



AOU

الجامعة العربية المفتوحة
Arab Open University
Faculty of Computer Studies



Graphic & Multimedia Design Technology

Program Specification

Program specification

توصيف البرنامج الدراسي

University/Academy: Arab Open University
 College/Institute: Computer Studies
 Department: Graphic Design and Multimedia
 Technology University/Academy: Arab Open University

Basic information

أ - معلومات أساسية

Name of the program: Graphic Design and Multimedia Technology
 Nature of the program: (Single) (Dual) (Joint)
 Department responsible for the program: Graphic and Multimedia Design Technology
 Deanship of Computer Studies
 Date of approval of the program: 5/20/2015

ب - معلومات متخصصة

3. Rationale / Justification:

The AOU operates in 8 Middle Eastern Country branches. The Graphic and Multimedia Design Technology is much needed program and the Middle Eastern region in which AOU operates represents a large market for the potential graduates of this program. Graphic and Multimedia Design Technology has had a tremendous impact on the creative industries of advertising and design. The work of a graphic designer is integral to almost all aspects of business. Graphic and Multimedia Design program prepares students to work with solid design concepts. Students take their ideas into full production using computers equipped with the industry current graphic design capabilities. Multimedia is the second aspect of the graphic design industry. Multimedia allows the student to create the interactive visuals essential in today's digital advertising. This program brings together "all media" into one format. The program empowers students with creative problem-solving skills and technical knowledge that will enable them to join and contribute to the exciting, dynamic and constantly evolving world of media and design.

All graduates of the program complete a portfolio showcasing their talents and abilities to enhance student training and employability. They will also have the technical skills to ensure that they are well suited for the industry. A combination of these factors will result in individuals who are well equipped to face today's ever-changing world.

4. Summary & Findings of Feasibility Study

There is a necessity to introduce new faculties and programs in-line with the AOU strategic plan 2012-2016. One major strategic requirement is for AOU to expand and diversify by introducing new majors. Within this context and based on the reasons detailed below the Graphic Multimedia Design Technology program seems to offer strong potential.

The huge expansion in the number and varieties of media outlets (TV, radios, newspapers, advertising means, etc.) nowadays whether classical (terrestrial TV and Radios, printed newspapers, satellite radios and TVs) or internet-based (TV, radio stations, e-newspapers, social medias, etc.) creates more and diverse job opportunities and thus increases the demand for multimedia and graphic designers capable of dealing with these diverse means.

The possibility for graduate students to start their own business following graduation, which tackles another important dimension of the university mission that is to stimulate economic development in Arab countries by encouraging and supporting entrepreneurship initiatives.

Summary of Market Study:

The Market Studies for exploring the potential for introducing the Graphic Design Program have been conducted by 4 of the branches involved, i.e., Bahrain and Lebanon, the market studies of the 4 branches are attached at Appendices A and B, C and D.

Bahrain Branch Market Analysis: Bahrain Branch's market study indicates that introduction of a new program in Graphic Design is feasible as only few competing universities in Bahrain offer similar programs. (Detailed study at Appendix-A)

Lebanon Branch Market Analysis: The Market Study conducted by Lebanon supports the Introduction of a Graphic and Multimedia Design Technology Program at the branch. The study shows that the AOU enjoys a number of competitive advantages concerning the Graphic Design program and hence the branch is ready to offer the new program. (Detailed study at Appendix-B)

Jordan Branch Market Analysis: Graphic and Multimedia Design Technology is considered a future trend in Jordan due to the rapid growth of graphic design market and demand as well. Graduates of graphic design and multimedia do get jobs easily with relatively high salary. We expect to enroll around 100 students every academic year (this is; over three semesters). (Detailed study at Appendix-C)

Egypt Branch Market Analysis: Egypt Branch's market study indicates that In Egypt, Graphic design programs are offered under at least three disciplines by competitors. (Detailed study at Appendix-D)

Hence, based on the market studies conducted by the branches, demand exists for the introduction of a Graphic and Multimedia Design Technology program at AOU.

4.1 Unique Selling Points

The AOU is a well-established Institution of higher learning and is currently operating in 8 Middle Eastern country branches. The demand for our programmes is high and we expect high future growth. The AOU is a dominant player in the Open Education market and hence we feel our partnership with (University of Wolverhampton) UoW will be beneficial to both institutions.

4.2 Market intelligence sources : Market demand and market trends

The market studies performed by branches are available at Appendices A, B, C and D.

According to Bahrain Branch Market intelligence sources inclusive of the potential internal market but also overseas - The Branch Director had agreed with an external company to do the detailed feasibility study for Graphic Design (Computing) along with the other programs.

According to Lebanon Branch Graphic design is a much needed major as it forms the basis and foundation of many graphics related jobs. According to pay-scale, Graphic Design ranks among the top 10 highest paid salaries for Jobs of Arts & Design major. Out of these 10 jobs, 5 of them were Graphic Design. According to an article by Callie Malvik at rasmussen.edu, in 2013 an analysis was done for more than 15,000 graphic design jobs posted, where 82 percent were hired with a Graphic Design degree.

Graphic design is a booming industry worldwide and its growth in the Middle East is high as well. This industry continues to thrive as more and more jobs in the field of Graphic Design are being created each year. A huge responsibility lies on graphic designers in delivering messages accurately and effectively, where success and failure depend on their work. A study by a local Lebanese newspaper (The Daily Star) revealed that starting 2008 more Arab students than ever before are choosing Graphic Design as a major. There are currently over 125 Graphic Design companies in Lebanon, scattered throughout the entire country as listed by yelleb.com. Few of these companies are listed as top Lebanese companies in their field. The average employee number in the top Graphic Design companies is around 20 employees with a few companies having around 50 employees.

