

City University of Hong Kong
Course Syllabus

offered by Department of Architecture and Civil Engineering
with effect from Semester B 2017/18

Part I Course Overview

Course Title:	Visual Expression and Communication
Course Code:	GE1304
Course Duration:	1 Semester (Some courses offered in Summer Term may start a few weeks earlier than the normal University schedule. Please check the teaching schedules with CLs before registering for the courses.)
Credit Units:	3
Level:	A2/B2
Proposed Area: <i>(for GE courses only)</i>	[2] Arts and Humanities [] Study of Societies, Social and Business Organisations [1] Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

In order to raise the visual literacy level of students, the course is designed to introduce various concepts and application of visual expression, developing students' interpretation and creation skills in visual communication.

The continuous teaching and learning experience allows student opportunity to experiment the use of various types of graphic communication associated closely with our living environment, enabling them the ability to act and react in this information age, which does not only saturated with text but also graphics contents.

Instead of course-end assessment, continuous assessments which ties in with the diverse learning activities are incorporated to allow students' self-evaluation in their learning process and as basis for student assessment in a course. Hands-on experience is engaged, in comparison to textual-memory based learning experience in other subjects. This provides a discovery enriched learning experience and encourage application of creativity and innovation in the pursuance of visual-based knowledge.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs #	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Outline the different types of graphical representation in use in daily life to describe our environment.		✓		
2.	Identify the meanings and roles of different types of graphical representations.			✓	
3.	Evaluate the limitations of visual expression.		✓		
4.	Explain the essential elements in visual expression and its role in communication.			✓	
5.	Produce a set of graphics which effectively express a specific set of meaning.				✓
* If weighting is assigned to CILOs, they should add up to 100%.		100%			

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours / week (if applicable)
		1	2	3	4	5	
Lectures	Explain the key roles of different types of graphical representations; and explain essential elements in visual communication	✓	✓	✓	✓		
Trips	Allow students to have actual observation of graphical representations in real life situation		✓	✓	✓		
Tutorial/ Seminar	Engage students to explore and discuss ideas related to visual communication	✓		✓	✓		
Project presentation	Provide opportunities for students to present their works created for final project and receive feedback from classmates and teacher					✓	
Project discussion	Allow students to engage in group discussion for preparation of final project deliverables	✓	✓	✓	✓	✓	

Semester Hours:	3 hours per week
Lecture/Tutorial/Laboratory Mix:	Lecture (Mix); Tutorial (Mix); Laboratory (Mix)

4. Assessment Tasks/Activities

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks / Activities	CILO No.					Weighting*	Remarks
	1	2	3	4	5		
Continuous Assessment: 80%							
Tutorial exercise / Reflective report	✓	✓	✓	✓		15%	
Field work report	✓	✓		✓		20%	
Project interim	✓	✓		✓		20%	Group assignment
Project final	✓	✓		✓	✓	25%	Out of the 25%, 10% is group mark and 15% is individual mark.
Examination: 20% (duration: 1 hour)							
* The weightings should add up to 100%.						100%	

To pass a course, a student must obtain minimum marks of 30% in both coursework and examination components, and an overall mark of at least 40%.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)/ Pass (P) on P/F basis	Failure (F)
Tutorial exercise / Reflective report	1.1 Acquire comprehensive understanding in graphical representation and attempt to associate this with our environment 1.2 Demonstrate depth in evaluating the problem of visual expression with adequate appraisal of all major aspects 1.3 Acquire accurate identification of meanings and roles of graphical representations 1.4 Provide accurate explanation on the essential elements in visual expression and its role in communication	High	Significant	Moderate	Basic	Not even reaching marginal levels
Field work report	2.1 Acquire comprehensive understanding in graphical representation and attempt to associate this with our environment 2.2 Acquire accurate identification of meanings and roles of graphical representations 2.3 Provide accurate explanation on the essential elements in visual expression and its role in communication	High	Significant	Moderate	Basic	Not even reaching marginal levels
Project interim	3.1 Acquire comprehensive understanding in graphical representation and attempt to associate this with our environment 3.2 Acquire accurate identification of meanings and roles of graphical representations 3.3 Provide accurate explanation on the essential elements in visual expression and its role in communication 3.4 Compose a comprehensive set of graphics which effectively express a specific set of meaning explained	High	Significant	Moderate	Basic	Not even reaching marginal levels

Project final	<p>4.1 Acquire comprehensive understanding in graphical representation and attempt to associate this with our environment</p> <p>4.2 Acquire accurate identification of meanings and roles of graphical representations</p> <p>4.3 Provide accurate explanation on the essential elements in visual expression and its role in communication</p> <p>4.4 Compose a comprehensive set of graphics which effectively express a specific set of meaning explained</p>	High	Significant	Moderate	Basic	Not even reaching marginal levels
Examination	<p>5.1 Demonstrate a clear understanding in graphical representation and its association with our environment;</p> <p>5.2 Demonstrate ability in evaluating the problem of visual expression;</p>	High	Significant	Moderate	Basic	Not even reaching marginal levels

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Graphics: visual presentation; maps; plans; photography; signage and diagrams;

Visual expression: signs and symbols; signification & communication; codes; meaning & representation.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Nil
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2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	www6.cityu.edu.hk/e-learning_visual_literacy/
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Annex (for GE courses only)
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A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)
PILO 1: Demonstrate the capacity for self-directed learning	1, 2, 3, 4, 5
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	1, 2, 3, 4
PILO 3: Demonstrate critical thinking skills	1, 2, 3, 4, 5
PILO 4: Interpret information and numerical data	1, 2, 3, 4
PILO 5: Produce structured, well-organised and fluent text	5
PILO 6: Demonstrate effective oral communication skills	1, 2, 3, 4, 5
PILO 7: Demonstrate an ability to work effectively in a team	1, 2, 3, 4, 5
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	-
PILO 9: Value ethical and socially responsible actions	-
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	5

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task
Project final