

## COURSE OUTLINE

### (1) GENERAL

|   |   |                              |                |
|---|---|------------------------------|----------------|
| SCHOOL  | SOCIAL SCIENCES   |                              |                |
| ACADEMIC UNIT   | DEPARTMENT OF CULTURAL TECHNOLOGY AND COMMUNICATION   |                              |                |
| LEVEL OF STUDIES  | UNDERGRADUATE   |                              |                |
| COURSE CODE   | 3PANT 100   | SEMESTER                     | 3rd            |
| COURSE TITLE  | GRAPHIC DESIGN I  |                              |                |
| <b>INDEPENDENT TEACHING ACTIVITIES</b><br><i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i> |   | <b>WEEKLY TEACHING HOURS</b> | <b>CREDITS</b> |
| Lectures  |   | 2                            | 3              |
| Laboratory Exercises  |   | 2                            | 3              |
|   |   |                              |                |
| Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).   |   | 4                            | 6              |
| <b>COURSE TYPE</b><br><i>general background, special background, specialised general knowledge, skills development</i>  | Core Course/General Background/Skills Development   |                              |                |
| <b>PREREQUISITE COURSES:</b>  | None  |                              |                |
| <b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>  | Greek   |                              |                |
| <b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>  | Yes   |                              |                |
| <b>COURSE WEBSITE (URL)</b>   | <a href="https://eclass.aegean.gr/courses/131119/">https://eclass.aegean.gr/courses/131119/</a> |                              |                |

### (2) LEARNING OUTCOMES

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| <b>Learning outcomes</b><br><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i><br><i>Consult Appendix A</i> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>   |
| <p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li><b>Understand the Design Methodology</b> <ul style="list-style-type: none"> <li>○ Students will gain comprehensive knowledge of the design process, including research, ideation, prototyping, and implementation. They will be able to apply systematic approaches to problem-solving and project development in graphic design.</li> </ul> </li> <li><b>Understand the Simplification of Form</b> <ul style="list-style-type: none"> <li>○ Students will learn the principles of simplifying complex forms and shapes to enhance clarity and communication in design. They will be equipped to distill visual elements to their most essential components, making their designs more effective and impactful.</li> </ul> </li> <li><b>Understand the Semantics of Basic Design Elements</b></li> </ol> |

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| <ul style="list-style-type: none"> <li>Students will develop a deep understanding of the fundamental elements of design composition, such as point, line, shape, and color. They will learn how these elements contribute to the overall meaning and effectiveness of a design, enabling them to create visually coherent and semantically rich compositions.</li> </ul>   |  |
| <b>4. Develop Familiarity with Typefaces and Typography</b>  |  |
| <ul style="list-style-type: none"> <li>Students will become proficient in the use of typefaces, understanding the characteristics and applications of different type families. They will learn to integrate typography seamlessly into their designs, enhancing readability and aesthetic appeal.</li> </ul>   |  |
| <b>General Competences</b><br><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>  |  |
| <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i><br><i>Adapting to new situations</i><br><i>Decision-making</i><br><i>Working independently</i><br><i>Team work</i><br><i>Working in an international environment</i><br><i>Working in an interdisciplinary environment</i><br><i>Production of new research ideas</i>  | <i>Project planning and management</i><br><i>Respect for difference and multiculturalism</i><br><i>Respect for the natural environment</i><br><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i><br><i>Criticism and self-criticism</i><br><i>Production of free, creative and inductive thinking</i><br><i>.....</i><br><i>Others...</i><br><i>.....</i> |
| <ul style="list-style-type: none"> <li>Search for, analysis and synthesis of data and information, with the use of the necessary technology</li> <li><i>Adapting to new situations</i></li> <li>Decision-making</li> <li>Working independently</li> <li>Team work</li> <li>Production of new research ideas</li> <li>Project planning and management</li> <li>Criticism and self-criticism</li> <li>Production of free, creative and inductive thinking</li> </ul> |  |