According to Egypt Branch the market intelligence sources are:

- Competitor's websites
- Supreme Council of Universities (SCU)
- Ministry of Communications and Information Technologies (MCIT)
- The Central Agency for Public Mobilization and Statistics (CAPMAS)

4.3 Marketing strategy to promote the course

Print ads in main newspapers, Advertisements in famous TV Channels, National radio FM, Newspaper Ads, Brochures and Publications that describe the programme, participation in exhibitions, offering scholarships, Workshop for target sections like High schools and offering special deals and protocols with public universities.

4.4 Source of potential students

Sources of Potential students include high school graduates, students transferred from other institutions and also interested students from other AOU faculties.

Bahrain Branch: There is only one private university offering Graphic Design in Arts Track NOT in computing, so there is no competitor.

Jordan Branch: Although some universities offer the graphic design and related course in Jordan, our program is the only program that combines the Art and Technology in one program; other programs offered in the country either cover graphic design as pure Art course or cover Computer Graphics and Multimedia as technology course. So, we have better compete in the Jordanian market with this uniqueness.

Lebanon Branch: According to the ministry of higher education in Lebanon, there are 32 total universities. Most of these universities offer a Graphic Design major which is an indicator of market demand. The lack of this major at AOU is driving away new recruits and limiting the efficiency of the branches efforts to expand and increase market share. Diversification of offering is required and within the local market landscape this includes diversification in offerings (new majors and degrees particularly in growing sectors). The Lebanese economy is service oriented and a graphic design program falls within the growing sectors in the country.

Egypt Branch:

In Egypt, Graphic design programs are offered under at least three disciplines:

Engineering:

The German University (GUC)

The GUC offers a Bachelors program in Digital Media Engineering and technology.

Computer Science and Information technology:

The Arab Academy for Science, Technology and Maritime Transport (AASTM)

AASTM offers a degree

Applied and fine Arts:

These programs do not typically have a strong technical (Computer or Engineering) component and focus of artistic and/or mass comm. issues. They focus on the graphic design aspect as the Multimedia component requires more rigorous programming and computer science skills.

4.6 Physical resources for teaching (equipment, library, classrooms, labs) and for student experience (accommodation, help with IT, transport, etc.)

Bahrain Branch: Bahrain branch is operating in its new building equipped with sufficient number of class rooms and laboratories. Students make use of LMS and video recording for efficient learning. There is a dedicated IT support team in the branch. All students are day scholars and arrange own transports due to the geographical size of the island (Appendix-E).

Jordan Branch: Jordan branch is equipped with all the needed physical resources to run this program.

Egypt Branch: Egypt branch is running in a new campus equipped with sufficient number of classrooms and Labs. Local ministry officials have indicated that a dedicated Multimedia lab would be required. Besides human resources, no other dedicated facilities are expected to be needed.

Lebanon Branch: AOU Lebanon branch currently possess the labs, classroom space, required knowledge and capability for student support services that would support the introduction of a

new program in Graphic and Multimedia Design Technology. The branch has also assessed the need to include additional technical labs for this programme, and to acquire library resources for this field. Hiring faculty members to teach on the program should not be a problem given the availability of qualified people locally. Therefore, the branch is ready to offer the new program, and the financial outlays required to support the introduction fall within the capacity of the branch and are expected to bring greater returns. (Appendix-E).

5. Educational goals and objectives

Graphic and multimedia design and development play an increasingly key role in the advertising and entertainment industries with an increasing corresponding demand for professionals with the skills and knowledge to develop appropriate solutions for the broad range of sectors. The prevalent use of both interactive and visual graphics/multimedia/animations within education, e-commerce, promotion, digital marketing, DVD production, mobiles, games, websites and entertainment is increasing both in quantity and the quality of the media. It is also a critical reference point that the industry is composed of both large and small operators requiring graduates with both specialized and contextual knowledge.

This programme addresses these requirements by providing a structured curriculum that integrates and relates the key methodologies, techniques, and technologies of computer graphics, multimedia and animation design, production and workflow. The programme however underpins these with a solid grounding in the theoretical and practical underpinnings of computer science as a discipline to enable graduates to continue to efficiently work within an ever evolving, changing and complex sector both in terms of the technology as well as end-user/customer requirements.

Our aim is to ensure that our graduates will be capable of designing and developing creative graphic and multimedia production/applications/solutions. To support this aim, the programme has been designed to ensure the following with considerable emphasis to practical applications and hands-on experience.

- All our graduates have an appreciation and understanding of the fundamentals of computer science;
- Provide students with a reliable and appropriate set of intellectual, analytical and practical tools such that they can competently and professionally practice within the fields of graphic and multimedia design.
- Provide the opportunity, through critical and cultural studies delivered as an integral part of studio projects, for students to develop critical insight into contemporary graphic and multimedia design practices and debates.
- Students will be able to locate their own work within a wider cultural context, with a clear understanding of the cultural, aesthetic and professional forces that shape contemporary graphic and multimedia design and development, using them to reflect on their own practice;

- Develop in students an ability to communicate effectively to a range of audiences, to work with others, to listen, discuss and negotiate and to develop self-reflective practices;
- Enable students to develop a range of personal and entrepreneurial skills, which will equip them with the ability to respond to current and future career challenges.

Both curriculum design and teaching and learning strategies incorporate the need for a range of skills, and it is anticipated that students who progress through the course will improve their abilities in these areas, as well as in the subject specific skills.

