

**Graphic Design BA (Hons)**

GRD4104

**Contextual Studies**

**MODULE GUIDE**

2019/2020

###### Semester 1

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**Level HE4**

Contents

[1. Module Overview 2](#_Toc11168302)

[2. Learning and Teaching Strategy 2](#_Toc11168303)

[3. Graduate Attributes 2](#_Toc11168304)

[4. Module Communications 3](#_Toc11168305)

[5. Module Description 3](#_Toc11168306)

[6. Learning Outcomes and Assessments 3](#_Toc11168307)

[7. Assessment Deadlines 3](#_Toc11168308)

[8. Assessment Feedback 4](#_Toc11168309)

[9. Module Calendar 4](#_Toc11168310)

[10. Formative Assessment 4](#_Toc11168311)

[11. Indicative Reading 5](#_Toc11168312)

[12. Guidelines for the Preparation and Submission of Written Assessments 6](#_Toc11168313)

[13. Procedures for Examinations 7](#_Toc11168314)

[14. Academic Misconduct 8](#_Toc11168315)

[15. Assessments 9](#_Toc11168316)

[16. General Assessment Criteria for Written Assessments 11](#_Toc11168317)

# Module Overview

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| **Module Tutor** | **Samantha Williams** |
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| **Email** | **s.williams3@bolton.ac.uk** |
| **Office Location** | **T4.46** |
| **Drop-in Availability** | **Email to arrange** |
| **Weblink to Moodle Class** |  |
| **Weblink to Module Specification** | <https://modules.bolton.ac.uk/GRD4104> |

# Learning and Teaching Strategy

This module is delivered via three 1 ½ hour sessions per week over 15 weeks. To complete the module successfully you must also allocate a substantial amount of independent study time equivalent to 132 ½ hours over the 15 week period. Most sessions will comprise a combination of lectures and workshops. In week 7 you will be provided with interim feedback and you will also have individual tutorials in week 14 prior to submission in week 15.

Through a range of lectures and workshops you will be able to explore some of the theoretical and historical issues relating to contemporary graphic design practice. You will also have the opportunity to visit a gallery to review an appropriate exhibition. You will create a designed response to a variety of academic tasks which will be supported through one to one tutorials, group work and practical exercises. This module will be supported through a Moodle an online VLE where you will find a wealth of material enhancing your studio practice. You will be expected to attend all scheduled sessions and prepare for these in advance by undertaking relevant research and background reading

# Graduate Attributes

Graduate attributes are the personal qualities and skills which the University of Bolton community values, and which a student is expected develop during their time at the University. Graduate attributes act as a point of reference for a student’s personal development and support the articulation of employability and transferable skills.

In total there are 10 graduate attributes. This module seeks to support the development of:

Effective communication

Global citizenship

# Module Communications

The Module Tutor’s contact details are provided at the top of this page. You must check your **University of Bolton email address** and the **Moodle** area dedicated to this module regularly as many module communications are channelled through these media. Please also ensure you regularly check the Facebook group for Graphic Design Year One students which will be set up in a different module as this will contain information regarding trips and events.

Your Module Tutor will normally aim to respond to your email messages within **2 full working days** of receipt. However responses will be longer in holiday periods.

# 5. Module Description

In this module you will be introduced to key ideas and theories relating to contemporary graphic design practice. You will develop the necessary research and communication skills to produce a piece of designed writing that explores some of the issues and themes covered. You will consider and explore the links between graphic design theory and practice. The theory you develop will feed into the designs you create in other modules, this may cover concepts such as juxtaposition, understanding of hierarchy as well as authorship and the history of graphic design. The module will also give you the skills to relate graphic design to other related disciplines such as illustration and photography. Lectures, seminars, workshops and visits will help you to explore the historical, critical and cultural contexts of graphic design practice. This will enable you to contextualise the theories covered and present your findings in an accessible format. Graduate Attributes: Effective Communicator, Global Citizen

