

Year 2024-25



Istituto Europeo di Design

Private Licensed Centre

TEACHING GUIDE FOR
Graphic Design

Foundation Course – IED Madrid Diploma Programme

Total Design

Updated on: 1st September 2024

Curso Foundation Course – IED Madrid Diploma Programme.
Subject: Graphic Design.

1. SUBJECT/COURSE IDENTIFIERS

Type	Compulsory for specialised course
Nature	Theoretical-practical course
Specialty/itinerary/style/tool	Total Design
Subject/Field	Typography
Teaching/course period	2 nd Semester
Number of credits	4 ECTS
Department	Didactic/Educational department
Priority/ prerequisites	Without priority
Language/s in which the course is taught	English

2. TEACHER IN CHARGE OF THE SUBJECT

Surname & Name	E-mail
González de la Peña Albacete, Ana Luisa	

3. LIST OF LECTURERS AND GROUPS THEY TEACH

Surname & Name	E-mail	Groups
González de la Peña Albacete, Ana Luisa		

4. COMPETENCIES/SKILLS

Cross-sectoral skills
CT2 Collecting meaningful information, analysing, synthesising and managing it accordingly.
CT3 Solving problems and making decisions in line with the objectives of the work performed.
CT4 Efficient use of information and communication technologies.
CT8 Developing reasoned and critical ideas and arguments.
CT11 Developing a professional ethic based on the appreciation and sensitivity towards aesthetics, the environment and diversity.

CT14 Mastering research methodology in the generation/creation of projects, ideas and viable solutions.

CT7 Knowing how to use communication skills and constructive criticism in teamwork.

CT9 Integrate well into multidisciplinary teams and in diverse cultural contexts.

CT10 Leading and managing work teams.

General skills

CG7 Organising, leading and/or coordinating work teams, and knowing how to adapt to multidisciplinary teams.

CG3 Establishing relationships between formal language, symbolic language and specific functionality.

CG4 Having a scientific vision of the perception and behaviours of form, matter, space, movement, and colour.

CG5 Acting as mediators between technology and art, ideas and purposes, culture and commerce.

CG6 Disseminating knowledge of the historical, ethical, social and cultural aspects of design.

CG10 Adapting to changes and to the industrial technological evolution.

Specific skills

CEG1 Generating, developing and materialising ideas, concepts and images for complex communicative programs.

CEG2 Mastering the formal resources of visual expression and communication.

CEG3 Understanding and using the significance and capacity of graphic language.

CEG4 Mastering the procedures for the creation of communicative codes.

CEG6 Knowing how to interrelate formal and symbolic languages with specific functionality.

CEG7 Knowing how to determine and, if necessary, create typographic solutions in line with the objectives in the project.

5. LEARNING ACHIEVEMENTS

- Having learnt all the basic knowledge of typography.
- Having acquired the foundations for good criteria with respect to typography.
- Knowing how to apply the fundamental rules of typesetting.
- Developing an acquired taste and respect for lettering.

6. CONTENTS

Section (if applicable)	Topic/repertoire
I. Calligraphy	Topic 1. Introduction to calligraphy.
	Topic 2. Roman, foundational and Italic.
	Topic 3. Lettering.
II. History of typography and classification	Topic 4. History.
	Topic 5. Typographic classification.
III. Typographic morphology	Topic 6. Font elements, typeface families and size.
	Topic 7. Italics, small caps, lowercase and capital letters
	Topic 8. Interline and Alignment
IV. Composition and hierarchy	Topic 9. Composition and hierarchy

7. STUDENTS WORK TIME PLAN/SCHEDULE

Type of activity	Total hours
Theoretical activities	22,5 hours
Practical activities	15 hours
Other mandatory training activities (conferences, seminars, etc.)	32 hours
Tests	2,5 hours

Student's working hours	38 hours
Internship/work placement preparation	10 hours
Total student's working hours	120 hours