6. Relationship to other programs and awards

The Graphic and Multimedia Design Technology program is a unique program at the Specialisation Requirements level. However, the programme shares the University requirements (M/E), Faculty Requirements (Mandatory) and some of the Faculty requirements (Elective) with the ITC programme offered from the Faculty of Computing Studies as per the programme structure (Section-7)

7. Academic Program Structure

7.1 The Overall Graphic and Multimedia Design / Technology Structure

No.	Category	Credit Hours
1	University Requirements/ Mandatory	12
2	University Requirements/ Electives	9
3	Faculty Requirements/ Mandatory	6
4	Faculty Requirements/ Electives	14
5	Core Specialization/ Mandatory	96
Total		137

7.1.1 University Requirements/ Mandatory (**12 Credit Hours**)

Course Code	Course Title	Credit Hours	Prerequisites
GR101	Self-Learning Skills	3	--
TU170	Computing Essentials	3	--
EL111	English Communication Skills I	3	--
EL112	English Communication Skills II	3	EL111
Total		18	

7.1.2. University Requirements/ Electives (9 Credit Hours)

Course Code	Course Title	Credit Hours	Prerequisites
MS101	Physics-I	3	EL111
MS102	Physics-II	3	MS101
GE102	Introduction to Statistics	3	EL111
GR111	Arab Islamic Civilization	3	--
GR131	General Branch Requirement	3	--
GR112	Issues and Problems of Development in the Arab World	3	--
GR115	Current International Issues and Problems	3	--
EL118	Reading	4	EL111
CHI101	Chinese for Beginners (I)	3	--
CHI102	Chinese for Beginners (II)	3	CHI101
SPA101	Spanish for Beginners (I)	3	--
SPA102	Spanish for Beginners (II)	3	SPA101
FRE101	French for Beginners (I)	3	--
FRE102	French for Beginners (II)	3	FRE101
Total		3	

7.1.3. Faculty Requirements/ Mandatory (6 Credit Hours)

Course Code	Course Title	Credit Hours	Prerequisites
GM101	Calculus 1/ College Mathematics	3	
GM102	Linear Algebra	3	
Total		6	

7.1.4. Faculty Requirements/ Electives (14 Credit Hours)

Course Code	Course Title	Credit Hours	Prerequisites
GE103	Discrete Mathematics	3	
GE104	Data, Computing and Information	3	
GE105	Data Structures and Algorithm	3	
GE106	Computer Organization and Architecture	3	
GE201	Programming for Digital Media	4	
GE202	Computer Aided Design	4	
GE301	3D Modelling and Animation Techniques	4	
GE302	Web Application Development – Server Side	4	
Total		14	

7.1.5. Core Specialization/ Mandatory (96 Credit Hours)

Course Code	Course Title	Credit Hours	Prerequisites
Level 4 (UoWH)			
4AD010	Introduction to Art and Design in Context	5	
4VC012	Studio Practice: Ideas, concepts and communication	5	
4VC013	Elements, Composition and Digital Foundation	5	
4VC014	Introduction to Programming and Interactivity for	5	
4VC015	Digital Photography and Media Production	5	
4VC016	Typography-I	5	
Level 5 (UoWH)			
5VC012	Visual Narrative	5	
5AD008	Critical and Contextual Issues in Art and Design	5	
5VC013	Typography-II and Computer Graphics	5	
5VC015	Digital and Emerging Media Design	5	
5VC017	Digital Visualization Studio	5	
5VC019	Visual Effects, Compositing and Mixed Media	5	
Level 6 (UoWH)			
6AD002	Research Methods for Graphic Design	6	
6AD001	Creative Industries and Opportunities	6	
6VC012	Graduation Project	6	
6VC015	Digital Media Design for Mobile Devices	6	
6VC018	Independent Graphic Design Practice	6	
6VC019	Major Aspects of Visual Communication Projects	6	
Sub total			
Total		96	

7. Any special requirements?

- Higher level courses can only be taken on the completion of the preceding lower level courses.
- Software packages and licenses for the courses under consideration
- Laboratories/ personal computer should be equipped with appropriate graphic readiness (according to the requirements of software packages).
- Appropriate equipment for studio activities.

8. Brief description of mains areas within the overall specialization

The main areas within the overall specialization include Computer Graphic Design, Multimedia Production, Computer Aid Design, Computer Modelling and Animation Techniques. The Computer Graphic Design area deals with the effective use of Computer Technology towards the creation of creative and artistic designs and projects. The Multimedia Production part of the program deals with the integration of sound, graphics, images and video content to create stimulating and inspiring multimedia projects. Computer Aid Design deals with the application of digital computer technology towards building advanced models of

industrial parts and components necessary for building industrial products, tools and machinery. The Computer Modelling and Animation techniques enable users to produce developmental models and sketches of products, perform character and environment modelling, develop animatic actions, and undertake content development for games and animations.

7.2. Degree Plan:

Calendar Year 1

	Course Code	Course Title	Credit Hours	Pre-requisite
Semester-1	TU170	Computing Essentials	3	
	GR101	Self-Learning Skills	3	
	GE102	Introduction to Statistics	3	
	EL111	English Communication Skills I	3	
	GM101	Calculus1 / College Mathematics	3	
	Sub Total		15	
Semester-2	MS101	Physics I	3	EL111
	EL112	English Communication Skills II	3	EL111
	GM102	Linear Algebra	3	
		Faculty Requirement/Elective-1	3	
		Faculty Requirement/Elective-2	3	
		University Requirement/Elective	3	
	Sub Total		18	

Calendar Year 2

	Course Code	Course Title	Credit Hours	Pre-requisite
Semester-1	MS102	Physics II	3	MS101
	4AD010	Introduction to Art and Design in Context	5	
	4VC012	Studio Practice: Ideas, concepts and communication methods	5	
	4VC013	Elements, Composition and Digital Foundation	5	
	Sub Total		18	
Semester-2	4VC014	Introduction to Programming and Interactivity for Media Arts	5	
	4VC015	Digital Photography and Media Production	5	
	4VC016	Typography-I	5	
	Sub Total		15	

Calendar Year 3

	Course Code	Course Title	Credit Hours	Pre-requisite
Semester- 1	5VC012	Visual Narrative	5	
	5AD008	Critical and Contextual Issues in Art and Design	5	
	5VC013	Typography-II and Computer Graphics	5	

Semester- 2	Faculty Requirement/Elective-3		4
	Sub Total		19
	5VC015	Digital and Emerging Media Design	5
	5VC017	Digital Visualization Studio	5
	5VC019	Visual Effects, Compositing and Mixed Media Production	5
	Faculty Requirement/Elective-4		4
Sub Total			19

Calendar Year 4

	Course Code	Course Title	Credit Hours	Pre-requisite
Semester- 1	6AD002	Research Methods for Graphic Design	6	
	6AD001	Creative Industries and Opportunities	6	
	6VC019	Major Aspects of Visual Communication Projects	6	
	Sub Total		18	
Semester- 2	6VC015	Digital Media Design for Mobile Devices	6	
	6VC018	Independent Graphic Design Practice	6	
	6VC012	Graduation Project	6	
	Sub Total		18	

8. Program learning outcomes

Intended learning outcomes are listed below.

