

COURSE OUTLINE

- PRINCIPLES OF GRAPHIC DESIGN**

SCHOOL	SCHOOL OF APPLIED ARTS & CULTURE		
ACADEMIC UNIT	DEPARTMENT OF GRAPHIC DESIGN & VISUAL COMMUNICATION		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	N1-2050	SEMESTER	2 ND
COURSE TITLE	PRINCIPLES OF GRAPHIC DESIGN		
INDEPENDENT TEACHING ACTIVITIES <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>		WEEKLY TEACHING HOURS	CREDITS
		4	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d)</i>			
COURSE TYPE <i>general background, special background, specialized general knowledge, skills development</i>	General background		
PREREQUISITE COURSES	BASIC PRINCIPLES OF VISUAL COMMUNICATION		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS?	YES (in English)		
COURSE WEBSITE (URL)	https://eclass.uniwa.gr/courses/GD111/ https://teams.microsoft.com/l/team/19%3ac69c8cd0340f4641bb42338a415bffc4%40thread.tacv2/conversations?groupId=0678b7ef-2123-4d4a-957d-3b6cfe0d72f0&tenantId=0c8943ee-c370-4bb3-ba51-321f406f32ec		

- LEARNING OUTCOMES**

<p>Learning outcomes</p> <p><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. Consult Appendix A</i></p> <ul style="list-style-type: none"> <i>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>• Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>• Guidelines for writing Learning Outcomes</i>
<p>After completing the course, students will be able to:</p> <ol style="list-style-type: none"> Understand the abstractive process that leads to creating a design unit. Understand the design process that leads to the creation of a set of symbols. Know how to design a magazine spread, and what design grid and layout mean. Apply developed research methods using the internet. Work as a team on group projects. Apply critical analysis and self-criticism skills. Use the basic principles to work with any graphic design application. Express themselves through the Basic Graphic Design Alphabet and possess the tools which

can support aesthetic and compositional solutions through graphic design applications.

General Competences

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?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Teamwork	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment
Generating new research ideas	Others

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Fostering free, creative and inductive thinking
- Teamwork
- Criticism and self-criticism

• SYLLABUS

Theoretical module

The course is a basic introduction to the concepts of graphic design. It mainly deals with the tools of graphic composition. It uses the concepts of the unit, harmony, compositional balance, compositional scale and proportion, contrast, emphasis and style. It also addresses introductory concepts of methodology and resolution of graphic design problems, as well as the stages of the graphic design process from the idea through the presentation. Design of grids, layouts and double spreads for a magazine. Differences between leaflet and magazine.

Syntactics and terminology of graphic design. Principles of typographical language.

The choices that designers must make regarding appropriate typefaces, colours, composition, iconography and photographs, etc.

Relation of text to image in various graphic design applications, such as posters, packaging, labels, magazines or print advertising.

Sources of inspiration through research.

Methods of making presentations to clients.

Workshop module

The workshop module includes the design of an illustrated deck of cards or a series of books or a graphic design unit in general so that students will have an opportunity to experiment with consistency and aesthetic cohesion of the design of an entire graphic design unit.

They will design the layout of a double spread of a magazine, as a preliminary stage on the concept of the grid design.

Collective project to create a presentation of a creative proposal.

Performance, physicality and how they affect the final presentation.

Each team will consist of a "client" and the "creative offices". Everyone will have to develop their own brief. The client draws up his own brief as well as possible so that it is understood by the

creative offices, while the creative offices in turn create the appropriate brief for their creative department.
Use of a computer is optional.

● **TEACHING and LEARNING METHODS – EVALUATION**

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>Face-to-face or distance learning, depending on circumstances</p>																					
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Presentations in Power Point and lectures. Visits to workplaces or exhibitions of relevant content. Workshop practice with corrections on preliminary designs prepared by students and creative criticism of entire student team.</p>																					
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. 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.</i></p> <p><i>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></p>	<table border="1"> <thead> <tr> <th data-bbox="641 730 976 770">Activity</th> <th data-bbox="976 730 1382 770">Semester workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="641 770 976 801">Lectures</td> <td data-bbox="976 770 1382 801">30</td> </tr> <tr> <td data-bbox="641 801 976 833">Bibliography review</td> <td data-bbox="976 801 1382 833">10</td> </tr> <tr> <td data-bbox="641 833 976 864">Understanding project</td> <td data-bbox="976 833 1382 864">20</td> </tr> <tr> <td data-bbox="641 864 976 896"></td> <td data-bbox="976 864 1382 896"></td> </tr> <tr> <td data-bbox="641 896 976 927">Artistic design workshop</td> <td data-bbox="976 896 1382 927">30</td> </tr> <tr> <td data-bbox="641 927 976 958">Educational visits</td> <td data-bbox="976 927 1382 958">10</td> </tr> <tr> <td data-bbox="641 958 976 990"></td> <td data-bbox="976 958 1382 990"></td> </tr> <tr> <td data-bbox="641 990 976 1021">Final project</td> <td data-bbox="976 990 1382 1021">25</td> </tr> <tr> <td data-bbox="641 1021 976 1052">Course total</td> <td data-bbox="976 1021 1382 1052">125</td> </tr> </tbody> </table>		Activity	Semester workload	Lectures	30	Bibliography review	10	Understanding project	20			Artistic design workshop	30	Educational visits	10			Final project	25	Course total	125
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<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure, 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 specifically defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Prerequisite Basic Principles of Graphic Design</p> <p>I. Written final exam to include: -Comparative evaluation of theoretical material.</p> <p>II. Turning in of workshop exercises by deadline for assessment</p> <p>Variety of preliminary designs Originality of idea Presentation Execution Keeping to deadlines for turning in work</p>																					

● **ATTACHED BIBLIOGRAPHY**

Greek sources

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2. Dabner, David (2004). *Design & Layout, δημιουργώντας με γραφικά, Βασικές Αρχές / Επιλογές /Project*. Αθήνα: Εκδ. Σαββάλας.
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International Sources

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20. Gibbs, David (1993). *The Compendium: Pentagram*. London: Phaidon Press Limited.
21. Henrion, FHK (1983). *Top Graphic Design*. Zurich: ABC.
22. Meggs, Philip B. (1983). *A History of Graphic Design*. New York: Van Nostrand Reinhold.
23. D.T. Arvanitis & Gamma Books (2011). *Social Design, Posters for society*.