8. METHODOLOGY

Theoretical activities	<p>The master class will mainly consist of an oral presentation of the contents of each topic/session - said presentation will include computer resources and viewing of materials (photographs, texts, fragments and/or audiovisual pieces that serve as a support for debate, and as examples that illustrate the presentation or objects of analysis).</p> <p>During these theoretical session, questions or problems related to the topic in question, the texts commented, or the contents taught, will be raised to promote and encourage group discussions.</p>
Practical activities	<p>The teacher will solve students' doubts and will then present them in class to help anticipate future problems or issues that may arise.</p> <p>There will be follow-up sessions, debates, and problem solving related to the subjects set exercises.</p> <p>Resolution and monitoring of specific issues that are raised in each final project.</p> <p>Group work is strongly encouraged. The aim is for everyone to contribute ideas, and for students to work on all the different stages of creation, from the initial idea to the final result.</p>
Other mandatory training activities (conferences, seminars, etc.)	<p>Support sessions in which, using a participative method based on the development of skills and tools for technology and production of the different phases of the design process, the project/exercise can be directed/managed up to their final phase.</p> <p>Seminars, exhibitions, conferences and webinar sessions where analysis, constructive-criticism and debate are encouraged in order boost the tools involved in the formulation of ideas, the management of creativity in design, and visual culture.</p>

9. EVALUATION AND GRADING CRITERIA AND INSTRUMENTS

Work to be assessed:

- Acquiring a basic knowledge of typography
- Acquire the foundations of good judgement with regards to typography
- Learning to apply the fundamental rules of typesetting
- Develop a taste and respect for lettering.

The evaluation assessment must be designed and planned in a manner that integrates it within the teaching/learning training activities.

The assessment of students learning ought to be continuous, personalized and integrative:

- Continuous: in that it is integrated into the teaching-learning process and consequently is not limited by dates or specific situations.
- Personalised: since it must take into account the capacities, skills and the student's attitude. Special attention will be paid to the student's participation in work groups.
- Integrative: in that it requires taking into account the general capacities established for each stage, this will be done through the objectives in the different units and areas.

Students' learning will be assessed in relation to the achievement of the educational objectives that are specified in the course syllabus, and associated to the general and specific objectives, taking as an immediate reference the evaluation criteria established for each learning area.

To assess students learning process we need to:

- Evaluate their curricular competence (abilities and aptitudes).
- Assess the factors that hinder or facilitate good learning.
- Encourage self-evaluation and co-evaluation of students amongst themselves, as a source of critical analysis of their results, to allow for changes in attitude and for their improvement.
- Value the learning context in which the student develops.

9.1. EVALUATION-ASSESSMENT TOOLS

Theoretical activities	Developmental and multiple-choice style tests
Practical activities	Exercises, homework and activities inside or outside the classroom. Workshops Essays and research papers Project
Other mandatory learning activities (workshops, lectures, seminars, etc.)	Active attendance to workshops, seminars, exhibitions, conferences or webinars, sharing reflections and knowledge in the classroom with fellow students in the group.

9.2. EVALUATION CRITERIA

Theoretical activities	The development and multiple-choice style test will assess and evaluate whether students have acquired the minimum knowledge related to the typographic theory taught in the class.
Practical activities	Students must show their knowledge of the skills required to perform each of the set exercises, tasks and activities , both in calligraphy and typography. Their applied graphic execution and presentation will also be taken into consideration.

	<p>Students will actively work with the theoretical contents they have learnt and should be able to relate them to each other in the development of practical exercises, through their essays and research work. Students must apply their knowledge of typography.</p> <p>Tutorials will be individual in order to assess the seed and development of the final project.</p> <p>Through the final project, students must apply all the knowledge acquired throughout the course. The quality of the project at a typographic and calligraphic level, the method applied for its development, the graphic presentation, and the final result (both physical and digital), will be thus assessed and evaluated.</p>
Other mandatory learning activities (workshops, lectures, seminars, etc.)	We shall value that the student applies the knowledge acquired in workshops, seminars, expositions, conferences or webinars, to the work and projects of the course.