A. Knowledge and understanding	
Learning outcomes	Learning and teaching strategy/ assessment methods
A1 Knowledge and understanding of historical and current developments in the disciplines of graphic and multimedia design and technologies;	<p>Acquisition of knowledge and understanding is through a combination of face-to-face and recorded lectures, studio-based project work' seminars, group tutorials and workshops;</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject;</p> <p>Learning is instigated largely by set projects with regular tutorial and seminar support, including small group tutorials. This allows students to not only discuss with staff their own work and progress, but to also see other students' work and to engage in the discussions that relate to the work of their peers;</p> <p>There is a requirement for written work at all levels including design reports, evaluations and Critical and Contextual Studies essays. There is an extended essay at the last level</p> <p>The 25% face-to-face lectures/tutorial component is an essential part of teaching and learning at AOU.</p> <p>Tutors support students' learning in tutorials and day schools organized regionally or electronically. Courses also provide study guides, assignment and project guides and specimen examination papers. Feedback on assignments provides individual tuition and guidance.</p> <p>Assessment – knowledge and understanding are assessed by questions asking for explanations, for the application of concepts in new situations, for analysis, for synthesis, etc. and (in some cases) by multiple-choice questions testing students' grasp of concepts.</p> <p>Assessment during courses is via:</p> <p>Tutor marked assignments (TMAs)</p>
A2 Knowledge and understanding of cultural, historical and professional contexts;	
A3 Knowledge and understanding of relevant foundational principles of basic sciences;	
A4 Knowledge and understanding of the key components of computer science with the appropriate terminology;	
A5 Identify the state-of-the-art applications of graphic and multimedia design/development;	
A6 Knowledge and understanding of software development concepts, theories, methodologies, technologies and tools;	
A7 Knowledge and understanding of the digital development, reproduction, manipulation, storage and transmission of digital information;	
A8 Knowledge and understanding of the algorithms, operators, technologies, models and techniques that form the basis of graphics, multimedia and animation and apply this knowledge to maximizing output and quality;	
A9 Knowledge and understanding of the techniques and theories of image, video and animation manipulation and processing;	
A10 Knowledge and understanding of the potentials and limitations of the existing methods, technologies and delivery mechanisms;	
A11 Knowledge and understanding of the professional frameworks for graphics and multimedia production and animation workflows;	

<p>A12 Knowledge and understanding of the theory and techniques of Human Computer Interaction (HCI), including human psychology, user centered design and evaluation;</p> <p>A13 Knowledge and understanding of making an informed choice of degree option from the alternatives presented;</p> <p>A14 Identify a variety of application toolsets within the conceptual and professional frameworks for graphic and multimedia production and animation workflows;</p> <p>A15 Knowledge and understanding of a process of project development and design realization to standards of professional competence;</p> <p>A16 Achieve higher level of specialization and detailed knowledge of a particular field chosen for the graduation project.</p>	<p>Midterm Assessment (MTA)</p> <p>Final Exam</p> <p>Tutors mark students' tutor marked assignment work guided by marking schemes with specimen solutions, produced by the relevant course teams, and provide written feedback to students on their performance.</p>
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B. Cognitive skills	
Learning outcomes	Learning and teaching strategy/ assessment methods
<p>B1 Discuss mathematical models related to computer graphics, 3D modelling and animation;</p> <p>B2 Explain hardware to implement a specified computer system and discuss the use of operating systems and a range of tools and application packages;</p> <p>B3 Associate theory and practice to the analysis, design, implementation and testing of software;</p> <p>B4 Exercise, in a creative design process, thorough research, analysis, selection and critical judgement;</p> <p>B5 Demonstrate a confidence and ability in the generation of ideas and approaches to solving problems, present arguments fluently and draw conclusions independently;</p> <p>B6 Demonstrate a willingness to explore visual languages, materials and techniques;</p>	<ul style="list-style-type: none"> Acquisition of knowledge and understanding is through a combination of face-to-face and recorded lectures, studio-based project work' seminars, group tutorials and workshops; Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject. Learning is instigated largely by set projects with regular tutorial and seminar support, including small group tutorials. This allows students to not only discuss with staff their own work and progress, but to also see other students' work and to engage in the discussions that relate to the work of their peers. Throughout, the learner is encouraged to develop intellectual skills further by

