when the course unit is delivered (if applicable)	Second Year
Semester/trimester when the course unit is delivered	Fifth semester
Number of ECTS credits allocated	
Name of lecturer(s)	Ari Muharif Mulyadi, S.Ikom, M.Si
Learning outcomes of the course unit	<p>Mampu memahami dan menjelaskan ruang lingkup, urgensi dan tujuan dari komunikasi visual (CPL1, CPL3)</p> <p>Mampu memahami, mengidentifikasi dan menganalisis mengenai media komunikasi visual, interaksi visual, komponen visual dan color language hierarchy secara logis, sistematis, kritis dan inovatif (CPL3, CPL6, CPL9)</p> <p>Mampu memahami, mengidentifikasi, menerapkan metode berpikir desain dan memanfaatkan kecerdasan buatan dalam komunikasi visual (CPL1, CPL2, CPL 4, CPL5, CPL8)</p> <p>Mampu memahami dan menjelaskan teori komunikasi visual dan representasi visual yang dikaitkan dengan fenomena dan perkembangan komunikasi kontemporer (CPL3, CPL6, CPL8)</p> <p>Mampu memahami, mengidentifikasi dan menganalisis penerapan komunikasi visual dalam <i>visual photography &amp; digital imaging, visual writing, visual logo dan branding</i> (CPL5, CPL7, CPL10)</p> <p>Mampu merencanakan, memproduksi dan mendistribusikan pesan komunikasi visual secara logis, sistematis, kritis, dan inovatif berdasarkan ciri dan karakteristik media dan audiens/publik di era digital. (CPL5, CPL7, CPL9)</p>
Mode of delivery (face-to-face, distance learning)	Hybrid Learning
Prerequisites and co-requisites (if applicable)	

Course content	<ol style="list-style-type: none"> <li>1. Konsep Komunikasi Visual ( Komunikasi, Komunikasi Visual, <i>Human Visual System</i>/Mekanisme Melihat)</li> <li>2. Persepsi Visual &amp; Psikologi Persepsi</li> <li>3. Teknik Penglihatan &amp; Jenis Penglihatan</li> <li>4. Media Komunikasi Visual &amp; Interaksi Visual</li> <li>5. Komponen Komunikasi Visual &amp; <i>Color Language Hierarchy</i></li> <li>6. Berpikir desain (design thinking) untuk komunikasi visual</li> <li>7. Kecerdasan Buatan dalam Komunikasi Visual</li> <li>8. Teori Komunikasi Visual (baca di Handbook of Visual Communication)</li> <li>9. Representasi Visual (Semiotika)</li> <li>10. <i>Visual Photography &amp; Digital Imaging</i></li> <li>11. <i>Visual Writing</i></li> <li>12. <i>Visual Logo &amp; Branding</i></li> </ol>
Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> <li>1. Aiello, G., Parry, K. (2020). Visual Communication Understanding Images in Media Culture. Sage Publications Ltd.</li> <li>2. Andhita, P. R. (2021). Komunikasi Visual. Zahira Media Publisher.</li> <li>3. Fahmy, S., Bock, M. A., Wanta, W. (2014). Visual Communication Theory and Research. Palgrave Macmillan.</li> <li>4. Harsanto, W. P. (2019). Retorika Visual Fotografis Dalam Iklan Koran. PT Kanisius.</li> <li>5. Jamieson, H. (2007). Visual Communication - More Than Meet the Eye. Intellect Ltd.</li> <li>6. Josephson, S., Kelly, J.D., Smith, K. (2020). Handbook of Visual Communication Research: Theory, Methods and Media (Second Edition). Lawrence Erlbaum Associates.</li> <li>7. Lester, P. M. (2013) Visual Communication: Images with Message. Wadsworth Publishing.</li> <li>8. Machin, D. (2014). Visual Communication. Walter de Gruyter GmbH.</li> <li>9. Sihombing, D. (2015). Tipografi dalam Desain Grafis. Gramedia Pustaka Utama.</li> <li>10. Wahjuwibowo, I. S., (2018). Semiotika Komunikasi, aplikasi praktis bagi penelitian dan skripsi komunikasi. Edisi 3. Mitra Wacana Media.</li> <li>11. Wilde, R. and Wilde, J. (2000). Visual Literacy: A Conceptual Approach to Graphic Problem Solving. Watso-Guptill</li> <li>12. Zantides, E. (2014). Semiotics and Visual Communication Concepts and Practices. Cambridge Scholars Publishing.</li> </ol>
Planned learning activities and teaching methods	Collaborative learning, contextualizing, problem based learning, self-learning and relating to real life examples and experiences
Language of instruction	English and Bahasa Indonesia
Assessment methods and criteria	Participatory activity, <i>self-assessment</i> , <i>peer-assessment</i> , quizzes, mid and final semester exams.

## Visual Communication assessment rubric

### Problem Based Learning on conventional platform.

Direction: chose one of the following topics as problem topic.

1. Membuat rancangan produk komunikasi visual, mengimplementasikan teori komunikasi visual dan strategi media yang efektif pada perancangan produk visual, teknik penyajian dan distribusi hasil rancangan produk komunikasi visual. The content is printed and presented.
2. Mencari Jurnal yang memuat penelitian semiotika seperti representasi logo, film, series, iklan, serta konten-konten yang ada di media sosial. The content is printed and presented.

### Problem Based Learning on Digital platform.

Direction: chose one of the following topics as problem topic.

1. Merangkum pemahaman materi Media Komunikasi Visual & Interaksi Visual. The content is upload in social media and presented.
2. Membuat infografis tentang fenomena Kecerdasan Buatan. The content is upload in social media and presented.

### Mid-term test for Multimedia Communication course.

Direction: Mengerjakan soal esai dari materi yang telah dipelajari

No	Criteria/Grade	80-100	65-79	50-64	40-59	0-39
1	Integration of knowledge	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.	The paper demonstrates that the author has little understanding of the course.

2	Topic focus	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.	The topic is not relevant with the given instruction.
3	Depth of discussion	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.	The discussion is superficial and not academic, with no relevant references.
4	Cohesiveness	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties Together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie Together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships	The writing is highly problematic and difficult to understand.

