

## 1. OVERVIEW

<b>Subject area</b>	Introduction to Graphic Design
<b>Degree</b>	Bachelor's Degree in Audiovisual Communication
<b>School/Faculty</b>	Social Sciences and Communication
<b>Year</b>	1st
<b>ECTS</b>	3 ECTS
<b>Type</b>	Core
<b>Language(s)</b>	Spanish/English
<b>Delivery Mode</b>	On campus
<b>Semester</b>	First semester
<b>Year</b>	2023/2024
<b>Coordinating professor</b>	Begoña Moreno López

## 2. INTRODUCTION

*Introduction to Graphic Design* is a subject area in the Audiovisual Technology module (Module 3), taught in the 1st year of the Bachelor's Degree in Audiovisual Communication.

It provides students with the theoretical and practical knowledge necessary to operate the latest generation of technological tools in the layout and production of printed and digital media. Desktop publishing and creative design software will be used over the course of the subject area.

## 3. SKILLS AND LEARNING OUTCOMES

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

- CB1: Students have demonstrated knowledge and understanding of a study area originating from general secondary school education, and are usually at the level where, with the support of more advanced textbooks, they may also demonstrate awareness of the latest developments in their field of study.
- CB2: Students know how to apply their knowledge to their work or vocation professionally and have the skills that are usually demonstrated by forming and defending opinions and solving problems within their study area.
- CB5: Students have developed the necessary learning skills to undertake further studies with a high degree of independence.

General skills (CG, by their acronym in Spanish):

- CG2: Ability to understand and transmit the different social, cultural and political realities in audiovisual products, and apply the current regulations from an open and tolerant viewpoint.
- CG3: Ability to develop audiovisual projects and products.
- CG4: Ability to apply new technologies in professional environments in the field of Audiovisual Communication.
- CG5: Ability to act in accordance with fundamental rights and the equality between men and women, equal opportunities and universal accessibility for people with disabilities and with the values of a culture of peace and democratic values in an audiovisual communication environment.

Cross-curricular skills (CT, by their acronym in Spanish):

- CT1: Independent Learning: Ability to choose the most effective strategies, tools and opportunities for learning and independently put into practice what has been learnt.
- CT3: Ability to adapt to new situations: Being able to evaluate and understand different points of view, adapting one's own approaches to suit the situation.
- CT4: Ability to analyse and synthesize: Being able to break down complex problems into manageable blocks, as well as evaluate alternatives and perspectives to find the ideal solution. Synthesising to reduce complexity and better understand the situation and/or solve problems.
- CT17: Group work: Ability to integrate oneself and collaborate actively with other people, departments and/or organisations to achieve shared objectives.

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

- CE3: Knowledge of technological tools, how they can be used and applied to audiovisual communication.
- CE6: Ability to apply creative techniques to audiovisual product design in an innovative way.
- CE7: Knowledge of the technological tools, from audiovisual equipment to the specific hardware and software required for the creation, project production and exchange and the broadcast of audiovisual products.
- CE8: Knowledge of the techniques and uses of graphic design applied to the media and new audiovisual environments, following aesthetic, audiovisual, artistic criteria, etc., adding value to each project through the creative process.

- CE9: Ability to use their own digital tools applied to the generation of multiplatform audiovisual content.
- CE10: Knowledge of the foundations and techniques of photography and how to apply them for digital image creation.
- CE22: Knowledge of the correct use of Spanish, both spoken and written, as a means of transmitting information in the audiovisual field and in a professional environment.

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

- RA1: Use of desktop publishing, layout, design and photo retouching programmes.
- RA2: Graphic design skills.
- RA3: Independent working and group work.

The following table shows how the skills developed in the subject area relate to the intended learning outcomes:

Skills	Learning outcomes (RA, by their acronym in Spanish)
CB1, CB2, CB5, CG2, CG3, CG4, CT1, CT3, CT4, CE3, CE6, CE7, CE8, CE9, CE10	RA1
CB1, CB2, CB5, CG2, CG3, CG4, CT1, CT3, CT4, CE3, CE6, CE7, CE8, CE9, CE10	RA2
CB1, CB2, CB5, CG2, CG3, CG4, CG5, CT1, CT3, CT4, CT17, CE3, CE6, CE7, CE8, CE9, CE10, CE22	RA3

## 4. CONTENTS

The subject is organised into six learning units which, in turn, are divided into tasks:

<b>Learning outcomes (RA, by their acronym in Spanish)</b>	<b>Learning outcomes</b>	<b>Type of activity</b>	<b>Contents</b>
RA1 , RA2 , RA3	Activity 1	Lectures Independent /group tasks Tutorials Independent working	Learning unit 1 / Tools for digital photo retouching (Basic Level)
RA1 , RA2 , RA3	Activity 1	Lectures Independent /group tasks Tutorials Independent working	Learning unit 2 / Tools for digital photo retouching (Intermediate Level)
RA1 , RA2 , RA3	Activity 2	Practical tests	Learning unit 3 / Project

## 5. TEACHING-LEARNING METHODS

The types of teaching-learning methods are as follows:

- Lecture.
- Case studies.
- Problem-based learning.
- Project-based learning.

## 6. LEARNING ACTIVITIES

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

Type of learning	Number of hours
Lectures	25 h
Project development and design	25 h
Group activities	10 h
Independent working	10 h
Tutorials	5 h
<b>TOTAL</b>	<b>75 h</b>

## 7. ASSESSMENT

The assessment systems, plus their weighting in the final grade for the subject area, are as follows:

Assessable task	Assessment criteria	Weighting (%)
Activities: 1	• Projects	50%
Activity 2	• 2 on-campus knowledge tests	50%

In the Virtual Campus, when you access the course, you will be able to see in detail the activities to be performed, as well as the delivery dates and assessment procedures for each of them.

**Important:**

- 1.- Late submissions will not be accepted or will suffer in a penalised grade.
- 2.- As this is a highly practical subject area, students are required to attend at least 75% of the total number of classes.
- 3.- The student must provide explanation for any absence from class, which will be accepted or denied upon verification by the corresponding university department.

**7.1. Ordinary exam period**

To pass the subject area in the ordinary exam period you must obtain a grade higher than or equal to 5.0 out of 10.0 in the final grade (weighted average) for the subject area.

In any case, it is necessary that you obtain a grade higher than or equal to 5.0 in the final exam, so that it can be averaged with the rest of the tasks.

**7.2. Extraordinary exam period (resits)**

To pass the subject area in the extraordinary exam period (resits) you must obtain a grade higher than or equal to 5.0 out of 10.0 in the final grade (weighted average) for the subject area.

Tasks not passed in the ordinary exam period, or those not delivered, must now be delivered after having received the relevant corrections to them by the professor.

## 8. TIMELINE

The timeline for submitting all assessable tasks for the subject area is indicated in this section:

Assessable tasks	Learning Units	Date	Weighting
Implementation of activities	UA1, UA2,	September to January (inclusive)	50%
Project implementation	UA3	September to January (inclusive)	50%

## 9. BIBLIOGRAPHY

The recommended bibliography is indicated below:

- 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. DIVERSITY AWARENESS UNIT

Students with special educational needs:

To ensure equal opportunities, curricular adaptations or adjustments for students with special educational needs will be outlined by the Diversity Awareness Unit (UAD, Spanish acronym).

As an essential requirement, students with special educational needs must obtain a report about the curricular adaptations/adjustments from the Diversity Awareness Unit by contacting [unidad.diversidad@universidadeuropea.es](mailto:unidad.diversidad@universidadeuropea.es) at the beginning of each semester.

## **11. STUDENT SATISFACTION SURVEYS**

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, the degree and the learning process.

These surveys will be available in the surveys area of your virtual campus or by email.

Your opinion is essential to improve the quality of the degree.

Many thanks for taking part.

## **PLAGIARISM REGULATIONS**

In accordance with the disciplinary regulations for students of the Universidad Europea:

- Plagiarism, in whole or in part, of intellectual works of any kind is considered a serious offence.
- Students will be excluded from corresponding exam sessions for serious offences relating to plagiarism and the use of fraudulent means to pass the assessment tests. The offence and its reason will also be recorded in the student's academic report.

## **SUBJECT AREA WORK PLAN (COMPULSORY SECTIONS) HOW TO COMMUNICATE WITH YOUR TEACHER**

If you have a query about the content or tasks, remember to post it in your subject areas' forums so that all your classmates can read it.

One of them may have the same query as you!

If you have any queries exclusively for your teacher to read, you can send them a private message via the Virtual Campus. Should you need further assistance on a particular issue, you can arrange tutoring.

Frequently reading the messages sent by students and teachers is recommended as they constitute another learning channel.