<p>B7 Develop levels of critical analysis and self-reflection in response to research and ideas;</p> <p>B8 Present an appropriate range of solutions to design problems in critical response to set briefs and/or negotiated projects;</p> <p>B9 Make informed aesthetic, functional and intellectual judgements relative to the appropriate realization of design ideas.</p>	<p>independent study which has an increasing emphasis as the student progresses through the programme. At the last level for example, students are expected to be capable of working independently throughout, with only occasional support and guidance delivered through presentations and group tutorials.</p> <ul style="list-style-type: none"> • A student's intellectual skills will be evident in a design process, which demonstrates creative thinking, problem solving, analysis and judgement in the development, realization and ultimate presentation of solutions. • Assessment – cognitive skills are assessed by questions asking for the application of concepts in new situations, for analysis, for synthesis, etc., (tutor marked assignments and examination) and also by more open-ended design, investigative and project activities (tutor-marked assignments and examinable component).
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C. Practical and professional skills	
Learning outcomes	Learning and teaching strategy/ assessment methods
<p>C1 Demonstrate professional competence in the realization, presentation and communication of design ideas and concepts;</p> <p>C2 Demonstrate professional competence in the use of materials, processes, techniques and technology, appropriate for specified problems;</p> <p>C3 Apply a range of practical post-production methods and techniques;</p> <p>C4 Plan and manage a major project, including costing, time-management and task/resource allocation;</p> <p>C5 Critically review and evaluate the theory and products available w. r. t. their chosen topic for the graduation project;</p> <p>C6 Demonstrate creativity and technical proficiency in production, documentation and communication;</p>	<ul style="list-style-type: none"> • Practical skills are developed through a series of workshops and projects intended to test skills acquired. Seminars and group tutorials provide opportunities to discuss ideas, progress, the work of others and the strengths and weakness in the work presented. • Workshops are provided so that students can work independently to consolidate their knowledge and grasp of practical skills. Again, this is particularly emphasized at the last level of the programme. • Assessment – practical skills are assessed by tutor marked assignments and examinable component. The project course, develops some professional skills.

<p>C7 Use a range of core skills in the development of artefacts and animations;</p> <p>C8 Demonstrate research competence;</p> <p>C9 Apply artificial intelligence techniques to the development of interactive multimedia applications;</p> <p>C10 Apply a variety of algorithms and techniques to develop 3D modelling and animations.</p>	
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D. Key/transferable skills	
Learning outcomes	Learning and teaching strategy/ assessment methods
<p>D1 Produce structured written work in a variety of formats;</p> <p>D2 Make oral presentations and participate in discussions and seminars;</p> <p>D3 Use a range of learning resources to support their work;</p> <p>D4 Manage self-directed learning with support;</p> <p>D5 Work effectively in a group environment;</p> <p>D6 Apply time management techniques to organize effectively study time and resources;</p> <p>D7 Apply note taking skills in order to develop more useful revision resources;</p> <p>D8 Take responsibility for individual study with appropriate guidance;</p> <p>D9 Prepare and present the findings from literature and personal tutorial activities in an appropriate academic form of communication;</p> <p>D10 Interact effectively within a team or group, planning, designing, collaborating and exchanging information and ideas to a specified outcome;</p> <p>D11 Carry out a literature research on a given topic, with guidance, using a range of resources;</p> <p>D12 Present ideas and arguments in a clear and structured manner in written or oral form with reference to sources.</p>	<ul style="list-style-type: none"> Transferable skills are developed throughout the programme. The skills of research, presentation, self-reflection and communication are essential to all modules and are increasingly developed as the student progresses throughout the programme. Higher level modules provide opportunities for team-working skills to be developed. In addition, they provide opportunities for entrepreneurial skills to be developed and tested. As work becomes more complex at these modules, students are tested on their abilities to respond positively to feedback from a variety of audiences, as well as to manage increasingly large workloads. Assessment – key skills are assessed by tutor marked assignments and examinable component; in some cases, the assessment is implicit, but where the relevant skills have been taught in the related course material the assessment is generally explicit.

9. Distinctive Features of the Program

The main aim of this programme is to provide students a keen grasp of graphic design and multimedia technology, including 3D model construction, lighting, and animation that will enable the interested individuals to create exciting, engaging, and interactive experiences. In addition, individuals will learn how to correct and enhance already developed images/multimedia and develop all types of graphic media including web pages, marketing campaign, advertising, instructional material, and multimedia projects. The programme will help in developing strong skills in artistic creativity, historical background of graphic/multimedia design, multimedia and graphic design standards, specialized theoretical background, business fundamentals, and mastering the relevant technologies and tools. Therefore, this programme balances the theoretical and the practical aspects, and the artistic and technology aspects.

In addition to the above mentioned, the program has the following distinctive features:

- Different pathways are available to the students based on the selection of elective courses (Graphic design or Multimedia programming)
- Flexibility (Duration up to 8 years with 25% face to face tutoring sessions + 75% independent study, wide range of project topics)
- Tutorials are delivered by tutors with professional experience in Multimedia and Graphic Design in addition to their academic experience, which contributes to preparing our graduates for the industry.
- Tutoring is conducted by a well-qualified team of tutors
- The practical nature of the program
- Boosted by the collective intelligence of multiple tutor teams at different branches.

10. Student support

Support is provided for students through a variety of means:

- Induction programme (to the programme, e-Library, IT and LMS)
- Research informed tutoring
- Academic advisors
- AOU's online Moodle based Learning Management System with learning resources
- Face-to-face tutorials.
- Practical laboratory/studio sessions.
- Tutors' office hours.
- Formative feedback on TMAs and MTAs
- Written guidance including
 - Course Guide (will be amended with the GD programme once the program approved)
 - Student Handbook (available online - will be amended with the GD programme once the program approved)
 - Student Guide on Plagiarism: [Web Link](#)
 - Advice on programme structure
- Electronic tutorial groups.
- Support material (video lectures, hands on labs, tutorials, etc.) will be made available for student (similarly to what have been done for other FCS programs ([Web Link](#)))
- ICT facilities

- IT Help Desk
- Student email
- Wireless Internet access
- Online Student Support System (SSS) (Appeals and Complaints: [Web Link](#))
- Disability and Dyslexia online support system
- PASS (Peer Assisted Student Support) (will be implemented starting the second year)
- E-Library and other learning resources: [Web Link](#)
- Counselling
- Personal Development Planning (PDP)
- Student representatives in the Student-Staff Liaison Committee (SSLC), and Academic Committee allowing students to share in the decision-making process.
- Career planning guidance and services

11. Criteria for admission

The standard criterion for admission to FCS programmes is a high school certificate or its equivalent.