9.3. GRADING CRITERIA

1. The evaluation system to be used in the subject/course is adapted to the continuous evaluation model.
2. In the continuous evaluation system, class attendance is compulsory, and students must comply with a percentage of activity in the presence of the teacher, which is estimated to be 80%.
3. If the student does not meet the criteria for continuous evaluation, they will be graded in a evaluation process with a loss of continuous evaluation - they will present the projects requested during the course and a specific test for this call, and, their corresponding relative weights are shown in section 9.3.1 and 9.3.2 of this guide.
4. In any case, the student will take an extraordinary exam, the structure, evaluation instrument and grading criteria for said exam is explained in section 9.3.3 of this guide.
5. In order to pass the subject/course, the student must meet the requirements of the weighting of the evaluation instruments defined in points 9.3.1, 9.3.2 and 9.3.3.3.

9.3.1. Evaluation/Assessment tools for the weighting of grades in the continuous assessment process

Tools	Weighting of grades
Completion, presentation and delivery of practical exercises	30%
Developmental and multiple-choice style test	20%
Completion and submission of essays and research papers.	20%

Attendance and active participation in tutorials	10%
Handing in and making an argument for/defending the final project	20%
Total	100%

9.3.2. Assessment tools for the weighting of grades in the evaluation process following a loss of continuous assessment/evaluation

Tools	Weighting of grades
Presentation of the specific test for the evaluation in case of a loss of continuous evaluation.	20%
Completion, presentation and delivery of practical exercises	30%
Handing in and making an argument for/defending the final project	50%
Total	100%

9.3.3. Assessment tools for the weighting of grades in the extraordinary evaluation process

Tools	Weighting of grades
Presentation of the specific test for the extraordinary evaluation	20%
Completion, presentation and delivery of practical exercises	30%
Handing in and making an argument for/defending the final project	50%
Total	100%

9.3.4. Weighting of grades in the evaluation process for students with a disability

When the evaluation tools are adapted for this purpose, all the different types of disability must be taken into account.

Tools	Weighting of grades
These shall be determined taking different types of disability into consideration	
Total	100%

10. TIME PLANNING OF THE CONTENTS, TEACHING METHODOLOGY AND ASSESSMENT EVALUATIONS

Week	CONTENTS, CONNECTED TEACHING METHODOLOGY, AND EVALUATION TOOLS		Total hours	Total hours
			presence-based	non-presence-based
Weeks 1-3	Block I. Calligraphy			
	Theoretical activities	Master class developing the specific agenda of the section:	5 hours	
		Topic 1: Introduction to calligraphy. Stroke, letter, tools and their relation to form. Negative space and relationship between letters.		
		Topic 2: Roman, foundational and Italic. History behind each letter type, construction, proportions, and their relationship with typography. Practical construction of letters and words.		
	Practical activities	Practical exercises for each topic: practice sheets touching on the first large styles, proportions, basic lettering, etc.	2,5 hours	1 hour
Other learning activities	Attending and/or taking part in workshops, seminars, exhibitions, conferences or webinars.	5 hours		
Weeks 4-5	Block II. History of typography and its classification			
	Theoretical activities	Master class developing the specific agenda of the section:	2,5 hours	
		Topic 4: History of typography. From Gutenberg's printing press to the digitization of typeface families.		
		Topic 5: Typographic classification and characteristics. Gothic, ancient Roman, modern Roman, Egyptian, incised, dry stick and fantasy.		
		The teacher will display documents and images and analyse them using the necessary ICTs. Case analysis.		
Practical activities	Completion, presentation and prompt delivery (on the established date) of the proposed practical work related to the topics.	2,5 hours	2 hours	
Other learning activities	Attending and/or taking part in workshops, seminars, exhibitions, conferences or webinars.	5 hours		

Block III. Typographic morphology				
Week 6	Theoretical activities	Master class developing the specific agenda of the section:	2,5 hours	
		Topic 6: Font elements, typeface families and size.		
		The teacher will display documents and images and analyse them using the necessary ICTs. Case analysis.		
	Practical activities	Completion, presentation and prompt delivery (on the established date) of the proposed practical work related to the topics.	2,5 hours	2 hours
Other learning activities	Attending and/or taking part in workshops, seminars, exhibitions, conferences or webinars.	4 hours		

