

2010-2011



Curriculum Management System (CMS)

Course Outline 2010-2011 - APPROVED



Course Name: Visual Language
Course Code: COMA N115
Credits: 4
Grading Mode(s): N - Normal Grading Mode - Default
Total Periods (semester based): 64

Course Notes:

No specific course notes

Course Description:

This course introduces students to the concept of image based communication. Students will gain a theoretical and practical understanding of images, pictures, symbols, signs, icons and pictograms, as well as a range of visual design elements. This course also covers the governing principles of arrangement and composition in still images and image sequences.

Prerequisite Course(s): No prerequisite courses specified

Corequisite Course(s): No corequisite courses specified

Learning Outcomes - *A learning outcome signifies what a student knows or can do on successful completion of the intended learning. Course writers are encouraged to use a variety of learning outcome statement types.*

Sub Learning Outcome or Assessment Criteria is a brief list of criteria that would guide teachers in helping students achieve each learning outcome.

On successful completion of this course, students will be able to:

Learning Outcome (1)

Define terms associated with visual language, including: symbol, sign, icon, image, photograph, diagram, pictogram

Sub-outcome 1: Explain the relationships and differences between these terms

Sub-outcome 2 : Generate examples of each category (for example, through production or collection) and explain the rationale behind the chosen example

Learning Outcome (2)

Demonstrate an understanding of design elements including: line, shape, form, pattern, space and value

Sub-outcome 1: Define each of these items

Sub-outcome 2 : Demonstrate an understanding of the communicative value of these elements

Learning Outcome (3)

Work with color, applying a technical understanding of color creation and combination

Sub-outcome 1: Identify appropriate color combinations for communicating with specific audiences, representing specific objects, products or concepts

Sub-outcome 2: Demonstrate an understanding of the general principles of color theory and psychology in communication

Sub-outcome 3 : Create color schemes using formalized techniques such as analogy, harmony, triadic and complimentary colors

Learning Outcome (4)

Apply a range of composition and arrangement principles to support themes or messages in images and image sequences

Sub-outcome 1: Identify sender, receiver, message and channel in visual communication scenarios

Sub-outcome 2: Apply composition principles including: the rule of thirds, leading lines, framing & cropping, object & subject, viewpoints & viewing angles and rhythm & repetition to image and sequence design

Sub-outcome 3: Apply the principles of Gestalt Psychology to analyse and create images

Sub-outcome 4 : Identify the principles of Gestalt Psychology including emergence, reification, multi-stability, invariance, closure, similarity, proximity, continuance

Learning Domains

A blank table indicates that this course outline has not yet been mapped to any Learning Domains.

Learning Outcome #	Mapped Learning Domains
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Graduate Outcomes

A blank table indicates that this course outline has not yet been mapped to any Graduate Outcomes.

Graduate Outcome #	Learning Outcomes #
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Teaching, Learning and Assessment Strategies:

Instructors may wish to begin by approaching outcome 1 and 2 through a series of discussions and presentations showing examples the terms listed. Examples should be widely available. Students may demonstrate their understanding of terminology by successfully collecting or categorizing examples, and may then use this understanding to create new examples. Structured student discussion and group activities may assist in achieving enlightenment of existing knowledge and experience of the different terms and concepts.

Instructors may wish to guide students in the production of color wheels or other hands-on color exercises and experiments. Students should thereby develop a sense of color intuition which will serve them in the technical aspects of color mixing and creation. Students should be exposed to both the additive and subtractive color systems, and instructors may wish to offer demonstrations using paints, colored lights, software, printers, colored plastic or other methods to explain different color combinations. Deconstruction of images, sequential art, photographs, animation or film will support discussions, presentations or exercises centered around composition and arrangement principles. These deconstructions may then inform students as they approach the task of generating or identifying new examples of Gestalt Psychology theories or other formal composition principles. Instructors may wish to approach composition from a historical perspective, for example, by discussing the artwork of Leonardo Da Vinci, or ancient Greek architecture to explain the Golden Mean, and its derivative Rule of Thirds.

Assessment Activities:

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Assessment is 70% coursework and 30% System-wide exam

Suggested coursework items (70%):

10% -Visual language portfolio.

Students collect examples of symbol, sign, icon, image, photograph, diagram, pictogram, and explain the meanings of each. Students may also create a set of symbols and/or icons to represent a topic (example – street signs, a map legend or PC desktop icons).

15% -Design elements.

Students create a range of images on a given theme using only one or a restricted combination of design elements.

10% -Color Wheel

15% -Color essay / review.

Writing task. For example, 'the significance of the color blue in the film Three Colors: Blue' or similar review and analysis of color communication in historical or artistic works.

20% - Composition and image sequence.

Using photographs/ drawings/ found images etc, students should construct a story or logical communication sequence, demonstrating consideration of composition, arrangement, time and space, closure, movement etc.

Exam: 30%

E-Learning Resources:

Student Learning Resources (1 copy per student):

Thomas, Mark A./ Evans. [Exploring the elements of design](#). 2nd Int. ed.. Thomson Learning. 2009. ISBN: 9781439043684.

Instructor Text (in Library - may be checked out by instructor):

No instructor text specified

Supplemental Resources (in Library - may be checked out):

No supplemental resources specified

Supplemental - Class Set (in Library- may be checked out):

No supplemental class set specified

Computer Software (master in Library):

No computer software specified

Facilities:

No facilities specified

Equipment:

No equipment specified

Additional Useful Material:

No additional useful material specified

Appendices:

- [HCT statement on the purposes of course outlines](#)
 - [HCT guidelines on writing teaching, learning and assessment strategies](#)
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