

Module 4: Visual Communication

Stage				1			
Semester				1			
Module Title				Visual Communication			
Module Number				4			
Module Status				Mandatory			
Module ECTS Credits				5			
Module NFQ level				9			
Pre-Requisite Module Titles				None			
Co-Requisite Module Titles				None			
Capstone Module?				No			
List of Module Teaching Personnel				Ryan Brennan, Ruairi Murphy			
Contact Hours				Non-contact Hours			Total Effort (hours)
36				64			100
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
12	12	12		24		40	
Allocation of Marks (Within the Module)							
	Continuous Assessment	Project	Practical	Final Examination	Total		
Percentage Contribution	100				100%		

Intended Module Learning Outcomes

On successful completion of this module the learner will be able to:

1. Demonstrate an in-depth understanding of visual languages and systems.
2. Demonstrate a critical understanding of how design is situated in practice.
3. Analyse, engage with and draw from a variety of visual texts.
4. Demonstrate advanced digital image capturing and editing skills.

Module Objectives

Learners require the knowledge and skills that enable the visual communication of concepts and the production of various visual formats for a range of settings. This module analyses how we express our experience and communicate our intentions through both the reading of images and the process of image making.

Module Curriculum

Elements and Principles of Visual Communication

Shape / Line / Texture / Colour / Image / Typography / Layout /

Visual Solutions

Analysis / Research / Concept development / Problem solving

Visual Rhetoric

Visual literacy / Rhetoric / Cultural issues / Communication theory

Practical Applications

Digital imaging software / Desktop Publishing / Distribution issues

Reading Lists and other learning materials

Recommended Reading

The art of looking sideways	Fletcher	Phaidon	2001
Stop stealing sheep and find out how type works	Spiekerman & Ginger	Adobe	1993
Visual communication: images with messages	Paul Lester	Thomson	2005
Thinking With Type	Ellen Lupton	Princeton	2010

Secondary Reading

How to design logos, symbols and icons	Thomas	North Light Books	2000
Universal Principles of Design	Lidwell & Holden	Rockport Publishers	2003

Additional reading as recommended by lecturer, appropriate to topic and to each learner's area of research.

Module Learning Environment

Lectures are carried out in class rooms / lecture halls in the College. Lab tutorials are carried out in computer labs throughout the Campus. All have the software required to deliver the programme.

Library

All learners have access to an extensive range of physical and electronic (remotely accessible) library resources. The library monitors and updates its resources on an on-going basis, in line with the College's Library Acquisition Policy. Lecturers update reading lists for this course on an annual basis as is the norm with all courses run by Griffith College.

Module Teaching and Learning Strategy

Learners are taught using a combination of lectures and practical tutorials. Tutorials are Lab-based and are used to develop the learners visual expression in a creative and innovative fashion. The lectures explore the relationship between the verbal and visual in a variety of paper- and screen-based texts. This is further developed in the practical class where the learner is required to come up with practical solutions to visual communication problems.

Module Assessment Strategy

Assessment is 100% continuous. Continuous assessment enables the learner to apply visual design strategies and develop a portfolio of design solutions. In-class critiques and textual analysis add to their understanding of the effective application of the principles of visual communication.

Learners are assessed on the following, completed during the course of the module:

Element No.	Weighting	Type	Description	Learning Outcomes Assessed
1.	30%	Assignment	The learners will be required to research a 15-minute illustrated presentation based on some aspect of visual communication.	1,2
2.	70%	Assignments / Projects	Through a series of practical design projects that will be presented as design problems, the learners will devise a series of potential solutions. The process is designed for the learner to learn through a process of discovering design principles rather than learning or memorizing them. This should help the learner to develop personal conceptual methods of problem solving and self-reliance. (This will be a series of projects throughout the semester, individually marked)	1,2,3,4

			Assignments will cover design principles typography, image and layout, culminating in a final project which combines all the major aspects touched on during the module.	
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