# 6. Learning Outcomes and Assessments

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| --- | --- |
| **Learning Outcomes** | **Assessment** |
| ***LO1:*** *Describe and discuss key issues and themes relevant to graphic design theory and practice* | *Assessment 1:*  *Portfolio* |
| ***LO2****: Discuss information and ideas researched from a variety of historical and theoretical sources on topics relevant to contemporary graphic design* | *Assessment 1:*  *Portfolio* |
| ***LO3:*** *Outline the key theoretical frameworks and research methodologies employed in design research* | *Assessment 1:*  *Portfolio* |

# 7. Assessment Deadlines

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment item** | | **Due Date** | **Weight** |
| *1* | *Portfolio of written items, 3000 word minimum* | *17.01.20* | *100%* |

# 8. Assessment Feedback

Feedback on items of assessment can be formal (such as on a signed feedback form) or informal (such as advice from a tutor in a tutorial). Feedback is therefore not just your grade or the comments written on your feedback form, it is advice you get from your tutor and sometimes your peers about how your work is progressing, how well you have done, what further actions you might take.

We recognise the value of prompt feedback on work submitted. Other than in exceptional circumstances (such as might be caused by staff illness), **you can expect your assignment and examination work to be marked and feedback provided not more than** **15 working days**from the deadline date. However, please note that that such feedback will be provisional and unconfirmed until the Assessment Board has met and may therefore be subject to change.

Please take time you read or listen to your assessment feedback. This can be very useful in determining your strengths and key areas for development, and can therefore help you improve on future grades.

# 9. Module Calendar

|  |  |  |
| --- | --- | --- |
| **Session No.** | **Date or Week Commencing** | **Topics Covered** |
| 1 | 23.09.19 | Module introduction: assessment overview, learning outcomes and library resources including an introduction to LEAP  Learning Styles and icebreakers |
| 2 | 30.09.19 | Lecture 1: Graphic Design (150 years in 90 minutes or less)  Workshop 1: Introduction to academic writing, understanding the task and generating ideas for effective writing.  Writing Task One: Compare and Contrast two graphic styles introduced in Lecture 1. Looking at the iconic designers and works from the chosen movements as well as the principles upon which the movements were founded. (500 words) |
| 3 | 07.10.19 | Lecture 2: Verbalising the Visual (How to talk about Graphic Design in academic writing)  Workshop 2: Analysing a text, critical analysis and integrating this into your writing)  Writing Task Two: Choose one of the critical essays provided and discuss the concepts and ideas raised in the essay. Has there been any rebuttal or criticism of the essay? How effective is it in conveying the ideas and is the argument successful? (500 words) |
| 4 | 14.10.19 | Lecture 3: Theory & Practice (Talking about Typography)  Workshop 3: Research Techniques – sources and types of research available. Introduction to using surveys |
| 5 | 21.10.19 | TRIP – Galleries and Museums  Information and times to be confirmed)  Writing Task Three: Using the trip to the gallery create a review of the exhibition you saw in the style of one of the newspapers or magazines that review exhibitions. Think about the audience you are writing to and use appropriate language and content and provide justification for your choices. (500 words) |
| 6 | 28.10.19 | Lecture 4: Activism (Graphic Designers change the world)  Workshop 4: Research Techniques – interpreting your research  Writing Task Four: Choose a contemporary issue that has been explored through graphic design and then find designers on opposing sides of the debate. Provide context to the issue before evaluating their arguments and drawing relevant conclusions (500 words) |
| 7 | 04.11.19 | **Interim Feedback Sessions (Please see timetable provided)** |
| 8 | 11.11.19 | Lecture 5: Appropriation (Parody, Pastiche and Plagiarism)  Workshop 5: Referencing – What is referencing, how, when and why do we need to do it. Harvard Referencing  Writing Task Five: Find a piece of design that has appropriated other work and discuss how they have referenced that work within their own design. Is the outcome plagiarism, pastiche, parody or inspired by the original. Discuss the issues facing designers in respect to copyright, creative commons and derivative works. (500 words) |
| 9 | 18.11.19 | Lecture 6: Introduction to Semiotics (Sending a Message)  Workshop 6: How to use images in your essay and identifying when they are needed and when they are not relevant.  Writing Task Six: Choose two pieces of graphic design and then discuss them using the theories you have been introduced to this semester and applying semiotic theory. Use the appropriate words for example connotation and denotation when talking about the images. |
| 10 | 25.11.19 | Lecture 7: Contemporary Issues (Design Authorship)  Workshop 7: Preparing for submission – formatting, presentation and Turnitin  Draft Turnitin Submission |
| 11 | 02.12.19 | Lecture 8: Ethics and the Environment – working in groups you will choose one of the issues and research it to create a short presentation on your findings.  Workshop 8: Writing for Journals |
| 12 | 09.12.19 | Recap on the topics covered with the opportunity for research and questions. |
| 13 | 16.12.19 | **Tutorials and Reviews (Please book a time)** |
| 14 | 08.01.20 | **Tutorials and Reviews (Please book a time)** |
| 15 | 13.01.20 | Assignment Submission  Please hand in portfolio of written submissions for assessment no later than 4.30pm on 17/01/19 |

