SM2609: VISUAL COMMUNICATION (UI/UX)

Effective Term
Semester A 2025/26

Part I Course Overview

Course Title
Visual Communication (UI/UX)

Subject Code
SM - School of Creative Media

Course Number
2609

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

As graphic design & communication becomes more visible and prevalent in our lives, and play a major front end role in the area of human-computer interaction (HCI) and digital entertainment industry. This course aims to enable student’s

ability to design and communicate in graphical form for UX & UI design, addresses core areas of the art, aesthetic and communication of graphic design from traditional to contemporary. By recognizing the principles of User Experience (UX) design, User Interface (UI) design, System Analysis and Design, Approaches and workflow from visual designer, interaction designer and programmer to UX & UI design with the awareness of universal, social, culture, gender, and environment influence, Psychology Aspects of UX and Emotional Design. The student is required to demonstrate and apply them in the course in form of static and animated 2D & 3D graphical UX & UI design.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Theorize and demonstrate good judgment and taste in visual aesthetic		x		
2	Understand and apply basic graphic design & visual communication elements and concept		x	x	x
3	Understand and apply the principles of User Experience (UX) design, User Interface (UI) design, System Analysis and Design, Approaches and workflow from visual designer, interaction designer and programmer to UX & UI design with the awareness of universal, social, culture, gender, and environment influence.		x	x	x
4	Understand and apply the Psychology Aspects of UX and Emotional Design		x	x	x
5	Apply knowledge and skill in UI/UX prototyping tools and design software in the design process.			x	
6	Demonstrate the ability in problem-solving and project management independently in delivering a presentable UX & UI design and interactive prototypes.		x	x	x
7	Deliver and articulate a pervasive pitch			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.

Learning and Teaching Activities (LTAs)

	LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	- Case study - Discussion - Self-exploration	Lecture, critique and self-exploration on visual aesthetic	1	

2	- Case study - Demonstration - Practices - Discussion	Lecture and workshop of basic graphic design & visual communication elements and concept	2, 5	
3	- Case study - Demonstration - Practices - Discussion	Lecture and workshop of the principles of User Experience (UX) design, User Interface (UI) design, System Analysis and Design, Approaches and workflow from visual designer, interaction designer and programmer to UX/UI design with the awareness of universal, social, culture, gender, and environment influence.	3, 5	
4	- Case study - Demonstration - Practices - Discussion	Understand and apply the Psychology Aspects of UX and Emotional Design	4	
5	- Critique - Discussion	Individual UX & UI design project	1, 5, 6	
6	- Presentation - Critique	Pitch of the individual UX & UI design project outcome	1, 5, 7	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("-" for nil entry)	Allow Use of GenAI?
1	Self-Exploration on visual aesthetic	1, 5	15	-	Yes
2	Basic Graphic Design & visual Communication Exercise(s)	1, 2, 5	15	-	Yes
3	Basic UX & UI Design Exercise(s)	1, 3, 4, 5	15	-	Yes
4	Basic Emotional Design Exercise(s)	5	15	-	Yes
5	Individual UX & UI design project	1, 6, 7	40	-	Yes

Continuous Assessment (%)

100

Examination (%)

0

Minimum Continuous Assessment Passing Requirement (%)

0

Minimum Examination Passing Requirement (%)

0

Assessment Rubrics (AR)

Assessment Task

Basic Graphic Design & Communication Exercise(s)
Basic UX & UI Design Exercise(s)
Basic Emotional Design Exercise(s)

Criterion

These assessments will be graded on:

· Ability to understand and demonstrate a critical awareness of the concept, workflow, application, and tool set.

· Learning by doing. Reflection of Tool Proficiency / Tool Manipulation / Application of Art and Aesthetic/ Technology / Technological Theory

· Ability to plan, execute and evaluate a project. Reflection of Innovation / Originality / Imagination / Lateral Thinking / Production Management / Learning Attitude / Ethics / Presentation Skills

Excellent (A+, A, A-)

· Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.
· Furthering knowledge through analysis and interpretation of issues discussed using information from a range of source
· Exhibited courage to leave comfort zones and test existing boundaries, conventions and rules for unknown possibilities
· Project was highly original, involved significant logistical challenges and required frequent problem-solving and re-assessment of project methods and goals throughout the duration of the project; student demonstrated exceptional and frequent initiative and self-direction in identifying and overcoming problems as they arouse.

Good (B+, B, B-)

· Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.
· Compare and contrasted information from various sources with own interpretation relating to issues discussed
· Demonstrated openness to experiment with new approaches and challenge conventions (comfort zone).
· Project was original, challenging and require consistent problem-solving and re-assessment of project methods and goals throughout the duration of the project; student demonstrated consistent initiative and self-direction in identifying and overcoming problems as they arose.

