

COURSE CONTENT

Course Code	DV2007
Course Title	Issues in Visual Communication Practice
Pre-requisites	DV2004 Typography II <u>and</u> DV3010 Visual Communication III
No of AUs	3
Contact Hours	39 hours studio contact

Course Aims

This intermediate level course will examine critical issues within visual communication practice. It will investigate contemporary and critical discussions that shape the discourse of design and its relationship to socio-political structures, and consider the responses of designers towards these issues. Through a combination of creative design projects, writings and publishing that is closely tied to the analysis, interpretation and expansion of readings, this course challenges students to critically engage with the complexity and challenges of design with the zeitgeist of our times.

Intended Learning Outcomes (ILO)

By the end of this course, you should be able to:

1. Describe critical contemporary discussions that shape visual communication practice and discourse.
2. Critically analyse, interpret and expand on readings through written responses and discussions.
3. Interpret and create design projects effectively based on educated decisions & responses from readings.
4. Present, reflect and evaluate research findings, ideas, progress development and prototypes related to reading responses.
5. Participate in class discussion, collaborate with your peers and constructively critique work in progress of various design project.

Course Content

First Things First? Or Not?

An investigation into graphic design and its relationship to capitalism, you will examine the First Things First manifesto written by Ken Garland in the 1960's, the debates surrounding it and the lead up to a rewritten manifesto in year 2020. You will critically reflect on design's relationship to capitalism and examine the struggles and responses to that.

Transgressing Graphic Design

Looking into graphic design as a social, political and cultural practice, you will begin investigating the issues design face on an ethical level. You will look into the challenges and issues of Design Thinking and examine the moral and ethical considerations of a designer in solving today's problems. By studying design's contribution to environmental and social instability and its incompatibility with models of sustainable or even survivable futures, this section will begin to ask how to facilitate change in these areas.

Decolonizing Design

Exploring the representations, languages and structures that shape design from under-represented frameworks not limited to indigenous knowledge, queer theory and non-anglo/Eurocentric ways of seeing, knowing and acting in the world; you will study the voices from the fringe and the marginal and learn how to negotiate its effect within design practice.

Radical Design

In this section, you will examine design as a learning and investigative practice that does not relate to capital gain. Investigating themes relating to stupidity, unlearning and failure you will study speculative perspectives and point of views to see how design can interrogate existing structures of dominance.

New Established Topics

This section is provided to include emerging issues within the practice of visual communication design that responds to the zeitgeists of our times. This will change every semester following the urgent and pressing changes that affects design in our continuous shifting landscape.

Field trips and academic and cultural collaborations

You will be able to share your ideas on topics of individual and collective interest and learn from invited guest professors speakers and/or cultural and research institutions in Singapore.

Project 1: Counterpoints

This project invites you to create two visual responses to a selected theme based on the readings, lectures and discussions in class. The two visual responses ought to be counterpoints of a single discourse or theme that you pick representing the essence of an idea within the context of a debate, a dialogue or a conversation. The medium of choice for this project is open but should be related and justified.

Project 2 (Final): Design Reader

This project invites you to critically evaluate your readings in the class and all your learning's derived from the lectures, presentations, and discussion related to the discourse of design and develop a design reader as a response. You will need to identify a master text from the readings provided and curate a series of text (minimum 4) following a theme to form this reader. The reader will require a preface and an afterword written by you (300+words) to provide contexts to the selection of text. It should also include at least 5 images relating to the topic selected. The selection of text alongside your preface and afterword will be compiled and published as a design reader. It could also later be compiled as a class design reader.

Weekly Reading Journal

As a weekly response to readings assigned in this course, you are asked to maintain a journal online in which you will write a brief response to the readings each week. This can take the form of summarising key ideas of the reading or personal notes and reflections. All weekly readings need to be posted online. This exercise should contain no less than 150 words per week.

