

Course Outline

Arch 2106: Graphic Design and Sculpture

Part A

1	Course No./Course Code	Arch 2106
2	Course Title	Graphic Design and Sculpture
3	Course Type (GEd/Core Course/Electives/....)	Core Course
4	Year/Semester and Section	2nd/Odd
5	Academic Session	
6	Course Instructor	Nazia Afrin Trina A.K.M. Ariful Islam
7	Prerequisite (If any)	None
8	Credit Value	3.00
9	Contact Hours	6.00
10	Total Marks	100
11	Rationale of the Course	The course, Graphic Design and Sculpture aims to provide students a foundational knowledge and hands-on experience of working with graphic elements as design and presentation tools. Additionally the course provides a deep understanding of sculpture as a three dimensional manifestation of abstract ideas, by providing practical experience through exercise

		<p>where students can explore the form, materials, tools and techniques of the craft. The course also aims to introduce and expose students to recent technological trends. The course is expected to instill in students50 a deep understanding of how to translate abstract ideas, messages, identities into graphic two dimensional and three dimensional elements.</p>
12	Course Objectives	<ol style="list-style-type: none"> 1. Demonstrate fundamental knowledge of visual design with graphical elements, 3-dimensionality and sculpture with abstraction. 2. Demonstrate traditional and digital skill sets to tackle the most common components of visual communication and graphic design such as typography, logo design, visual identity, branding design, mockups, idea pitching deck and portfolio. 3. Cultivate abstraction and expressional skills through sculpture with emphasis on materiality.
13	Course Learning Outcomes (CLOs)	<p>After completing this course students will be able to</p> <ol style="list-style-type: none"> 1. Demonstrate aptitude in communicating ideas and emotion through graphic elements, visual language and materials. 2. Exhibit and apply strong command of design principles and theories, also display adequate skill in designing cohesive brands/identity and present them in proper format using most recent technologies. 3. Demonstrate adequate expertise in abstraction, representation and materiality through sculptures.

Mapping/Alignment of CLO with Program Learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
	Knowledge	Critical awareness and analysis	Design synthesis and building integration	Technical aptitude	Presentation and communication	Advanced technological skill	Society, environment and sustainability	Ethical principles and regulatory context	Higher education and scholarly qualities	Individual and team work	Management and project economics	Lifelong learning
CLO1	✓		✓									
CLO2			✓		✓	✓						
CLO3			✓		✓							

Part B

14. Course Plan specifying content, CLOs, co curricular activities (if any), teaching learning and assessment strategy mapped with CLOs.

Basic techniques used in graphic design; Selection of drawing instruments, surfaces, typography; The pros and cons of the different systems to achieve the most effective presentation. Graphic design of posters, products, display, portfolio. Drawing and painting; Relationship with architectural presentation; Studies with clay, wood, metal etc.

WEEK	TOPIC	TEACHING LEARNING STRATEGY (ID, VP, LDM, PD, WB, HD) ¹	ASSESSMENT STRATEGY (Preliminary, Test, Report, presentation, quizzes, Viva voce)	CORRESPONDING CLOs
1	Introduction to visual communication with abstract, Freehand drawing exercise,	Lectures, Demonstrations, Discussions	Discussions, Assessments	CLO 1
2	Exercising visual communication with abstract, automatic drawing, graphical forms, Freehand drawing exercise	LDM, ID, HD	Discussions, Assessments	CLO 1, CLO2
3	Graphical collages, Curving exploring elements (soap, wood etc)	LDM, ID, HD	Discussions, Assessments	CLO1, CLO2
4	Designing Lettering/Typography, Curving exploring elements (soap, wood etc)	LDM, ID, HD	Discussions, Assessments	CLO1, CLO2
5	Designing Lettering/Typography, Terracotta	LDM, ID, HD	Discussions, Assessments	CLO1, CLO2
6	Introduction to Gestalts, Terracotta	LDM, ID, HD	Discussions, Assessments	CLO1, CLO2
7	Visual Identity: Designing a Logo, Terracotta	LDM, ID, HD	Discussions, Assessments	CLO1, CLO2
8	Visual Identity: Designing a Logo, Abstract Sculpture	LDM, ID, HD	Discussions, Assessments	CLO1, CLO2, CLO3
9	Visual Identity: Designing a Business Card, Abstract Sculpture	LDM, ID, HD	Discussions, Assessments	CLO1, CLO2, CLO3

¹ Interactive discussion=ID, Video presentation=VP, Lecture discussion with multimedia=LDM, Panel discussion=PD, white board illustration=WB, Hands on demonstration=HD

WEEK	TOPIC	TEACHING LEARNING STRATEGY (ID, VP, LDM, PD, WB, HD) ¹	ASSESSMENT STRATEGY (Preliminary, Test, Report, presentation, quizzes, Viva voce)	CORRESPONDING CLOs
10	Visual Identity: Designing a Business Card, Abstract Sculpture	LDM, ID, HD	Discussions, Assessments	CLO1, CLO2, CLO3
11	Visual Identity: Designing a Brand pitch deck, Abstract Sculpture	LDM, ID, HD	Discussions, Assessments	CLO1, CLO2, CLO3
12	Visual Identity: Designing a Brand pitch deck, Abstract Sculpture	LDM, ID, HD	Discussions, Assessments	CLO1, CLO2, CLO3
13	Poster/CV/Portfolio design		Board Viva	CLO1, CLO2, CLO3

Part C

15	ASSESSMENT AND EVALUATION	<p>ASSESSMENT STRATEGY</p> <p>STUDIO PROJECTS</p> <p>The main medium of learning in studios is through studio projects. Any number of studio projects can be introduced by the studio facilitators. Students will be assessed continually and at the end of each project, students will have to submit their projects.</p> <p>STUDENT PRESENTATION</p> <p>Students can additionally be required to study a topic and present it to the entire class at various points during the semester. These presentations can be done in groups or individually, depending on the requirement of the assigned topic. The presentation may make use of audio-visual learning</p>
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		<p>tools. Course teachers will accommodate the marks to be counted besides class test marks.</p> <p>JURY/BOARD VIVA After the completion of each project, students will have to explain and defend their projects in front of a jury board. Final Jury will take place at the end of the semester to assess the overall performance of the student for the semester.</p> <p>MARKS DISTRIBUTION</p> <p>The mark from class attendance, Continuous assessments, jury and board viva will be added to calculate the entire course marks for each student. The details of the strategy can be found in the syllabus provided to each student.</p> <p>Final Marks (100) = Class Participation and Attendance (10) + Quizzes/ viva voce (20) + Studio Performance/ reports/ presentations (45) + Jury/Board viva (25)</p> <p>MAKE-UP PROCEDURES</p> <p>Assignment</p>
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CIE- CONTINUOUS INTERNAL EVALUATION (40 MARKS)

BLOOM'S CATEGORY	CLASS TEST (20 MARKS)	ASSIGNMENT/ PROJECT/ VIVA-VOCE/ PRESENTATION/ OTHERS (10 MARKS)	CLASS PARTICIPATION AND ATTENDANCE (10 MARKS)
Remember			
Understand			
Apply			
Analyze			
Evaluate			
Create			

SMEE-SEMESTER/YEAR MID & END EXAMINATION (60 MARKS)

BLOOM'S CATEGORY	TEST MARK
Remember	
Understand	
Apply	
Analyze	
Evaluate	
Create	

Part D

16	LEARNING MATERIALS	RECOMMENDED READINGS
		SUPPLEMENTARY READINGS
		OTHERS N/A