Fair (C+, C, C-)

· Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.
· Some discussion of issue raised in class, drawing on few sources of information
· Experimented with a number of different approaches, techniques & materials to solve problems but did not go beyond conventions (comfort zone).
· Project was challenging, require minor problem-solving and re-assessment of project methods and goals throughout the duration of the project; student demonstrated some initiative and self-direction in identifying and overcoming problems as they arose.

Marginal (D)

· Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.
· Only little discussion of issues raised in class, drawing on few sources of information.
· Some attempts to experiment, but the approaches, techniques & materials used are limited and lacked diversity.
· Project was simplistic and required little problem-solving; student demonstrate little initiative and self-direction in identifying and overcoming problems as they arose.

Failure (F)

· Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.
· No or little discussion of issues raised in class
· No or little evidence of attempted experiment
· Project was simplistic and required no problem-solving; student failed to demonstrate initiative and self-direction in identifying and overcoming problems as they arose.

Assessment Task

Individual UX & UI design project

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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Assessment Task

Self-Exploration on visual aesthetic

Criterion

This assessment will grade on rationality, clarity and fluency of argument and comment. The threshold of ‘discovery’ lies in a student’s ability to negotiate a position that is informed, defendable, and standing on personal insight.

Excellent (A+, A, A-)

· Rich content, excellent ability to interpret and integrate various resources

- Rigorous organization, coherent structure, systematic composition
- Precision in argument, well defined and reasoned points of view grounded in insightful interpretation of existing literature
- Readiness to respond to peer opinion and other views initiated in class discussion
- Discussion shed light on new dimensions of the issue

Good (B+, B, B-)

- Adequate content, sufficient ability to integrate various resources based on demand
- Reasonable organization with balanced structure and composition
- Clear elaboration of ideas that sticks to the point, with clearly differentiated issues, ability to interpret opinions independently
- Sufficient responses to peer comments to sustain a discussion

Fair (C+, C, C-)

- Adequate content, fair ability to integrate various resources based on demand
- Fair organization with adequate structure and composition
- Relevant points made to the subject matter in question
- Ability to respond to other statements and engage in class discussion

Marginal (D)

- Weak content, limited use of resources
- Poor organization, structure and composition
- Relevant points to the subject matter, marginal ability to interpret opinions
- Ability to respond to other comments in simple terms

Failure (F)

- Inadequate content, no/ irrelevant use of resources
- No organization, structure or/and composition
- Irrelevant points to the subject matter, no ability to interpret opinions
- Fail to respond to other comments

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, Visual Communication, Visual Aesthetic, Graphical User Interface, Human-computer interaction (HCI), Digital Entertainment, Principles of User Experience (UX) design, Principles of User Interface (UI) design, Principles of System Analysis and Design, Feasibility Study, Usability Test, Visual designer, Interaction designer, Programmer, Universal, Social, Culture, Gender, Environment, Psychology, Emotional Design, Static Graphic, 2D Graphic, 3D Graphic, Animated Graphic, Adobe.

Reading List

Compulsory Readings

	Title
1	E Ryan, William and E. Conover, Theodore. (June 5, 2013). Graphic Communications Today, 4E (Design Concepts). Independence, KY, USA: Cengage Learning
2	Walter, Aaron. (2011). Designing for Emotion. ISBN-10: 1937557006, ISBN-13: 978-1937557003
3	Nodder, Chris. (June 5, 2013). Evil by Design: Interaction Design to Lead Us into Temptation. NJ, USA: John Wiley & Sons, Inc.

4	Johnson, Jeff. (February 24, 2014). Designing with the Mind in Mind, Second Edition: Simple Guide to Understanding User Interface Design Guidelines. Burlington, Massachusetts, USA: Morgan Kaufmann

Additional Readings

	Title
1	Cezzar, Juliette. (August 15, 2015). AIGA National Design Center: What is graphic design? http://www.aiga.org/guide-whatisgraphicdesign(Accessed June 12 2017)
2	Porter, Joshua (n.d.). Bokardo.com: Principles of User Interface Design http://uxmag.com/articles/the-psychologists-view-of-ux-design(Accessed June 12 2017)
3	Weinschenk, Susan. (May 19, 2010). UX Magazine: Articles: The Psychologist’s View of UX Design http://uxmag.com/articles/the-psychologists-view-of-ux-design(Accessed June 12 2017)
4	Lamprecht, Emil. (April 25, 2017). CareerFoundry: Blog: UX Design: The Difference Between UX and UI Design - A Layman’s Guide http://www.careerfoundry.com/en/blog/ux-design/the-difference-between-ux-and-ui-design-a-laymans-guide/(Accessed June 12 2017)