12. Language of instruction

English

13. Information about assessment regulations

Criteria for assessment

The AOU uses the following 3 main assessment components for its regular courses in order to assess students work:

- Tutor Marked Assignments (TMA)
- Mid-Term Assessments (MTA)
- Final Exam

At AOU assessments are formative and summative and are conducted through the continuous course assessment and course final exam assessments. The assessments comprise two continuous assessments; one Mid Term Assessment (MTA) and one Tutor Marked Assignment (TMA) that comprise 50% of the total assessment mark and 50% are allocated to the final exam. The student is assessed out of a total of 100 marks distributed equally on both components of the assessment.

The TMA is part of the Continuous Assessment at AOU. It consists of assessment material that the students work on in a continuous manner and then submit their work to their tutors at a specified deadline as indicated on the course calendar. The MTA is an examinable assessment component and MTAs are held at AOU in the middle of the semester. The Final Exam is taken by the students at the end of the semester.

The weightage of the 3 assessment components are given below:

Assessment Component	Weightages (%)
TMA	20%
MTA	30%
Final Exam	50%

Assessment of the Graduation Project:

Students at AOU work on the graduation project normally during the final year of their studies. The assessment related to the graduation project follows the following structure:

TMA: Students are required to submit 2 TMAs to their tutor during the project duration. The TMAs are essentially intended to monitor the students work on a continuous basis.

Project Implementation: The students are required to practically implement their projects either in hardware or software. They are then required to perform a working demonstration of their project before the project assessment committee.

Project Presentation: The students are required to present their entire project work before the project assessment committee.

Project Report: The students must document their project work and submit a final project report to the project assessment committee.

Different categories of achievement are distinguished by awarding students grades on a scale from 0 to 4 as given below:

- Letter grade A (Numerical Equivalent to 4.00)
- Letter grade B+ (Numerical Equivalent to 3.5)
- Letter grade B (Numerical Equivalent to 3.00)
- Letter grade C+ (Numerical Equivalent to 2.5)
- Letter grade C (Numerical Equivalent to 2.0)
- Letter grade D (Numerical Equivalent to 1.5)
- Letter grade F (Numerical Equivalent to 0.0)

Arrangements for the involvement of external examiners in the assessment process

Similarly, to other undergraduate and graduate programs in FCS, each course will have an External Examiner (EE). External Examiners are actively involved in the assessment process. The draft Midterm Assessments (MTAs), Tutor Marked Assessments (TMAs) and final examinations are sent to the External Examiners for feedback and comment. Visits are arranged for the External Examiners and samples of TMAs, MTAs and Examinations are provided for their scrutiny and evaluation.

The External Examiners write reports and may highlight areas of concern for the Faculty to consider and resolve. The Faculty analyses their reports and takes appropriate action. The Faculty then prepares a response document to the report and sends a copy to the EE.

The FCS maintains contact with External Examiners throughout the semester and informs them about any issues that arise concerning student assessment. The External Examiners are

involved in establishing the quality of the academic delivery, academic material preparation, assessment and guidance throughout the semester.

All External Examiners are members of Course Assessment Committee and Faculty Examination Committee. The Chief External Examiner is also a member of Central Examination Committee.

Composition of the examinations committees

The AOU has a four-tiered Examination Board structure consisting of the following:

- Branch Examination Committee (BEC)
- Course Assessment Committee (CAC)
- Faculty Examination Committee (FEC)
- Central Examination Committee (CEC)

The composition of all examination boards has been clearly spelled out in the **AOU Examination Rules and Regulations**. The composition of all examination boards is appropriately maintained by the AOU administration. Marks submitted by branches are considered at HQ by Course Assessment Committee (CAC), Faculty Examination Committee (FEC) and ultimately by Central Examination Committee (CEC). In this way, cross-branch moderation is achieved.

Double-marking by internal examiners and internal moderation

Appropriate arrangements exist for internal and external moderation. Internal moderation at branch level considers border-line cases which are forwarded to CAC and FEC for further consideration, where issues such as inter-branch variations are considered.

There is appropriate arrangement for Group Marking, Anonymous Marking and Double Marking. During Group marking under the supervision of the BCC, internal moderation is undertaken. Double-marking is undertaken as part of the tutor monitoring process in which the BCC evaluates the performance of the tutors.

Validity and objectivity of the assessment process

The assessment process is valid and objective in nature since the entire process is open and accessible to External Examiners' scrutiny. The External Examiners are involved both in the preparation and execution of all components of the assessment process. During the preparation stage, the External Examiners are sent the TMAs and the Examinations prepared by GCCs for their scrutiny and feedback. After the execution of the TMA work and Examinations, the External Examiners are provided with samples of student work, marked by internal examiners, for moderation.

Security and integrity of assessment procedures

The assessment procedures are secure and we have full confidence in their integrity and trustworthiness. The following steps are implemented to ensure the security and integrity of the assessment procedures:

- All examinations are protected by password security.
- MTAs and Final examinations are prepared by the GCCs and all are handled by the FCS Dean

- The Deanship communicates with the External Examiners regarding feedback on examination papers.
- After the examinations are finalized the Deanship sends them to the central Exam Office at the HQ about ten days before the examination date for printing and sending by courier to the branches in sealed envelopes.
- At the Branch, only one responsible examination officer is nominated to handle the examinations.
- The examinations officer keeps the sealed and signed envelopes of examination papers under lock and key in a safe storage place.
- The examination officer takes out the examination papers about half-an-hour prior to the start time to give them to invigilators.
- All examinations are time-synchronized to avoid students of one branch leaking exams to students of other branches.
- For TMAs, the integrity of the solutions is ensured by providing the solutions to tutors very close to the cut-off date to avoid leakages of solutions due to intentional or unintentional means.
- Plagiarism on TMAs is an issue which all education institution is grappling with. AOU uses the Turnitin plagiarism detection software to address the issue.

