



Teaching Guide				
Identifying Data			2019/20	
Subject (*)	Graphic Communication in Architecture		Code	630G02053
Study programme	Grao en Estudos de Arquitectura			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	Fifth	Optional	4.5
Language	SpanishGalicianEnglish			
Teaching method	Face-to-face			
Prerequisites				
Department	Expresión Gráfica Arquitectónica			
Coordinador	Fernandez-Gago Longueira, Paula		E-mail	paula.fernandez-gago@udc.es
Lecturers	Fernandez-Gago Longueira, Paula Fraga Lopez, Francisco Javier Mantiñan Campos, Carlos Pernas Alonso, Maria Ines		E-mail	paula.fernandez-gago@udc.es javier.fraga@udc.es carlos.mantinan@udc.es ines.alonso@udc.es
Web				
General description	To put in knowledge of the students the theoretical contents about the processes of graphic communication, representation, ideation, design, photography, audio-visual media, signage, and infographics necessary for the practical development of the proposed teaching program.			

Study programme competences	
Code	Study programme competences
A1	"Ability to apply graphical procedures to the representation of spaces and objects (T) "
A2	Ability to conceive and represent the visual attributes of objects and master proportion and drawing techniques, including digital ones (T)
A64	Coñecemento avanzado de aspectos específicos da materia de Expresión Gráfica Arquitectónica no contemplados expresamente na Orde EDU/2075/2010
B1	Students have demonstrated knowledge and understanding in a field of study that is based on the general secondary education, and is usually at a level which, although it is supported by advanced textbooks, includes some aspects that imply knowledge of the forefront of their field of study
B2	Students can apply their knowledge to their work or vocation in a professional way and have competences that can be displayed by means of elaborating and sustaining arguments and solving problems in their field of study
B3	Students have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues
B4	Students can communicate information, ideas, problems and solutions to both specialist and non-specialist public
B5	Students have developed those learning skills necessary to undertake further studies with a high level of autonomy
B7	Knowing the role of the fine arts as a factor that influences the quality of architectural design
C1	Adequate oral and written expression in the official languages.
C2	Mastering oral and written expression in a foreign language.
C3	Using ICT in working contexts and lifelong learning.
C4	Exercising an open, educated, critical, committed, democratic and caring citizenship, being able to analyse facts, diagnose problems, formulate and implement solutions based on knowledge and solutions for the common good
C5	Understanding the importance of entrepreneurial culture and the useful means for enterprising people.
C6	Critically evaluate the knowledge, technology and information available to solve the problems they must face
C7	Assuming as professionals and citizens the importance of learning throughout life
C8	Valuing the importance of research, innovation and technological development for the socioeconomic and cultural progress of society.

Learning outcomes	
Learning outcomes	Study programme competences



Knowledge and application of design procedures for the resolution of graphic projects and architectural applications.	A1 A2 A64	B1 B2 B3 B4 B5 B7	C1 C3 C4 C5 C6 C7 C8
Knowledge of the aesthetic and expressive organization of the visual arts as a starting point for the aesthetic perception of the environment.		B1 B2 B3 B5 B7	C1 C4 C5 C6 C7 C8
Handle the elements of the visual vocabulary for graphic formalization in the appropriate support.	A2	B1 B2 B3 B4 B5 B7	C1 C2 C3 C4 C5 C6 C7 C8
Handle photographic techniques as a visual tool in the exhibition of graphic and architectural projects.		B1 B2 B3 B4 B5 B7	C1 C2 C3 C4 C5 C6 C7 C8
Know how to apply the appropriate computer tools to each graphic project		B1 B2 B3 B4 B5	C1 C3 C4 C5 C6 C7 C8

Contents	
Topic	Sub-topic
I. VISUAL COMUNICACION	Visual comunicacion at present. Visual arts. Concept. Visual vocabulary. Presentation Technics today: Photography, infographics, videos, photomontages.
II. CORPORATE IMAGE. PROGRAM DESIGNING.	Corporate Image in Architecture. Environmental graphism.
III. THEORY AND PRACTICE IN SIGNAGE.	The language of signage. The colour of signage.

Planning
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Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Guest lecture / keynote speech	A2	9.5	0	9.5
Supervised projects	A1 A64 B7	16	59.5	75.5
Document analysis	B1 B3 B4 B5 C1 C2 C3 C4 C5 C6 C7 C8	0	20.5	20.5
Objective test	B2	0	1	1
Oral presentation	B4	4	0	4
Introductory activities	B2	1	0	1
Personalized attention		1	0	1
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description
Guest lecture / keynote speech	Theoretical contents will be taught following the instructional strategy called "flipped classroom". That strategy reverses the traditional learning environment by delivering instructional content, outside of the classroom. Teachers will send their students the theoretical contents in advance by means of the Moodle platform. At the beginning of the class-hours, possible doubts on the contents given in advance will be solved; after that, a test (available in Moodle) will be carried out to check whether everything has been understood.
Supervised projects	Semiannual practice exposed at the beginning of the semester and separated in several sections, each one of which constitutes an application block of the contents given in the lectures. This practice is realized in group, assuming a collaborative work and sharing decisions.  In each one of the separated blocks of the tutoring work, the student has to do an individual research work about the subject treated in the block.  Contemplating individual tutoring of the student about the tutoring work, in its presential development as well as in non presential.
Document analysis	Methodological technique that involves the use of audiovisual and / or bibliographic documents relevant to the subject matter with activities specifically designed to analyze them. It can be used as a general introduction to a topic, as an application tool for case studies, for the explanation of processes that can not be observed directly, for the presentation of complex situations or as a synthesis of theoretical or practical contents.
Objective test	It is a theoretical / practical test used for the evaluation of learning, whose distinctive feature is the possibility of determining if the student has reached the expected level of learning. It will be an instrument of measurement, rigorously articulated, that allows evaluating capacities, skills, performance, aptitudes and attitudes.  The Objective Test can combine different types of questions: multiple choice questions, ordering, short answer, discrimination, fill in..., association ..., etc. It may also consist of just one of the types of questions above.
Oral presentation	At the end of the semester, each group must make an oral presentation of the supervised project carried out during the course, presenting each one of its sections and participating all the members of the team, during a previously fixed time.
Introductory activities	Initial explanation of the goals that are to be achieved during the four-month period, linked to the training program of the subject.