# 10. Formative Assessment

Formative assessment is employed to support your learning on the module, allowing you to reflect on feedback on your progress from your tutors and peers. It takes a variety of forms including tutorials (Group and Individual), feedback on assessment drafts, group activities and discussionand does not contribute to the final module mark.

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# 11. Indicative Reading

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| --- |
| Armstrong, H. (2009) Graphic Design Theory: Readings from the Field. New York: Princeton Architectural Press. |
| Baldwin, J & Roberts, L. (2006) Visual Communication: From Theory to Practice. London: AVA Publishing. |
| Hall, S. (2012) This Means This, This Means That. London: Laurence King Publishing. |
| Meggs, P. (2016) Meggs’ History of Graphic Design, 6th Edition. London: John Wiley & Sons. |
| Skaggs, S. (2017) FireSigns: A Semiotic Theory for Graphic Design. MA: MIT Press. |

# 12. Guidelines for the Preparation and Submission of Written Assessments

1. Written assessments should be word-processed in Arial or Calibri Light font size 12. There should be double-spacing and each page should be numbered.
2. There should be a title page identifying the programme name, module title, assessment title, your student number, your marking tutor and the date of submission.
3. You should include a word-count at the end of the assessment (excluding references, figures, tables and appendices).

Where a word limit is specified, the following penalty systems applies:

* Up to 10% over the specified word length = no penalty
* 10 – 20% over the specified indicative word length = 5 marks subtracted (but if the assessment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assessment).
* More than 20% over the indicative word length = if the assessment would normally gain a pass mark or more, then the final mark will capped at the pass mark for the assessment.

1. All written work should be referenced using the standard University of Bolton referencing style– see: <https://www.bolton.ac.uk/library/Study-Skills/Referencing/Home.aspx>
2. Unless otherwise notified by your Module Tutor, electronic copies of assignments should be saved as word documents and uploaded into Turnitin via the Moodle class area. If you experience problems in uploading your work, then you must send an electronic copy of your assessment to your Module Tutor via email BEFORE the due date/time.
3. Please note that when you submit your work to Moodle, it will automatically be checked for matches against other electronic information. The individual percentage text matches may be used as evidence in an academic misconduct investigation (see Section 13).
4. **Late work will be subject to the penalties:**
   * Up to 7 calendar days late = 10 marks subtracted but if the assignment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assignment.
   * More than 7 calendar days late **=** This will be counted as non-submission and no marks will be recorded.

Where assessments are graded Pass/Fail only, they will not be accepted beyond the deadline date for submission and will be recorded as a Fail. Students may request an extension to the original published deadline date as described below.

1. **In the case of exceptional and unforeseen circumstances, an extension of up to 14 days after the assessment deadline may be granted.** This must be agreed by your Programme Leader, following a discussion the Module Tutor. You should complete an Extension Request Form available from your Tutor and attach documentary evidence of your circumstances, prior to the published submission deadline.

Extensions over 14 calendar days should be requested using the Mitigating Circumstances procedure, with the exception of extensions for individual projects and artefacts which, at the discretion of the Programme Leader, may be longer than 14 days.