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Programme LO	Weighting	Team/ Individual
Continuous Assessment 1 (20%) Counterpoints: Originality, Creativity and Relevance through a project assignment	1,2,3,4	N.A.	20%	Individual
Continuous Assessment 2 (20%) Counterpoints: Clarity of arguments, analytical & critical abilities through a project assignment	1,2,3,4	N.A.	20%	Individual
Final Project (40%) Design Reader: Clarity and coherence of theme 20% Application of conceptual thinking & writing 20%	1,2,3,4	N.A.	40%	Individual
Participation (20%)	5	N.A.	20%	Individual
Total			100%	

Recommended Reading and References

- Rawsthorn, Alice. *Design as Attitude*. JRP | Editions, 2018.
- Cottam, Hillary. *Radical Help: How We Can Remake the Relationships Between Us and Revolutionise the Welfare State*. Virago, 2018.
- Midal, Alexandra. *Design by Accident For a New History of Design*. Sternberg Press. 2019.
- Abdulla, D & Ahmed, T & Ellis, H & Fitzgerald, K & Groten, A & Willis, A.M & Depatriarchise Design & Laranjo, F. *Modes of Criticism 4: Radical Pedagogy: Investigating the Use of the Word 'Radical' in Design Discourse and Practice*. Onomatopee Projects. 2020.
- Heller, Steven. *Design School Reader: A Course Companion for Students of Graphic Design*, Allsworth. 2020.
- Boelen, Jan. *Design as Learning: A School of Schools Reader*, Valiz, 2019.
- Haraway, J.Donna. *Staying with the Trouble: Making Kin in the Chthulucene*. Duke University Press, 2016.

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned readings, activities, assignments, attend all classes punctually and complete all scheduled assignments by due dates. You are expected to take responsibility to follow up with assignments and course related announcements. You are expected to participate in all project critiques, class discussions and activities.

(2) Punctuality

You are expected to be punctual for all classes. If you are more than 30 minutes late, you will be deemed as absent and will not be able to sign on the attendance register.

(3) Absenteeism

In-class activities make up a significant portion of your course grade. Absence from class without a valid reason will affect your participation grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Planned Weekly Schedule*

*Subject to adjustment by instructor according to the teaching situation, students' progress, public holidays and unforeseeable circumstances. A revised schedule will be issued to students at the start of the semester.

Week	Topic	Course LO	Readings/ Activities
1	Introduction to the course Readings: Topic - First Things First? Or Not? Project 1: Counterpoints	1, 2, 3, 4	Introduction: general overview, creative projects, policies, and grading. Lecture on <u>Visual Communication Design & Capitalism</u> Project: Counterpoints Brief

2	Readings: Topic - First Things First? Or Not?	1, 2, 3, 4	Lecture on <u>Visual Communication Design & Capitalism 2</u> Reading Journal & Discussion <u>online</u> Project: Counterpoints Crit on Ideas
3	Readings: Topic - First Things First? Or Not?	1, 2, 3, 4	Lecture on <u>Visual Communication Design & Capitalism 3</u> Reading Journal & Discussion <u>online</u> Project: Counterpoints Crit on 1 st Visual Response
4-6	Readings: Topic – Transgressing Graphic Design	1, 2, 3, 4	Lecture on <u>Transgressing Graphic Design</u> Reading Journal & Discussion <u>online</u> Project: Counterpoints Crit on 2 nd Visual Response Progress Field Trip/Guest Speaker <u>Optional</u>
7	Readings: Topic – Decolonising Design	1, 2, 3, 4, 5	Lecture on <u>Decolonising Design</u> Reading Journal & Discussion <u>online</u> Project: Counterpoints Submission & Presentation Final Project: Design Reader Brief
8-9	Readings: Topic – Decolonising Design	1, 2, 3, 4, 5	Lecture on <u>Decolonising Design</u> Reading Journal & Discussion <u>online</u> Final Project: Design Reader Pecha Kucha Presentation

10-12	Readings: Topic – Radical Design/New Established Topics	1, 2, 3, 4	Lecture on <u>Radical Design/New</u> <u>Established Topic</u> <u>Reading Journal & Discussion</u> <u>online</u> <u>Final Project:</u> <u>Design Reader WIP & Crits</u>
13	Final Submission & Presentation	1, 2, 3, 4, 5	Final Project: Design Reader Submission & Presentation