SM2266: GRAPHIC COMMUNICATION

Effective Term
Semester A 2022/23

Part I Course Overview

Course Title
Graphic Communication

Subject Code
SM - School of Creative Media
Course Number
2266

Academic Unit
School of Creative Media (SM)

College/School
School of Creative Media (SM)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
Nil

Part II Course Details

Abstract

This course aims to enable student's ability to communicate in graphical form though studio practices. Students will learn how to use visual devices such as typography, images, color and illustrations, etc to communicate message, visualize

abstract idea, and persuade a belief. Students also will be inspired by different graphic styles from late 19 century to now. Both traditional and digital media in two dimensional design will be covered.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Theorize and demonstrate good judgment in visual aesthetic		x	x	
2	Understand and apply basic graphic design elements and concept		x	x	
3	Apply knowledge and skill in graphic software in design process			x	
4	Manage independently in delivering a presentable graphic portfolio			x	x
5	Deliver and articulate a pervasive presentation			x	x
6	Transform basic technical competence into a unique style or personal signature		x	x	x

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 real-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.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture	Research and critique on Graphic style and design	1	1 hr/wk
2	Workshop	Design workshop in: 1. Exploration in form 2. Color in real world 3. Typographic design 4. Information Graphic Design 5. Using Photographic images	2, 3, 4, 5, 6	1 hr/wk
3	Workshop	Graphic software workshop	3, 5, 6	1 hr/wk
4	Analysis report	Assignment Presentation	1, 4, 5	20 mins/wk

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Research project on graphic style and presentation	1	10	
2	Project Presentation	1	15	
3	Design project: 1. Defining identity - Self Portrait 2. Communicating messages in visual form 3. Visualizing mood 4. Creative spatial visualization 5. Information visualization	2, 3, 4, 5, 6	75	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Research Project

Criterion

Students should demonstrate ability to apply knowledge and skills to undertake independent research, build up argument and analysis. The threshold of 'discovery' lies in a student's proactively turning theory into praxis, to transform course material into self-owned authorship.

Excellent (A+, A, A-)

- Excellent grasp of materials, ability to explain key concepts, assumptions, and debates, demonstrating sound knowledge of the field
- Rich content, exceptional ability to integrate various resources into primary and secondary levels based on demand;
- Design and conduct research which is firmly built on thorough knowledge of existing theoretical frameworks
- Evaluative judgments about existing research and demonstrate application of strong critical thinking skills
- Strong ability to approach a text or a theme using a variety of theories and analytical tools
- Strong organization of research findings with effective organization and procedural clarity at the same time demonstrating the importance of the process
- Insightful suggestion of how the research findings may lead to future research

Good (B+, B, B-)

- Firm grasp of materials, ability to explain key concepts and assumptions
- Adequate content, strong ability to integrate various resources into primary and secondary levels based on demand;
- Design and conduct research which is built on thorough knowledge of existing theoretical frameworks
- Appropriate judgments about existing research and demonstrate application of critical thinking skills
- Ability to approach a text or a theme using a variety of theories and analytical tools

Fair (C+, C, C-)

- Comprehensive grasp of materials, able to explain key concepts
- Adequate content, fair ability to integrate various resources into primary and secondary levels based on demand

- Design and conduct research which is built on knowledge of theoretical frameworks
- Appropriate judgments about existing research Weak ability to approach a text or a theme using a variety of theories and analytical tools

Marginal (D)

- Loose grasp of materials, cannot explain key concepts
- Weak content, with primary and secondary levels
- Design and conduct research which is appropriate for the research objective
- Marginal judgments about existing research
- Poor ability to approach a text or a theme using a variety of theories and analytical tools

Failure (F)

- Poor grasp of materials
- Inadequate content, without primary and secondary levels
- Fail to design and conduct research which is appropriate for the research objective
- Fail to make reasonable judgments about existing research
- Fail to approach a text or a theme using a variety of theories and analytical tools

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Assessment Task

2. Design Project

Criterion

Students should demonstrate ability to utilize primary and secondary sources, execute creative ideas and projects. The threshold of 'discovery' lies in a student's proactively turning theory into praxis, to transform course material into self-owned authorship.

Excellent (A+, A, A-)

- Work has strong affective quality and the articulation of personal styles and signature
- Excellent appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium
- Work raises questions and instill insights about the process of conception, creative strategization and production Innovative exploration by combining knowledge from different disciplines (e.g. mathematics, psychology, physics, anthropology, etc.) to create an inter-disciplinary project
- Efficient adjustment of plans and strategies in response to resources (time, space, equipment, etc) available with constructive adjustment

Good (B+, B, B-)

- Strong appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium
- Ability to create project/ work that demonstrate the processes of thinking and creative exploration
- Proper adjustment of plans and strategies in response to resources (time, space, equipment, etc) available and constructive feedback/ suggestions

Fair (C+, C, C-)

- Basic appreciation and/or application of the aesthetic and expressive qualities of the medium
- Limited ability to create project/ work that demonstrate the processes of thinking and creative exploration
- Adjustment of plans and strategies in response to resources (time, space, equipment, etc) available

Marginal (D)

- Marginal appreciation of the aesthetic and expressive qualities of the medium
- Marginal ability to create project/ work that demonstrate the processes of thinking and creative exploration
- Limited adjustment of plans and strategies in response to resources (time, space, equipment, etc) available

Failure (F)

- No appreciation of the aesthetics and expressive qualities of the medium
- Fail to create project/ work that demonstrate the processes of thinking and creative exploration

- Minimal adjustment of plans and strategies in response to resources (time, space, equipment, etc) available

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Assessment Task

3. Project Presentation

Criterion

This assessment will grade on content and fluency of presentation. Students should show their co-operation to conduct a well-organized presentation with their own argument and evidence from readings and notes. The threshold of 'discovery' lied in a student's self initiatives to conduct additional research and to personalize theories for her/his personal daily experience.

Excellent (A+, A, A-)

- Rich, informative content, excellent grasp of the material with in-depth and extensive knowledge of the subject matter
- Rigorous organization, coherent structure, and systematic exposition with a strong sense of narrative
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management
- Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize

Good (B+, B, B-)

- Adequate content with firm grasp of the material that informs the audience on a subject matter
- Reasonable organization, balanced structure and composition
- Good verbal communication: comprehensible pronunciation, fluent expression and diction, fair time-management

Fair (C+, C, C-)

- Adequate content with comprehensive grasp of the material demonstrating basic knowledge of the subject matter
- Fair organization, weak structure and composition
- Fair presentation skills: acceptable pronunciation, expression and diction, fair time-management

Marginal (D)

- Weak content, loose grasp of the general ideas with some knowledge of the subject matter
- Poor organization, structure and composition
- Poor presentation skills: marginal pronunciation, expression and diction, poor time-management

Failure (F)

- Inadequate content, fail to identify the general ideas with knowledge of the subject matter
- No organization, structure or/and composition
- Poor presentation skills: marginal pronunciation, expression and diction, minimal time-management

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Additional Information for AR

All A+/A/A- grade assignment should comply with the highest performance of Discovery-oriented learning.

Part III Other Information

Keyword Syllabus

Graphic Design, typography, information visualization, Graphic software package, Design history

Reading List

Compulsory Readings

	Title
1	Graphic communications today, Z246 .C58 2004
2	Swiss graphic design, 46 .S96 2000

| 3 | Letter perfect: the art of modernist typography, 1896-1953, Z246 .R93 2001 |
| 4 | Graphic style : from Victorian to digital, NC998.2 .H448 2000 |

Additional Readings

Title	
1	Nil