Block I. Calligraphy				
Week 7	Theoretical activities	Master class developing the specific agenda of the section:	2,5 Hours	
		Topic 3: Lettering. Techniques, uses and ways of working		
	Practical activities	Completion, presentation and prompt delivery (on the established date) of the proposed practical work related to the topics.	2,5 hours	1 hour
Other learning activities	Attending and/or taking part in workshops, seminars, exhibitions, conferences or webinars.	4 hours		

Block III. Typographic morphology				
Weeks 8-10	Theoretical activities	Master class developing the specific agenda of the section:	2,5 Hours	
		Topic 7: Italic, Versalita (small caps), lowercase and uppercase		
		Topic 8: Interline and Alignment		
		Elements of the letter, typeface family, size, italics and small caps		
		Presentation and analysis of graphic examples		
		The teacher will use documents and images that will be analysed using the necessary ICTs Case analysis		
	Practical activities	Completion, presentation and prompt delivery - on the established handing-in date - of the practical casework related to the subject.	2,5 hours	2 hours

	Other learning activities	Attending and/or taking part in workshops, seminars, exhibitions, conferences or webinars.	4 hours	
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	Block IV. Composition and hierarchy			
Weeks 11-12	Theoretical activities	Master class developing the specific agenda of the section:	2,5 Hours	
		Topic 9: Hierarchy and composition Presentation and analysis of graphic examples.		
	Practical activities	Completion, presentation and prompt delivery - on the established handing-in date – of the practical casework related to the subject.	2,5 hours	
	Other learning activities	Attending and/or taking part in workshops, seminars, exhibitions, conferences or webinars.	4 hours	2 hours

	Development and mentoring of the final project Examination			
Weeks 13-14	Theoretical activities	Tutorials focused on final project Follow-up of final project	1 hour	
	Practical activities	Final project Exam on theory	1,5 hour	
	Other learning activities	Attending and/or taking part in workshops, seminars, exhibitions, conferences or webinars.	6 hours	

	Evaluation - Ordinary Call			
Week 15	Theoretical activities			
	Practical activities	Continuous Evaluation: Project & result evaluation Evaluation following a loss of continuous evaluation/assessment: the evaluation will be based on projects and results, as well as the specific test.	2,5 hours	
	Evaluation			

	Comments on the Final Results			
Week 16	Evaluation	Assessment, comments and information on the results obtained in projects and exercises.	2,5 hours	

11. TEACHING RESOURCES AND MATERIALS

Monitor Eizo CG2420
Printer HP DesignJet Z2100
Press Arteina TSR
Press Arteina 350x450
Dahle 580 Shear
A1 Horizontal metal file cabinet
HP Computer
Electric guillotine EBA Ideal 4815
Adana Letterpress 8x5
Binding loom
Riso EZ 571 A3 (yellow, gold, blue and red)
Typographic Chibaleta
Wacom Cintiq 27QHD
Indesign

11.1. General Bibliography

Title	Tipografía (Original title in English: " Typography ")
Author	Philipp Luidl
Publisher	Campgràfic

Title	Manual de tipografía
Author	José Luis Martín y Montse Mas Hurtuna
Publisher	Campgràfic

Title	Manual de tipografía - (Original title in English: " Manual of Typography ")
Author	John Kane
Publisher	Gustavo Gili

Title	El trazo; teoría de la escritura - (Original title in English: " The Stroke: Theory of Writing ")
Author	Gerrit Noordzij
Publisher	Campgràfic

11.2. Additional bibliography

Title	Veintidos consejos sobre tipografía
Author	Enric Jardí
Publisher	Actar

Title	Type. A visual history of Typefaces and Graphic Styles. Volume I & II.
Author	Taschen

Title	Paul Renner. Doble volumen: Paul Renner, maestro tipógrafo + El arte de la tipografía. - (Original title in English: " The Art of Typography ")
Author	Campgràfic

11.4. Other materials and learning resources

<https://graffica.info/>

www.unostiposduros.com

<https://www.typewolf.com/>

<https://www.linotype.com/es/>

www.myfonts.com