14. Specialist staff needed and their availability

Well qualified tutors with professional experience in Multimedia and Graphic Design will deliver the tutorial sessions.

15. Methods for evaluating and improving the quality and standards of teaching and learning.

Multiple methods are available and will be used to evaluate and improve the quality and standards of teaching and learning such as:

(a) Programme

1. Periodic review and revalidation of programme by the deanship with the participation of external experts from the academic and the industry.
2. Annual Programme Evaluation (APE): The programme management team completes an annual programme evaluation report which identifies strengths and weaknesses. This takes account of the views of tutors, students and any issues raised by the external examiners. A detailed action plan is produced accordingly and communicated to all programme coordinators at the branches (offering the program) to leverage our strengths and address our weaknesses.
3. External Verifier/Examiner
4. Quarterly Periodic Reports (QR)
5. Subject areas committees at FCS
6. Academic reviewers' involvement in the programme review
7. Reviews made by local ministries of higher education
8. Feedback from students
9. Feedback from employers
10. Academic standards committee involvement in programme updates

(b) Teaching

1. Feedback from students (through Questionnaires, SSLC, meetings with PCs, Deans, and VRAA)
2. Tutor monitoring by the Programme Coordinator
3. General Course Chair (GCC) and Branch Course Coordinators (BCCs) monitor the delivery
4. Exit surveys
5. Peer feedback on the tutoring process
6. Tutor development activities such as development courses, workshops and research seminars
7. Annual staff appraisal
8. Best tutor awards encourage excellence in tutoring

(c) Learning and Assessment

1. Quality assurance and oversight by the deanship
2. External examiners involvement in course assessment committees (CACs)
3. External examiners reports
4. Feedback from tutors
5. Prompt feedback on students' formative assessment (TMAs, MTA)

(d) General feedback

1. Cross-programme discussions with all branches through the members of the academic committee
2. Implementation of best practices in the different branches with 4 different Faculties.

(e) Committees for monitoring and evaluating quality and standards:

1. Course Assessment Committee (CAC)
2. Faculty Board (FB)
3. Academic Committee (AC)
4. Academic Standards Committee (ASC)
5. AOU's Quality Assurance Committee (QAC)
6. Student-Staff Liaison Committee (SSLC)

(f) Key performance and quality Indicators (to be monitored)

1. Recognition by local ministries of higher education
2. Student retention, progression and graduation rates.
3. Job opportunities for Alumni after graduation
4. Research informed tutoring
5. External examiners team reports

Student satisfaction rates as resulted end of module questionnaires.

16-a. Mapping of courses to programme learning outcomes																									
ربط المقررات بأهداف البرنامج																									
Assessment tasks	Learning outcomes (Knowledge and Understanding and cognitive skills)																								
	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	A15	A16	B1	B2	B3	B4	B5	B6	B7	B8	B9
GM101			X														X								
GM102			X					X	X								X								
4AD010		X										X								X	X	X	X	X	X
4VC012																									
4VC013					X		X	X	X					X						X	X			X	
4VC014	X	X		X	X	X		X											X	X	X		X	X	X
4VC015																									
4VC016	X	X										X													X
5VC012		X				X		X	X			X								X	X		X	X	X
5AD008		X																		X	X		X	X	X
5VC013	X	X		X	X		X	X	X	X										X					
5VC015		X									X	X		X	X					X	X	X			X
5VC017						X	X		X	X							X	X	X					X	
5VC019				X	X		X	X	X	X										X	X	X	X	X	
6AD002																									
6AD001																									
6VC012		X			X						X			X	X	X				X	X	X	X	X	X
6VC015					X	X	X	X	X	X		X		X					X	X	X	X			
6VC018		X					X	X	X	X	X	X	X	X	X					X	X	X	X	X	X
6VC019																									

ربط المقررات بأهداف البرنامج																											
Assessment tasks	Learning outcomes (Knowledge and Understanding and cognitive skills)																										
	C1	C2	C3	C4	C5	C6	C7	C8	C9	C	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12	C1	C2	C3		
GM101																											
GM102										X																	
4AD010	X	X								X		X										X	X	X			
4VC012																											
4VC013	X	X		X											X					X			X	X			
4VC014	X					X							X			X					X		X				
4VC015																											
4VC016	X										X											X	X				
5VC012	X	X		X							X	X											X	X			
5AD008	X	X	X			X	X							X									X	X	X		
5VC013	X	X		X			X			X	X	X	X	X	X				X	X		X	X	X			
5VC015		X		X			X	X	X	X		X	X	X	X	X		X		X				X			
5VC017	X	X		X		X	X					X		X	X				X	X		X	X	X			
5VC019	X	X	X	X		X	X	X		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	
6AD002																											
6AD001																											
6VC012	X	X		X	X	X		X			X	X	X	X	X			X	X	X	X	X	X	X			
6VC015	X	X		X		X		X					X	X	X	X	X	X		X	X		X	X			
6VC018	X	X	X		X		X					X	X		X	X	X	X		X		X	X	X	X	X	
6VC019																											



الجامعة العربية المفتوحة
Arab Open University

تكنولوجيا التصميم الجرافيكي و الوسائط المتعددة

دراسات الحاسوب

نموذج رقم

(2)

توصيف المقررات الدراسية

2015- 2106

University Requirements - Mandatory 12 CHs

EL111, English Communication Skills I

1- بيانات المقرر		
الرمز الكودي : EL111	اسم المقرر : English Communication Skills (I)	الفرقة / المستوى : 1
التخصص :	عدد الوحدات الدراسية : ٢	نظري ٢ عملي -

2- هدف المقرر	
As an integrated skills syllabus, EL111 continues to develop the communication skills – listening, speaking reading and writing- together with functions, vocabulary and grammar. However, special emphasis is placed on the two major skills of READING and WRITING through which structure, vocabulary, etc. can be integrated and developed. The course is learner-centered and seeks to introduce thematic topics which aim at developing critical thinking skills. It emphasizes the skill of reading through the application of learning strategies such as prior knowledge, scanning for specific information, skimming for main idea, and getting meaning from context. The course helps students to become more independent learners through extensive reading and writing practice.	
3- المستهدف من تدريس المقرر	
أ- المعلومات والمفاهيم	Functions, vocabulary and grammar of the English Language
ب- المهارات الذهنية	Communication skills – listening, speaking reading and writing- together with functions, vocabulary and grammar
ج- المهارات المهنية الخاصة بالمقرر	Special emphasis is placed on the two major skills of READING and WRITING through which structure, vocabulary, etc. can be integrated and developed.

