THE EDUCATION UNIVERSITY OF HONG KONG

<div style="border:1px solid">**Course Outline**</div>

Part I

Programme Title	:	Bachelor of Arts (Honours) in Creative and Digital Arts and Bachelor of Education (Honours) (Visual Arts)
Course Title	:	Graphic Communication
Course code	:	ART1197
Department	:	Cultural and Creative Arts
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Course Level	:	1

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
● **P**rofessional **E**xcellence;
● **E**thical **R**esponsibility; **&**
● **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

The participants explore visual design areas through a series of studio projects designed to develop creative thinking and technical expertise. Visual communication skills are developed in a spiral as each project adds more challenging skills on top of foundation proficiencies. Participants gain experience through various projects that help them better understand the roles and processes of graphic communication, and equip them with knowledge and skills of graphic communication to teaching in school.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

CILO$_1$ show the ability in applying technology skills to visual design.

CILO$_2$ demonstrate ability in conducting visual research and interpreting visual data.

CILO$_3$ articulate project aims, requirement and work process management skills.

CILO$_4$ demonstrate critical and analytical judgment of personal and national identity in research and presentation on design themes in respect to social, cultural and environmental considerations.

CILO$_5$ apply and transfer learned knowledge and skills of graphic communication design to teaching in school.

3. Content and Teaching & Learning Activities

Teaching Content	CILOs	Suggested Teaching & Learning Activities
1. Introduction to course • Introduction of e-learning materials • Principle of visual design composition • Communicating information terminology	*CILO$_1$*	Lecture Discussion
2. Project 1: Signage Design • Investigate ways to convey information using text, logo, pictogram and symbols • Typography, Information Design & Universal Design. • Use a visual diary to guide the design and development process. • Design principles and color theory. • Computer drawing. • File formats	*CILO$_{1,2,4}$*	Lecture Discussion Computer Workshop

Project 2: Poster/ Brochure Design • Explore ways to convey certain story/message/mood to attract target audience using texts and images. • Social, cultural and environmental issues in projects. • Image manipulation. • The importance of review and redesign in the design process. • Designing for a client. • Audience and audience needs.	$CILO_{1,2,3,4}$	Lecture Discussion Computer Workshop Presentation
3. Final Project: Designing for a client • Creating designs that meet the client requirements. • Peer critique and presentation. • Implication of self and national identity in visual images. • Experiment in layout design. • Planning and conducting research strategies. • Organizing and managing content. • Analyze the significance of self and national identity in visual images.	$CILO_{1,2,3}$	Lecture Presentation Computer Workshop Photography Workshop Tutorial
4. Activity plan: graphic communication design as community/school art activities • Implementation of graphic communication design in visual arts education. • Exploration of graphic communication design in community/school art activities.	$CILO_5$	Lecture Group discussion Activity planning

4. Assessment

Assessment Tasks	Weighting (%)	CILO
IN-CLASS ASSIGNMENT 1: SIGNAGE DESIGN (20%) • Design thinking and working steps. • Use of resources • Design presentations • Execution of visual elements • Application of technical elements and effects	30%	$CILO_1$
IN-CLASS ASSIGNMENT 2: POSTER/ BROCHURE DESIGN (35%) • Visual diary • Design thinking and working steps. • Time management.	30%	$CILO_{1,2}$

• Feedback and connect comments to design and content. • Design presentations		
ACTIVITY PLAN (10%) Activity plan: A lesson/activity plan to teach graphic communication design to primary / secondary school students (500 words) (10%)	10%	$CILO_5$
FINAL PROJECT (35%) <u>GROUP PROJECT</u>: DESIGNING FOR A CLIENT: each group finds a client and create 2D or 3D graphics to meet the client's needs and requirements. • Visual diary • Design thinking and working steps. • Time management. • Feedback and connect comments to design and content. • Design presentations	30%	$CILO_{1,2,3,4}$

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ *Not Permitted*: In this course, the use of generative AI tools is not allowed for any assessment tasks.

✓ *Permitted*: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Barnard, M. (2005). *Graphic design as communication.* Routledge.

Lester, P. (2014). *Visual communication: Images with messages* (6th ed).Wadsworth/Cengage Learning.

7. Recommended Readings

Baldwin, J., & Roberts, J. (2005). *Visual communication: From theory to practice*. AVA Books Publishing.

Berger, J. (2008). *Ways of seeing*. Penguin Classics.

Bestley, R. (2005). *Visual research: An introduction to research methodologies in graphic Design.* AVA Books Publishing.

Clifford, J. (2014). *Graphic icons: Visionaries who shaped modern graphic design*. Peachpit

Press.

Cramsie, P. (2010). *The story of graphic design : From the invention of writing to the birth of digital design*. Abrams.

Dabner, D., Stewart, S., & Zempol, E. (2014). *Graphic design school: The principles and practice of graphic design*.Wiley.

Elam, K. (2011). *Geometry of design*. Amsterdam University Press.

Harris, P. (2003). *The fundamentals of creative design.* AVA Books Publishing..

Haslam, A. (2005). *Type and typography.* Watson Guptill Publications.

Haslam, A. (2006). *Book design.* Watson Guptill Publications.

Heller, S., & Pomeroy, K. (1997). *Design literacy: Understanding graphic design*. Allworth Press.

Hollis, R. (2006). *Swiss graphic design: The origins and growth of an international style, 1920-1965*. Yale University Press.

Koren, L.,& Pasquier, D. N.(2003). *Arranging things: A rhetoric of object placement*. Stone Bridge Press.

Lester, P. M. (2005). *Visual communication: Images with messages*. Cengage Learning.

Resnick, E. (2003). *Design for communication: Conceptual graphic design basics*. Wiley.

Steven H. (2003). *Teaching graphic design: Course offerings and class projects from the leading graduate and undergraduate programs*. Allworth Press.

Twemilow, A. (2006). *What is graphic design for?* RotoVision SA.

8. Related Web Resources
Design template and resources: http://www.smashingmagazine.com/

9. Related Journals
Nil

10. Academic Honesty
The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith.   Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (https://www.eduhk.hk/re/uploads/docs/00000000016336798924548BbN5).   Students should familiarize themselves with the Policy.

11. Others
Nil

Last update: 23 Jul 2025