

Teaching guide

IDENTIFICATION DETAILS

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|--------------------------------------|--|---------------|------|
| Degree: | Architecture | | |
| Scope | Architecture, construction, building and urban planning, and civil engineering | | |
| Faculty/School: | Higher Polytechnic School | | |
| Course: | GRAPHIC DESIGN AND COMMUNICATION | | |
| Type: | Compulsory | ECTS credits: | 6 |
| Year: | 3 | Code: | 3730 |
| Teaching period: | Fifth semester | | |
| Subject: | Composition | | |
| Module: | Projectual | | |
| Teaching type: | Classroom-based | | |
| Language: | Spanish | | |
| Total number of student study hours: | 150 | | |

SUBJECT DESCRIPTION

This is an eminently practical subject, where students will learn to make the most of graphic resources, both for their better communication as an architect and for the optimal presentation of their projects.

GOAL

Optimize the graphic treatment (composition, typography, color, scale...) of any architectural work, and at the same time have the resources to face a design commission, always understood as a service to society whose protagonist role must always prevail over that of the creator of the project. Apply so-called 'design thinking' and inclusive design techniques that take into account people with special needs or some type of handicap, for their

optimal social integration.

The specific aims of the subject are:

To conceive of the architect as a global designer, thus capable of successfully tackling orders of a very variable scale.

Operate in segments of the design market that go beyond the architectural project.

PRIOR KNOWLEDGE

It is advisable to have passed the first and second year subjects in which drawing plays a more relevant role. The correct use of the Autocad and Photoshop programs are highly recommended, although not essential, for the development of the subject.

COURSE SYLLABUS

After a theoretical presentation of each topic, the student will be proposed to develop a project as if it were a real commission:

- Visual identity design. The mark of an architect.
- Editorial design. The book collection.
- Poster design. The promotion of studio work.
- Design of plans and posters.
- Corporate design applied to architecture and interior design.
- Design of the website of an architectural firm. Basic concepts.

EDUCATION ACTIVITIES

- Expository classes: based on the projection of images and texts, both by the teacher and the students. - Carrying out exercises: they will be analogous to the graphic design projects of the professional activity. - Project workshop: depending on the type of 'commission' carried out by the teacher, a workshop will be held in the classroom itself where they will advance and discuss simultaneously. - Group work: the student's ability to share and adapt their ideas to those of other classmates will be stimulated, as is usually the case in the development of the profession. - Tutoring: it will be a personalized complement to the teacher training provided in the classroom. - Evaluation: continuous evaluation system, where not only the final result of each project will be evaluated, but also the student's attitude, their contribution to other people's projects, their attendance and behavior in class, etc. - Presentation of content and activities by the teacher, commentary, recommended readings, and with the participation of students in the debate and resolution of doubts about the topics proposed in class. - Resolve, in a way individually, on the blackboard or on the table exercises proposed in class to apply the fundamental knowledge received. - Correction in groups of different sizes of the projects that students carry out in the classroom or at home, and are nuanced in the light of the exercises of their classmates and the instructions of their teachers. - I work in small groups to deepen the fundamental teaching principles, and stimulate coordination capacity among students.

DISTRIBUTION OF WORK TIME

| TEACHER-LED TRAINING ACTIVITIES | INDIVIDUAL WORK |
|---------------------------------|-----------------|
| 60 Horas | 90 Horas |

SKILLS

Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study.

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

Capacity for analytical, synthetic, reflective, critical, theoretical and practical thought.

Capacity for oral and written expression.

Ability to solve problems and to take decisions.

Ability to apply procedures.

Capacity for interpersonal communication.

Knowledge of the fine arts as a factor that may influence the quality of architectural design.

General Skills

Capacity for analytical, synthetic, reflective, critical, theoretical and practical thought.

Capacity for oral and written expression.

Ability to solve problems and to take decisions.

Ability to apply procedures.

Capacity for interpersonal communication.

Knowledge of the fine arts as a factor that may influence the quality of architectural design.

Specific skills

Adequate knowledge of methods for studying symbolization processes, practical functions and ergonomics.

Adequate knowledge of aesthetics and the theory and history of fine and applied arts.

LEARNING RESULTS

Educate the critical sense about the graphic quality of any project, based on knowledge about the use of color, typography and any other creative resource.

Create a good visual identity of the study itself and the graphic documents it generates.

Use with professionalism and rigor the large number of resources that graphic design provides to an architect in the improvement of her projects, both those of architecture itself and of other branches of creation.

LEARNING APPRAISAL SYSTEM

For the final evaluation of the student, the main criterion will be the quality of the different projects presented during the course, which in addition to being delivered in the time and manner established by the teacher, will form part of a final delivery (portfolio) as an exam. It is essential that projects conform to the concept of 'Design for All', as a complement to 'Architecture for all', which defines us as architects trained at the UFV. The student's improvement from the beginning to the end of the course, as well as their personal initiative, attitude and class attendance, will be especially valued. As this is a continuous evaluation, students will be able to continue to improve the works already submitted until the delivery of the final portfolio, whose grade (if it exceeds the approved one) cannot be increased with complementary exercises. To pass per course, all submissions must be submitted and have a grade equal to or greater than 5. Out of a possible maximum of 10 points, the distribution of grades with respect to the final grade of the course will be as follows: - Visual identity design. An architect's brand: 1 point (10%) - Editorial design. The book collection: 1 point (10%) - Poster design. The promotion of the studio's work: 1 point (10%) - Design of plans and posters: 1 point (10%) - Corporate design applied to architecture and interior design: 1 point (10%) - Design of the website of an architectural firm. Basic concepts: 1 point (10%) - Final exam (delivery of a portfolio in paper and pdf, with all the papers): 4 points (40%) In the case of extraordinary calls, the teacher will propose to the student the completion of three exercises that cover practically everything covered in the course syllabus. A portfolio will be submitted with these works, and the evaluation criterion will consist of evaluating each exercise up to a maximum of ten points, the final grade being the average of the three partial grades. Plagiarism, as well as the use of illegitimate means in evaluation tests, will be sanctioned in accordance with those established in the Evaluation Regulations and the University's Coexistence Regulations. There will be an alternative evaluation system for students with a waiver that will be identical to the one proposed for Extraordinary Call.

ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

- 1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:
 - a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.
 - b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.
 - c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website(https://www.ufv.es/gestion-de-la-informacion_biblioteca/).
 - d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.
- 2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the [Guide for the Responsible Use of Artificial Intelligence in Studies at UFV](#). Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.
- 3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

González Solas, Javier. (2002) Corporate Visual Identity Spain, Madrid: Synthesis

Munari, B. (1983) How are objects born? Spain, Barcelona: Gustavo Gili

Koolhaas, R. and Mau, B. (1997) S, M, L, XL Germany, Cologne: Taschen Evergreen

VV.AA. (2008) The Little Sabelotodo. Common sense for designers Spain, Barcelona: Index Book

Additional

Chaves, N. (1988) The corporate image Spain, Barcelona: Gustavo Gili

(Chaves, N. (1988) The corporate image Spain, Barcelona: Gustavo Gili , ||Llovet, J. (1979) Ideology and methodology of design Spain, Barcelona: Gustavo Gili)