### (3) SYLLABUS

| <p>Graphic Design 1 course refers to the use of design elements and principles and the decision making using the visual language of a designer. Topics include basic terminology and graphic design principles, an introduction to the fundamentals of graphic design that lead to the discovery and comprehension of the visual language. More specifically, form and composition issues are being examined and their value during the designing process, balance, structure, rhythm, and harmony. Furthermore, basic principles of color theory and its semiotics are studied as well as Typography fundamentals and typographic grid.</p>  |  |          |  |    |  |    |              |    |                      |    |                      |    |                 |    |                 |    |                |    |                      |    |            |     |                     |     |                    |
|---|--|----------|--|----|--|----|--------------|----|----------------------|----|----------------------|----|-----------------|----|-----------------|----|----------------|----|----------------------|----|------------|-----|---------------------|-----|--------------------|
| <table border="1"> <thead> <tr> <th colspan="2">Lectures</th></tr> </thead> <tbody> <tr> <td>1.</td><td>Introduction - Presentation of course objectives - Description of lectures</td></tr> <tr> <td>2.</td><td>Point - Line</td></tr> <tr> <td>3.</td><td>Shape - Plane - Form</td></tr> <tr> <td>4.</td><td>Composition Exercise</td></tr> <tr> <td>5.</td><td>Color Semiotics</td></tr> <tr> <td>6.</td><td>Color - Texture</td></tr> <tr> <td>7.</td><td>Color Exercise</td></tr> <tr> <td>8.</td><td>Typographic Elements</td></tr> <tr> <td>9.</td><td>Typography</td></tr> <tr> <td>10.</td><td>Typography Exercise</td></tr> <tr> <td>11.</td><td>Photographic Image</td></tr> </tbody> </table> |  | Lectures |  | 1. | Introduction - Presentation of course objectives - Description of lectures | 2. | Point - Line | 3. | Shape - Plane - Form | 4. | Composition Exercise | 5. | Color Semiotics | 6. | Color - Texture | 7. | Color Exercise | 8. | Typographic Elements | 9. | Typography | 10. | Typography Exercise | 11. | Photographic Image |
| Lectures  |  |          |  |    |  |    |              |    |                      |    |                      |    |                 |    |                 |    |                |    |                      |    |            |     |                     |     |                    |
| 1.  | Introduction - Presentation of course objectives - Description of lectures |          |  |    |  |    |              |    |                      |    |                      |    |                 |    |                 |    |                |    |                      |    |            |     |                     |     |                    |
| 2.  | Point - Line   |          |  |    |  |    |              |    |                      |    |                      |    |                 |    |                 |    |                |    |                      |    |            |     |                     |     |                    |
| 3.  | Shape - Plane - Form   |          |  |    |  |    |              |    |                      |    |                      |    |                 |    |                 |    |                |    |                      |    |            |     |                     |     |                    |
| 4.  | Composition Exercise   |          |  |    |  |    |              |    |                      |    |                      |    |                 |    |                 |    |                |    |                      |    |            |     |                     |     |                    |
| 5.  | Color Semiotics  |          |  |    |  |    |              |    |                      |    |                      |    |                 |    |                 |    |                |    |                      |    |            |     |                     |     |                    |
| 6.  | Color - Texture  |          |  |    |  |    |              |    |                      |    |                      |    |                 |    |                 |    |                |    |                      |    |            |     |                     |     |                    |
| 7.  | Color Exercise   |          |  |    |  |    |              |    |                      |    |                      |    |                 |    |                 |    |                |    |                      |    |            |     |                     |     |                    |
| 8.  | Typographic Elements   |          |  |    |  |    |              |    |                      |    |                      |    |                 |    |                 |    |                |    |                      |    |            |     |                     |     |                    |
| 9.  | Typography   |          |  |    |  |    |              |    |                      |    |                      |    |                 |    |                 |    |                |    |                      |    |            |     |                     |     |                    |
| 10.   | Typography Exercise  |          |  |    |  |    |              |    |                      |    |                      |    |                 |    |                 |    |                |    |                      |    |            |     |                     |     |                    |
| 11.   | Photographic Image   |          |  |    |  |    |              |    |                      |    |                      |    |                 |    |                 |    |                |    |                      |    |            |     |                     |     |                    |

|        |                                |
|--------|--------------------------------|
| 12.    | Final Exercise                 |
| 13.(4) | Revision – Projects evaluation |

#### (5) TEACHING and LEARNING METHODS - EVALUATION

|   |  |                          |
|---|--|--------------------------|
| <b>DELIVERY</b><br><i>Face-to-face, Distance learning, etc.</i>   | Face-to-face   |                          |
| <b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b><br><i>Use of ICT in teaching, laboratory education, communication with students</i>   | Use of ICT in teaching, communication with students and for laboratory education.  |                          |
| <b>TEACHING METHODS</b><br><i>The manner and methods of teaching are described in detail.<br/>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.<br/><br/>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>                              | <b>Activity</b>  | <b>Semester workload</b> |
|   | Lectures   | 13 *4hours = 52 hours    |
|   | Lectures' study  | 13*2 hours = 26 hours    |
|   | Preparation of Semester Project  | 13*3 hours = 39 hours    |
|   | Semester Project   | 13*3 hours = 39 hours    |
|   |  |                          |
|   | Course total   | 156 hours                |
| <b>STUDENT PERFORMANCE EVALUATION</b><br><i>Description of the evaluation procedure<br/><br/>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other<br/><br/>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i> | The assessment of students is composed by the evaluation of the semester's exercises and the grading of the final semester project, delivered by public presentation to a specific date during the exam's period. Exercises are posted during the semester in the course's area in e-class ( <a href="http://eclass.aegean.gr">eclass.aegean.gr</a> ) and are accessible directly by the students. |                          |

#### (6) ATTACHED BIBLIOGRAPHY

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| <ul style="list-style-type: none"> <li>• Ware, C., 2021. Visual thinking for information design, 2nd ed. Elsevier, Inc, Philadelphia.</li> <li>• Frascara, J., 2005. Communication Design: Principles, Methods and Practice. Allworth Press, London.</li> <li>• Heller, S., Ilić, M., 2012. Stop think go, do: how typography &amp; graphic design influence behavior. Rockport Publishers, Beverly, MA.</li> <li>• Kress, G., Leeuwen, T. van, 2006. Reading images: the grammar of visual design, 2e éd. Routledge, Abingdon.</li> <li>• Carter, R., Day, B., Meggs, P.B., Maxa, S., Sanders, M., 2015. Typographic design: form and communication, 6th edition. ed. John Wiley &amp; Sons, Inc, Hoboken, New Jersey.</li> <li>• Jamieson, G.H., 2007. Visual communication: more than meets the eye. University of Chicago Press ; Intellect Books, Chicago, IL, Bristol [England].</li> </ul> |
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- Kandinsky, W., 1996. Σημείο – Γραμμή – Επίπεδο, Συμβολή στην ανάλυση των ζωγραφικών στοιχείων. Εκδόσεις Δωδώνη, Αθήνα.
- Elam, K., 2004. Grid systems: principles of organizing type, 1st ed. ed, Design briefs. Princeton Architectural Press, New York.
- Danesi, M., 2004. Messages, signs, and meaning: a basic textbook in semiotics and communication theory, 3rd edition. ed, Studies in linguistic and cultural anthropology. Canadian Scholars' Press Inc, Toronto.