Personalized attention	
Methodologies	Description
Supervised projects	Personal attention is conceived as a working presential moment of the student with the professor in reduced group and individualized tutoring to be done in the previously set hours by the professor.

Assessment
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Methodologies	Competencies	Description	Qualification
Supervised projects	A1 A64 B7	It will be held throughout the four-month period in the hours provided to students and with a periodicity that allows the monitoring and correction of the exposed tutored practice.	60
Objective test	B2	Theoretical-practical test that is used for the evaluation of individual student learning.	30
Oral presentation	B4	The student work team will make an oral presentation of the work done throughout the four-month period.	10

## Assessment comments

Class attendance is compulsory for face-to-face classes (theoretical and practical sessions). Students who fail to attend to the 80% to all classes will be recorded as ?Absent?, in addition, students are required to do all the tests based on the theoretical contents. In order to pass the module, either during the first-opportunity term exams in June, or during the second-opportunity examination period in July, students will be required to have done 100% of all assigned work, and achieve the minimum specified mark for each of the compulsory assignments, under the appropriate direction and supervision of the lecturer. Students who fail to meet this requirement will be recorded as ?Absent (NP)? and have their assessment deferred to a subsequent examination period. Project supervision will only be deemed to have taken place when the supervising lecturer can confirm that student work on projects during class time is consistent with work completed outside of class hours.

Consequently the following shall be met:

- 1) Students recorded as ?Absent? in the first opportunity, will be required to deliver all the assigned work (not delivered in the first opportunity) to be evaluated in the second opportunity.
- 2) Students who only sit for the second opportunity (in July), will be strictly required to do all the assigned work during the course with particular emphasis to the lecturer supervision of all these tasks.
- 3) Students who need to sit for the second opportunity who haven't achieved the minimum specified mark required for the supervised project will be required to do a new tutored practice proposed by their teachers. the new assignment will be delivered the date of the exam of the second opportunity and will be recorded as the final mark for this methodology.

Delivery requirements that shall be met:

Assignments will be collected on the day set. Deliveries cannot be postponed. Late delivery is not allowed. Students who fail to meet this requirement will be recorded as ?Absent?.

Given the emphasis on personalized teaching and learning in this module, students will be strictly required to avail of the opportunities for engagement offered by the syllabus. Students who fail to attend the weekly tutorial meetings (at the minimum 1 hour), will be recorded as ?Absent?.

Teaching, testing, and assessment in respect of mobility program students will be adapted to meet any special circumstances or supervision needs these students may have.

## Sources of information



<b>Basic</b>	<ul style="list-style-type: none"> <li>- Knobler, Nathan (1970). El diálogo visual. Introducción a la apreciación del arte. . Aguilar</li> <li>- Satué, Enric (1977). El diseño gráfico en España. Historia de una forma comunicativa nueva. Alianza Editorial</li> <li>- Cohen, David (2012). A visual language : [elements of design] / David Cohen &amp; Scott Anderson. London: Herbert Press</li> <li>- Meggs, Philip B. (1991(2000 reimp.)). Historia del diseño gráfico.. Mexico:Trillas</li> <li>- Mathieu Lommen (2012). The book of books : 500 years of graphic innovation. London:Thames &amp; Hudson</li> <li>- Martínez-Val, Juan (2004). Comunicación en el diseño gráfico : la lógica de los mensajes visuales en diseño, publicidad e Internet. Madrid: Laberinto</li> <li>- Heller, Steven (2012). Cien ideas que cambiaron el diseño gráfico. Barcelona:Laberinto</li> <li>- Skolos, Nancy (2012). El proceso del diseño gráfico: del problema a la solución. Barcelona:Blume</li> <li>- Mariño Campos, Ramón (2007). Diseño de páginas web y diseño gráfico : metodologías para la implementación de sitios web y para el diseño gráfico. Vigo:Ideaspropias</li> <li>- Costa, Joan (1989). Señalética de la señalización al diseño de programas. Barcelona:CEAC</li> <li>- Cossu, Matteo. (2010). Usted está aquí : diseño de señalética . Barcelona:Maomao</li> <li>- Costa, Joan (2007). Señalética corporativa . Barcelona : Costa Punto Com</li> </ul>
<b>Complementary</b>	<ul style="list-style-type: none"> <li>- Sánchez Avillaneda, María del Rocío (2005). Señalética conceptos y fundamentos: una aplicación en bibliotecas.. Buenos Aires:Alfagrama</li> </ul>

Recommendations
Subjects that it is recommended to have taken before
Architectural Analysis 1/630G02012 Drawing in Architecture/630G02002 Analysis of Architectural Forms/630G02007 Architectural Analysis 2/630G02017
Subjects that are recommended to be taken simultaneously
Subjects that continue the syllabus
Other comments

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.