**Requests for extensions which take a submission date past the end of the module (normally week 15) must be made using the Mitigating Circumstances procedures.**

Some students with registered disabilities will be eligible for revised submission deadlines. Revised submission deadlines do not require the completion extension request paperwork.

Please note that the failure of data storage systems is not considered to be a valid reason for an extension. It is therefore important that you keep multiple copies of your work on different storage devices before submitting it.

# 14. Academic Misconduct

Academic misconduct may be defined as any attempt by a student to gain an unfair advantage in any assessment. This includes plagiarism, collusion, commissioning (contract cheating) amongst other offences. In order to avoid these types of academic misconduct, you should ensure that all your work is your own and that sources are attributed using the correct referencing techniques. You can also check originality through *Turnitin.*

Please note that penalties apply if academic misconduct is proven. See the following link for further details:

<https://www.bolton.ac.uk/about/governance/policies/student-policies/>

# 15. Assessments

|  |  |
| --- | --- |
| **Assessment Number** | 1 |
| **Assessment Type (and weighting)** | Portfolio of 3000 words (100%) |
| **Assessment Name** | Contextual Studies Portfolio |
| **Assessment Submission Date** | 17/01/20 |

**Learning Outcomes Assessed:**

LO1: Describe and discuss key issues and themes relevant to graphic design theory and practice.

LO2: Discuss information and ideas researched from a variety of historical and theoretical sources on topics relevant to contemporary graphic design.

LO3: Outline the key theoretical frameworks and research methodologies employed in design research.

**Assessment Brief**

The single item of summative assessment takes the form of a portfolio of academic written responses of a minimum of 3000 words to the material covered on the module.

**Specific Assessment Criteria:**

(Please note that the General Assessment Criteria will also apply. Please see section 15)

**First class (70% and above):**

Students will provide an in-depth appraisal of the effectiveness of a sustainable tourism plan, demonstrating excellent critical reasoning skills. Focused and justified recommendations will be made as to how problems/weaknesses identified in the plan may be overcome, and sustainability improved. Extensive research demonstrating use of a wide range of current secondary research sources will be evident. Academic style and referencing will be excellent.

**Second class (50-69%):**

Students will provide a comprehensive appraisal of the effectiveness of a sustainable tourism plan, demonstrating critical reasoning skills. Justified recommendations will be made as to how problems/weaknesses identified in the plan may be overcome, and sustainability improved. Research demonstrating use of a wide range of current secondary research sources will be evident. Academic style and referencing will be good.

**Third class (40-49%):**

Students will provide a satisfactory appraisal of the effectiveness of a sustainable tourism plan, demonstrating critical reasoning skills. Considered recommendations will be made as to how problems/weaknesses identified in the plan may be overcome, and sustainability improved. Research demonstrating use of a range of current secondary research sources will be evident. Academic style and referencing will be fair.

**Fail (39% and below):** Students who do not meet the requirements of a third class grade will not successfully complete the assessment activity.

**Minimum Secondary Research Source Requirements:**

**Level HE4** - It is expected that the Reference List will contain between **five and ten sources**. As a MINIMUM the Reference List should include **one refereed academic journal** and **three academic books**

