

Glasgow School of Art Course Specification
Course Title: Introduction to Graphic Design

Please note that this course specification is correct on the date of publication but may be subject to amendment prior to the start of the 2025-26 Academic Year.

Course Code:	HECOS Code:	Academic Session:
		2025-26

1. Course Title:
Introduction to Graphic Design

2. Date of Approval:	3. Lead School:	4. Other Schools:
PACAAG April 2020	Open Studio	School of Design

5. Credits:	6. SCQF Level:	7. Course Leader:
10	7	Gordon Webb, Head of Continuing Education

8. Associated Programmes:
N/A

9. When Taught:
Open Studio Programmes throughout the year

10. Course Aims:
<p>The specific aims of this course are to:</p> <ol style="list-style-type: none"> 1. Develop understanding of the basic terminology used in graphic design 2. Develop ability to understand and fulfill a design brief 3. Develop understanding of the critical and practical processes employed in graphic design. 4. Develop awareness of the historical and contemporary practices associated with graphic design and the manner in which it has evolved. 5. Complete several projects to an appropriate standard that will demonstrate that the above aims have been achieved.

11. Intended Learning Outcomes of Course:
<p>By the end of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the terminology used in graphic design projects 2. Demonstrate the methods and techniques employed in graphic design projects. 3. Have an awareness of the history of graphic design and the theories associated with this. 4. Apply the knowledge and skills necessary to fulfil a design brief. 5. Present and evaluate a completed graphic design project.

12. Indicative Content:

This Course provides students with the opportunity to gain an understanding and awareness of graphic design the theory and context associated with the subject. This course will also provide the opportunity to explore a range of strategies applied effectively for recording and developing visual communication, exploring conceptual ideas to be documented in a sketchbook or visual research journal, supported by contextual secondary references where appropriate.

Through set design briefs, students will develop a practical knowledge to demonstrate a graphic language, experimenting with fundamental skills such as drawing, making, typography, word and image play, colour and composition using traditional techniques and new media. Over the course students' progress will be monitored and supported by the course tutor. Teaching will include demonstrations, one to one tuition, group discussions and critiques.

Students will be required to undertake independent study for research purposes and will be aided with a directed study plan without the need for studio space. Resolution of design development work will include visual research in sketchbooks and visualising of work in progress.

13. Description of Summative Assessment Methods:

Summative assessment evaluates individual performance and the final submission work is assessed against the individual level learning outcomes. The course will be internally assessed by reviewing the submission of studio work and the finished portfolio of project work. It will be assessed by an academic staff team including the course tutor. Submitted work will be assessed in accordance with the GSA Code of Assessment

The Portfolio of work will be assessed against the following criteria:

1. Knowledge and Understanding (knowledge of subject matter relating to graphic design)
2. Applied Knowledge and Understanding (using knowledge gained to complete graphic design projects)
3. Professional Practice and Effective Communication (ability to exercise independence of study and articulate complex ideas in verbal, visual and written forms)

13.1 Please describe the Summative Assessment arrangements:

Summative assessment occurs at the end of the course. Students should present their finalised portfolio of work, equally balanced between work completed in the studio and work achieved independently, including developmental work and sketchbooks. Each student's work will be assessed by an academic staff team including the course tutor. Submitted work will be assessed in accordance with the GSA Code of Assessment.

14. Description of Formative Assessment Methods:

Engagement with formative assessment is a mandatory requirement.

Formative assessment occurs during regular contact with the course tutor(s), including tutorials and academic discussion within the studio. Throughout the course students are supported in assessing their work in progress and encouraged to make adjustments where necessary. Each student will receive mid-course feedback

14.1 Please describe the Formative Assessment arrangements:

Students will receive mid-course formative feedback; this will be completed at a tutorial time agreed between student and course tutor.

15. Learning and Teaching Methods:	
Formal Contact Hours	Notional Learning Hours
10	100
15.1 Description of Teaching and Learning Methods:	
N/A	

16. Pre-requisites:
N/A

17. Can this course be taken by Exchange/Study Abroad students?	Yes
18. Are all the students on the course taught wholly by distance learning?	No
19. Does this course represent a work placement or a year of study abroad?	No
20. Is this course collaborative with any other institutions?	No
20.1 If yes, then please enter the names of the other teaching institutions:	
N/A	

21. Additional Relevant Information:
N/A

22. Indicative Bibliography:
<p>Baines, P. & Haslam, A., 2005. <i>Type & Typography</i>, New York: Watson-Guptill Publications.</p> <p>Crow, D., 2016. <i>Visible Signs: an introduction to semiotics in the visual arts</i>, London: AVA Publishing.</p> <p>Garfield, S., 2011. <i>Just my Type: a book about fonts</i>, London: Profile.</p> <p>Hochuli, J., 2015. <i>Detail in Typography: letters, letterspacing, words, wordspacing, lines, linespacing, columns</i>, Paris: Éditions B42.</p> <p>McAlhone, B. & Stuart, D., 1996. <i>A Smile in the Mind: witty thinking in graphic design</i>, London: Phaidon Press.</p> <p>Wigan, M., 2007. <i>Thinking Visually</i>, Worthing: AVA Publishing</p> <p>Williams, J., 2012. <i>Type Matters!</i>, London: Merrell.</p>