1. BASIC DETAILS

Course	Editing and Graphic Design 1
Degree	Bachelor's degree in advertising
School/Faculty	Social and Communication Sciences
Course	1º
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish
Delivery Mode	On campus
Semester	1st semester
Coordinating Teacher	María Angelica González Martínez
Academic Year	24-25

2. INTRODUCTION

The Editing and Graphic Design course is part of the Communication Technology module (Module 5) and is taught in the 1st year of the bachelor's degree in advertising.

It provides students with the theoretical and practical knowledge required to work state-of-the-art technological tools in layout and production of print and digital media. Self-editing and creative design programs will be used throughout the course.

3. SKILLS AND LEARNING OUTCOMES

Key skills (CB, by their acronym in Spanish):

CB2 - Students can apply their knowledge to their work or vocation in a professional manner and possess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area
CB4 - Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences
CB5 - Students have developed the learning skills necessary to undertake further study in a much more independent manner

Transversal skills (CT, by their acronym in Spanish):

CT2 - Independent learning: Skillset for choosing strategies to search, analyse, evaluate and manage information from different sources, as well as to independently learn and put into practice what has been learnt.

CT3 - Teamwork: Ability to integrate and collaborate actively with other people, areas and/or organizations to reach common goals.

CT4 - Written/spoken communication: Ability to communicate and gather information, ideas, opinions and viewpoints to understand and be able to act, spoken through words or gestures or written through words and/or graphic elements

CT5 - Analysis and problem-solving: Be able to critically assess information, break down complex situations, identify patterns and consider different alternatives, approaches and perspectives to find the best solutions and effective negotiations

CT6 - Adapting to change: Be able to accept, consider and integrate different perspectives, adapting your own approach as required by the situation at hand, and to work effectively in ambiguous situations

CT8 - Entrepreneurial spirit: Ability to take on and carry out activities that generate new opportunities, foresee problems or lead to improvements

CT9 - Global mindset: Be able to show interest in and understand other customs and cultures, be aware of your own biases and work effectively as part of a global community.

Specific skills (CE, by their acronym in Spanish):

CE25 - Ability to describe the processes involved in the use of technology, estimate the resources required to efficiently design a communication product and defend the proposal made.

CE26 - Ability to identify and criticise the procedures established in the use of technology, as well as plan the way in which it should be used.

CE27 - Ability to use communication technology appropriately, discovering new uses of existing communication technology and predicting its ephemeral nature to be updated.

Learning outcomes (RA, by their acronym in Spanish):

RA1: Have an overall view of the fields in which they may carry out their work as a graphic, editorial, packaging, digital, branding, signage designer, etc. in order to contextualise, define and mark out the area of study.

RA2: Reach a basic/medium level in handling the different types of software that will be taught in the course, which will enable students to acquire an initial skill that they can use across other courses if they need to.

RA3: Recognize, assess and identify the most appropriate software according to the project: online and/or offline.

Skills	Learning outcomes
CB02, CT02, CE25	RA1
CB02, CT02, CE25	RA2
CB02, CT02, CE25	RA3

4. CONTENTS

- Introduction to the most important software used for editing, layout and design with Adobe InDesign. Introduction to the most important software used for illustration and design with Adobe Illustrator.
- Introduction to the most important software for digital retouching and photography composition with Adobe Photoshop.
- Introduction to graphic design applications for online content: Sketch.
- Introduction to the most important software used for editing, layout and design with Adobe InDesign. Introduction to the most important software used for illustration and design with Adobe Illustrator.
- Introduction to the most important software for digital retouching and photography composition with Adobe Photoshop.
- Introduction to graphic design applications for online content: Sketch.

5. TEACHING/LEARNING METHODS

ON CAMPUS STUDY MODE

- Lecture/online conference
- Case studies
- Collaborative learning
- Problem-based learning

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

On-campus:

Learning activity	Number of hours
Lectures	24
Asynchronous lectures	6
Case study analysis	15
Problem-solving	15
Oral presentations	15
Drawing up reports and written work	15
Group tutorials	10
Independent working	50
TOTAL	150

7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

On-campus:

Assessment system	Weighting
On-campus knowledge tests	40.0
Case study/problem scenario	20.0
Portfolio of learning	20.0
Performance observation	20.0

On the Virtual Campus, when you open the course, you can see all the details of your assessment activities and the deadlines and assessment procedures for each activity.

7.1 Ordinary call

To pass the subject in the ordinary session, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary that you obtain a grade greater than or equal to 4.0 in the final test, so that it can average with the rest of the activities.

7.2 Extraordinary call

To pass the subject in the ordinary session, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary that you obtain a grade greater than or equal to 4.0 in the final test, so that it can average with the rest of the activities.

Activities that have not been passed in the ordinary call must be submitted, after having received the corresponding corrections from the teacher, or those that were not delivered.

8.SCHEDULE

This section indicates the schedule with deadlines for assessable activities on the subject:

Assessable activities	Date
Activity 1	Week 1,2,3
Activity 2	Week 5
Activity 3	Week 6,7.8
Activity 4	Week 9,10,11
Activity 5	Week 18,19

This schedule may be modified for logistical reasons. Any modification will be notified to the student in a timely manner

9.BIBLIOGRAPHY

The work of reference for follow-up of the course is:

•AIREY, David. Diseño de logos (Espacio de Diseño) Ed. Anaya Multimedia, 2015
•BASSAT, Luis. El libro rojo de las marcas: como construir marcas de éxito. Ed. Debolsillo, 2006
•BIRSCH, Hellen. Dibujar, trucos, técnicas y recursos para inspiración visual. Ed. Gustavo Gili, 2014

- BOYLE, Trish; WITKOWSKY, Mark. Adobe Indesign: del diseño a la producción. Ed. Pearson Educación.
- BRUNO, Munari. Diseño y comunicación audiovisual. Ed. GG, 2016

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit (ODI) we offer accompaniment to our students throughout their university life to help them achieve their academic achievements. Other pillars of our action are the inclusion of students with specific educational support needs, universal accessibility on the different campuses of the university and equal opportunities.

This Unit offers students the following:

1. Accompaniment and follow-up through the realization of personalized advice and plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made, that is, at the level of methodology and evaluation, for those students with specific educational support needs, thus pursuing equal opportunities for all students.
3. We offer students different extracurricular training resources to develop various skills that will enrich them in their personal and professional development.
4. Vocational guidance through the provision of tools and advice to students with vocational doubts or who believe that they have made a mistake in the choice of the degree.

Students in need of educational support can write to
 us at: orientacioneducativa@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to participate in satisfaction surveys to identify strengths and areas for improvement in the teaching staff, the degree and the teaching-learning process.

Surveys will be available in the survey space on your virtual campus or via email.

Your assessment is necessary to improve the quality of the degree.

Thank you very much for your participation.