<p>Critical thinking skills, learning strategies such as</p> <ul style="list-style-type: none"> – prior knowledge – scanning for specific information – skimming for main idea – getting meaning from context 	د- المهارات العامة
<p>Communication skills: Listening, speaking, reading, writing, functions, vocabulary Grammar, critical thinking, learning strategies, prior knowledge, scanning, skimming, getting meaning from context</p>	4- محتوى المقرر
<p>The course helps students to become more independent learners through extensive reading and writing practice.</p>	5- أساليب التعليم والتعلم
<ul style="list-style-type: none"> • Encourage interaction among disabled and non-disabled students • Learning more about the students • Creating a more inclusive educational environment through promoting the values of critical thinking, empathy development and positive self-esteem. • Off-class support through office hours by tutors and teaching assistant • By setting short-term goals in the classroom, teachers can better assess student progress and individual special needs • Developing multiple teaching methods to accommodate multiple learning needs, including special needs. 	6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
7- تقويم الطلاب	
<p>Tutor Marked Assignment</p> <ul style="list-style-type: none"> – Essays – Midterm – Final 	أ- الأساليب المستخدمة
	ب- التوقيت
<p>Continuous assesment – 50%</p> <p>Final Examination – 50%</p>	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
	أ- مذكرات
	ب- كتب ملزمة

Communication Skills I	ج- كتب مقترحة
	د- دوريات علمية او نشرات

EL112, English Communication Skills II

1- بيانات المقرر		
الفرقة / المستوى : 1	اسم المقرر : English Communication Skills (II)	الرمز الكودي : EL112
نظري ٢ عملي -	عدد الوحدات الدراسية : ٢	التخصص :

EL112 is an advanced integrated skills course which builds on experience gained from EL111. The course continues to develop the four communication skills of listening, speaking, reading and writing, while stressing aspects of vocabulary and grammatical structure through the two major skills of READING and WRITING. Special emphasis is placed on the skill of WRITING where students will be prepared to write longer essays and be introduced to research paper writing.	2- هدف المقرر
3- المستهدف من تدريس المقرر	
Stressing aspects of vocabulary and grammatical structure	أ- المعلومات والمفاهيم
listening, speaking, reading and writing.	ب- المهارات الذهنية
The two major skills of READING and WRITING Special emphasis is placed on the skill of WRITING	ج- المهارات المهنية الخاصة بالمقرر
Listening, Speaking, Reading and writing	د- المهارات العامة
Communication skills: Listening, speaking, reading, writing, vocabulary Grammatical Structure, essays and research paper writing	4- محتوى المقرر

Lectures, Tutorials, Assignment, Writing Longer Essays and Research paper writing	5- أساليب التعليم والتعلم
<ul style="list-style-type: none"> • Encourage interaction among disabled and non-disabled students • Learning more about the students • Creating a more inclusive educational environment through promoting the values of critical thinking, empathy development and positive self-esteem. • Off-class support through office hours by tutors and teaching assistant • By setting short-term goals in the classroom, teachers can better assess student progress and individual special needs • Developing multiple teaching methods to accommodate multiple learning needs, including special needs. 	6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
7- تقويم الطلاب	
Tutor Marked Assignment	أ- الأساليب المستخدمة
<ul style="list-style-type: none"> – Essays – Examinations 	ب- التوقيت
Continuous assesment – 50% Final Examination – 50%	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
	أ- مذكرات
	ب- كتب ملزمة
Communication Skills I	ج- كتب مقترحة
	د- دوريات علمية او نشرات

GR101, Self-Learning Skills

1- بيانات المقرر		
الفرقة / المستوى : 1	اسم المقرر : Independent Study Skills	الرمز الكودي : GR101
نظري ٣ عملي -	عدد الوحدات الدراسية : ٣	التخصص :

<p>GR 101el aims to help students manage their own success. It does this by:</p> <ul style="list-style-type: none"> • Preparing students for what to expect from higher education (university or college) • Encouraging students to think about the skills they already have acquired, and which they will need now as students and later in their professional life • Providing resources to help university students evaluate, reflect upon and manage their own learning • Making suggestions on how to develop positive approaches and good study habits • Helping students to understand more about how learning, intelligence and memory work, and how to develop critical and analytical thinking styles • Encouraging university students to understand that success is not only being clever and getting good marks; but it is also about using the skills they will always learn throughout life. 		2- هدف المقرر
3- المستهدف من تدريس المقرر		
They study about Self Learning		أ- المعلومات والمفاهيم
<ul style="list-style-type: none"> • The skills required to be an independent learner. 		ب- المهارات الذهنية
<ul style="list-style-type: none"> • Review the concepts of Open Education • Investigate the concept of Distance Learning. 		ج- المهارات المهنية الخاصة بالمقرر
<ul style="list-style-type: none"> • Basic communication skills 		د- المهارات العامة
<ul style="list-style-type: none"> • Open Education • Distance Learning • Self -Learning • The Skills Required to be an Independent Learner. • Basic Communication Skills • Basic Writing Skills 		4- محتوى المقرر

<ul style="list-style-type: none"> • Lectures • Class discussions • Assignments • E-library • Midterm Examination • Final examination 	5- أساليب التعليم والتعلم
<ul style="list-style-type: none"> • