

## Template

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

Course unit title	<b>Visual Communication</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>Able to understand and explain the scope, urgency and purpose of visual communication (CPL1, CPL3)</p> <p>Able to understand, identify and analyze visual communication media, visual interactions, visual components and color language hierarchy logically, systematically, critically and innovatively (CPL3, CPL6, CPL9)</p> <p>Able to understand, identify, apply design thinking methods and utilize artificial intelligence in visual communication (CPL1, CPL2, CPL4, CPL5, CPL8)</p> <p>Able to understand and explain visual communication theory and visual representations associated with contemporary communication phenomena and developments (CPL3, CPL6, CPL8)</p> <p>Able to understand, identify and analyze the application of visual communication in <i>visual photography &amp; digital imaging, visual writing, visual logo and branding</i> (CPL5, CPL7, CPL10)</p> <p>Able to plan, produce and distribute visual communication messages logically, systematically, critically, and innovatively based on the characteristics and media characteristics and audience/public in the digital era. (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. Visual Communication Concepts ( Communication, Visual Communication, <i>Human Visual System/Viewing Mechanism</i>)</li> <li>2. Visual Perception &amp; Perception of Psychology</li> <li>3. Vision Techniques &amp; Vision Types</li> <li>4. Visual Communication Media &amp; Visual Interaction</li> <li>5. Components of Visual Communication &amp; <i>Color Language Hierarchy</i></li> <li>6. Design thinking for visual communication</li> <li>7. Artificial Intelligence in Visual Communication</li> <li>8. Visual Communication Theory (read in the Handbook of Visual Communication)</li> <li>9. Visual Representation (Semiotics)</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, KS, (2018). Semiotika Komunikasi, aplikasi praktis bagi penelitian dan skripsi komunikasi. 3rd Edition. 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 Indonesian
Assessment methods and criteria	Participatory activity, <i>self-assessment, peer-assessment, quizzes</i> , mid and final semester exams.

## Visual communication assessment rubric

### Problem Based Learning on conventional platforms.

Direction: choose one of the following topics as a problem topic.

1. Designing visual communication products, implementing visual communication theory and effectively media strategies on visual product design, presentation techniques and distribution product design result of visual communication. The content is printed and presented.
2. Look for journals that contain semiotic research such as logo representations, films, series, advertisements, and content on social media. The content is printed and presented.

### Problem Based Learning on Digital platform.

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

1. Summarize the understanding of Visual Communication Media & Visual Interaction. The content is uploaded in social media and presented.
2. Create an infographic about the phenomenon of Artificial Intelligence. The content is uploaded in social media and presented.

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

Direction: Doing essay from the material that has been studied

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 to 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 between 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 between 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 between material obtained from all sources.	Does not tie information together. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding of any relationships	The writing is highly problematic and difficult to understand.

