

COURSE CONTENT

Course Code	DV3010
Course Title	Visual Communication III
Pre-requisites	DV2005
No of AUs	3
Contact Hours	39 hours studio contact

Course Aims

In this advanced level course, you will refine your insights and abilities as you extend your techniques, processes and applications of contemporary visual communication design. This course concentrates in designing effective communication systems for contexts such as advertising, branding, wayfinding, information visualisation, editorial and exhibition design. This course will help you develop and implement innovative and effective communication strategies to provide unique customer experiences.

Intended Learning Outcomes (ILO)

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

1. Employ strategies of research and design thinking to develop clearly targeted visual concepts.
2. Translate strategic concepts into visual solutions that enhance communication goals.
3. Integrate complex content into a comprehensive flexible system which is adaptable across media while maintaining integrity and engagement.
4. Present, discuss and evaluate complex visual design systems demonstrating continuity across media formats.
5. Contribution to critiques and discussions of the suitability and effectiveness of your own work and the work of your peers across a range of media formats.

Course Content

With the visual and conceptual ability gained in Visual Communication I and II, you will expand on this learning by developing a series of projects that revolve around one topic. Challenges include managing complex content and designing a clear, flexible system that is adaptable across media and applications, creating a comprehensive gestalt that has integrity and interest. Comprehensive learning of how the theoretical and sociological impact of today's media & design has on the culture and the individual will be emphasized.

This course explores how a graphic designer conceives, plans, and executes a systematized design strategy which communicates a direct message through a specific audience. Students learn to apply their message through to a range of media, potentially including: print, electronic media, books, magazines, newspaper, advertisements, corporate identity, packaging, posters, CDs, multimedia, web, billboards, television and film graphics, environmental and transportation signage, maps, charts, and performance.

Assessment (includes both continuous and summative assessment)

Component	Course LO Tested	Programme LO	Weighting	Team / Individual
Continuous Assessment: - Literature review - Research to support creative projects; - Proposal - Contemporary and experimental practices	1,2,3,4,5		20%	Individual
Final Project Development: Proficiency, creativity, communication Application: Craftsmanship, structure, visual approach	1,2,3,4		30% 30%	Individual
Continuous Assessment: Participation	5		20%	Individual
Total			100%	

Reading and References

1. Bleicher, Stephen. *Contemporary Color: Theory and Us*. Thomson Delmar Learning. 2011.
2. Chen Design Associates, *Fingerprint: The Art of Using Hand-Made Elements in Graphic Design*, HOW Books, 2006.
3. Hall, Sean. *This Means This, That means That: a User's Guide to Semiotics*, Laurence King Publishing, 2017.
4. Haslam, Andrew. *Book Design (abrams studio)*, Harry N. Abrams, 2006.
5. Heller, Steven and Mirko Ilic, *Icons of Graphic Design*. Thames & Hudson; Second Edition 2008.
6. Itten, Johannes *The Art of Color*, Jon Wiley & Sons, 1974.
7. Krier, Sophie *I don't know where I'm going, but I want to be there: The Expanding Field of Graphic Design Slp*, 2011.
8. Lynda Campus - Nanyang Technological University
9. Samara, Timothy, *Making and Breaking the Grid, A Graphic Design Layout Workshop* Rockport Publishers, 2005.
10. Williams, Mark. *Basics Illustration 03: Text and Image*, AVA Publishing, 2008.

Course Policies and Student Responsibilities

(1) General

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

(2) Punctuality

Students 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 in to 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, and 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.

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
1-3	<p>Introduction to course Introduction to research & conceptualisation process; Students practice their ability to draw what they observe and they use visualization drawing methods to explore their own ideas and concepts.</p> <p>Development of the brief</p>	1,2,3,4	<p>Project: Creative Design project The three stages of the design process: development of a brief, research and the generation of ideas.</p> <p>Contents of a brief and the critical role that it plays in forming the direction and boundaries for research and generation of ideas.</p>
4-8	<p>Research: Collecting ideas, information and resources relevant to the brief for inspiration, investigation, analysis and interpretation.</p> <p>Generation of idea: Exploring a variety of design ideas that draw on the research and are appropriate to the brief.</p> <p>Key skills - Apply design thinking skills to create, analyze, evaluate, reflect</p>	1,2,3,4,5	<p>The findings of the research and explorations are collated and then analyzed using annotations and sketches to explain how they may be used to satisfy the brief. Students use both observational and visualization drawings to investigate and document their ideas and approaches. Students apply design thinking techniques to support creative and reflective thinking and to organize their ideas.</p> <p>Presentation of Concept Short write-up / summary and</p>

	<p>on, and critique information and ideas</p> <ul style="list-style-type: none"> - Access and reference research material from a range of sources - Synthesize research and investigation findings - Apply visualization drawing methods to explore and generate ideas - Annotate drawings to explain connections to the brief and research 		<p>discuss with Professor.</p> <p>Project consultation / Project Critique</p>
9-12	<p>Development of concepts: Selecting the preferred ideas and applying a range of methods to create two and three dimensional visual communications.</p> <p>Refinement: modifying visual communications in response to feedback and evaluation against the brief.</p> <p>Key skills:</p> <ul style="list-style-type: none"> - Analyze existing visual communications in terms of key features - Make and document design decisions. - Select and apply drawing methods and drawing conventions appropriate to different purposes, audiences and contexts - Select and apply a range of design elements, design principles, manual and digital methods, materials, conventions and media appropriate to different purposes, audiences and contexts. - Use appropriate terminology. 	1,2,3,4,5	<p>In-Class Presentation / Concept Development</p> <ul style="list-style-type: none"> - Discussion of Moodboard for Design Element /Style - Design Development - Design Development of Identity design <p>Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design.</p> <p>Resolution of presentations:</p> <p>Project consultation / Project Critique</p>

13	Final Presentations	3,4,5	Critique of final deliverables Final presentations. Print and screen-based presentation formats such as brochures, posters, book covers, signs, websites, point of sale displays, three-dimensional models and packages. Project consultation Project Critique
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