16. **General Assessment Guidelines for Written Assessments Level HE4**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **%** | **Relevance** | **Knowledge** | **Argument/Analysis** | **Structure** | **Presentation** | **Written English** | **Research/Referencing** |
| Class I (Exceptional  Quality) | 85-100% | Directly relevant to title.  Expertly addresses the assumptions of the title and/or the requirements of the brief. | Demonstrates an exceptional knowledge/ understanding of theory and practice for this level through the identification and analysis of the most important issues. | Makes exceptional use of appropriate arguments and/or theoretical models.  Presents an analysis of the material resulting in clear, logical and original conclusions. | Coherently articulated and logically structured.  An appropriate format is used. | The presentational style & layout is correct for the type of assignment.  Effective inclusion of figures, tables, plates (FTP). | An exceptionally well written answer with standard spelling and grammar.  Style is clear, resourceful and academic. | Sources accurately cited in the text. A wide range of contemporary and relevant references cited in the reference list in the correct style. |
| Class I (Excellent  Quality) | 70-84% | Directly relevant to title.  Addresses the assumptions of the title and/or the requirements of the brief. | Demonstrates an excellent knowledge/understanding of theory and practice for this level through the identification and summary of the most important issues. | Makes creative use of appropriate arguments and/or theoretical models. Presents an excellent discussion of the material resulting in clear, logical conclusions. | Coherently articulated and logically structured.  An appropriate format is used. | The presentational style & layout is correct for the type of assignment.  Effective inclusion of figures, tables, plates (FTP). | An excellently written answer with standard spelling and grammar.  Style is clear, resourceful and academic. | Sources accurately cited in the text. A range of contemporary and relevant references cited in the reference list in the correct style. |
| Class II/i (Very Good Quality) | 60-69% | Directly relevant to title.  Addresses most of the assumptions of the title and/or the requirements of the brief. | Demonstrates a very good knowledge/understanding of theory and practice for this level through the identification and summary of key issues. | Uses sound arguments or theoretical models.  Presents a clear and valid discussion of the material.  Clear, logical conclusions. | Logically constructed in the main.  An appropriate format is used. | The presentational style & layout is correct for the type of assignment. Effective inclusion of FTP. | A very well written answer with standard spelling and grammar. Style is clear and academic. | Sources are accurately cited in the text and an appropriate reference list in the correct style is provided. |
| Class II/ii (Good Quality) | 50-59% | Generally addresses the title/brief, but sometimes considers irrelevant issues. | Demonstrates a good knowledge/understanding of theory and practice for this level through the identification and summary of some key issues. | Presents largely coherent arguments. Some issues and theoretical models expressed in simplistic terms. Conclusions are fairly clear and logical. | For the most part coherently articulated and logically structured. An acceptable format is used. | The presentational style & layout is correct for the type of assignment.  Inclusion of FTP but lacks selectivity. | Competently written with minor lapses in spelling and grammar. Style is readable and academic in the main. | Most sources accurately cited in the text and an appropriate reference list is provided which is largely in the correct style. |
| Class III (Satisfactory Quality) | 40-49% | Some degree of irrelevance to the title/brief.  Superficial consideration of the issues. | Demonstrates an adequate knowledge/understanding of theory and practice for this level. An attempt is made to identify key issues. | Presents basic arguments, but focus and consistency lacking in places. Some issues may lack clarity, and/or theoretical models expressed in simplistic terms. Conclusions are not always clear or logical. | Adequate attempt at articulation and logical structure.  An acceptable format is used. | The presentational style & layout is largely correct for the type of assignment.  Inappropriate use of FTP or not used where clearly needed to aid understanding. | Generally competently written although intermittent lapses in grammar and spelling pose obstacles for the reader. Style limits communication and is non-academic in a number of places. | Some relevant sources cited.  Some weaknesses in referencing technique. |
| Borderline  Fail | 35-39% | Significant degree of irrelevance to the title/brief. Onlythe most obvious issues are addressed at a superficial level and in unchallenging terms. | Demonstrates weaknesses in knowledge of theory and practice for this level, with poor understanding of key issues. | Limited arguments, which lack clarity in places.  Conclusions are neither clear nor logical. | Poorly structured.  Lack of articulation.  Format deficient. | For the type of assignment the presentational style &/or layout is lacking.  FTP ignored in text or not used where clearly needed. | Deficiencies in spelling and grammar makes reading difficult.  Simplistic or repetitious style impairs clarity.  Style is non-academic. | Limited sources and weak referencing. |
| Fail | <34% | Relevance to the title/brief is intermittent or missing.  The topic is reduced to its vaguest and least challenging terms. | Demonstrates a lack of basic knowledge of either theory or practice for this level, with little evidence of understanding. | Severely limited arguments.  Lacks clarity.  Conclusions are sparse. | Unstructured.  Lack of articulation. Format deficient | For the type of assignment the presentational style &/or layout is lacking.  FTP as above. | Poorly written with numerous deficiencies in grammar, spelling and expression.  Style is non-academic. | An absence of academic sources and poor referencing technique. |