

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> GD 260		<b>Number of Credits:</b> 3 <u>Course credit policy (105)</u>													
<b>Course Full Title:</b> Graphic and Digital Design I															
<b>Course Short Title:</b>															
<b>Faculty:</b> Faculty of Humanities		<b>Department (or program if no department):</b> Graphic Design													
<b>Calendar Description:</b> Introduces visual communication and the design process. Students gain an understanding of the fundamentals of perception and design thinking. Exercises and projects emphasize conceptual development, the process of inquiry, and communication design practice.															
<b>Prerequisites (or NONE):</b>		GD 101 and GD 154.													
<b>Corequisites (if applicable, or NONE):</b>															
<b>Pre/corequisites (if applicable, or NONE):</b>															
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> ) Former course code/number: <b>GD 161</b> Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> Grading System: <b>Letter Grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Twice per year</b> Maximum enrolment (for information only): <b>24</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Supervised laboratory hours (design lab)</td> <td>20</td> </tr> <tr> <td>Experiential (work-integrated learning)</td> <td>20</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>		Lecture/seminar	20	Supervised laboratory hours (design lab)	20	Experiential (work-integrated learning)	20					<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> <b>PLAR is available for this course.</b>	
Lecture/seminar	20														
Supervised laboratory hours (design lab)	20														
Experiential (work-integrated learning)	20														
<b>Total hours</b>	<b>60</b>														
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> (See <u><a href="http://bctransferguide.ca">bctransferguide.ca</a></u> ) Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>Yes</b> <i>(If yes, fill in <u>transfer credit form</u>.)</i>													
<b>Department approval</b>		<b>Date of meeting:</b> December 2021													
<b>Faculty Council approval</b>		<b>Date of meeting:</b> January 14, 2022													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> February 25, 2022													

### Learning Outcomes

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

1. Engage in a process of inquiry to identify design challenges, define design objectives, and inform design solutions.
2. Generate design concepts using visualization tools through documentation and style exploration.
3. Apply appropriate visual language tactics to ideas and forms.
4. Develop design concepts that consider purpose and social contexts.
5. Demonstrate technical skills and craftsmanship in the production of design solutions.
6. Document the full design process from creative brief, research, ideation, implementation to a professional standard.
7. Articulate a design rationale with evidence of investigation, analysis, and evaluation.
8. Critique contemporary issues as they relate to current communication design practice.

### Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	100%		%
--------------	------	--	---

**Details: Assignments** One or more projects will include work integrated learning (WIL). Project briefs may focus on pro bono, community and/or philanthropic causes, municipal initiatives, business and/or industry contexts. The project briefs vary with each delivery and will address current contexts, ethics and best practices.

Project 1: Information design, research and data visualization (30%)

Project 2: Experience design (35%)

Project 3: Identity design: Visual language, narratives and design systems (35%)

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. Open Educational Resources (OER) should be included whenever possible. If more space is required, use the Supplemental Texts and Resource Materials form.)*

Type	Author or description	Title and publication/access details	Year
1. Other	Lupton, Ellen	<i>Design is Storytelling</i> , Cooper Hewitt	2020
2. Other	Visocky O'Grady	A Designer's Research Manual, Quatro Publishing	2017
3. Other	Landa, Robin	<i>Advertising by Design. Generating &amp; Designing Creative Ideas Across Media</i> , 4th Ed. Wiley,	2022
4. Online resource	LinkedIn Learning	Access with Fraser Valley Library card	

### Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)*

Adobe Creative Cloud

### Course Content and Topics

- Concept map. Defining a subject within a system.
- Cognitive principles applied to information design. Visual research methods and thumbnails.
- Sourcing images
- Creating a composition. Working with images and words, style sheets, grids and colour. Applying typographic hierarchy and integrating accessibility standards.
- Experiential design, project introduction.
- The Double Diamond Process (Visocky O'Grady p.107-108).
- Site visit preparation. Observational research introduction.
- Design Thinking Sprint 1: Defining the challenge, users, values, and context (constraints, physical requirements, conditions) based on site visit observations: Share images and notes.
- Design Thinking Sprint 2: Brainstorming and framing ideas. Implementing a design process. Concept development (mood board and 100 thumbnails).
- Brainstorm a user journey and empathize with users.
- Present the design challenge. Develop a creative brief.
- Space, place and identity. Communication design for a diverse community. Social justice, accountability, appropriation, responsible design practice, sustainability, indigenization, and colonization.
- Identity design: Event or brand extension. Using a predefined creative brief, design an agile identity system and visual language (VL) assets. Position the brand with a narrative.
- Strategies for creating VL assets and a strong narrative. Developing a design system. Choosing media collateral (touch points). Review examples of ways to apply a visual language across media.
- Best practices for presentations.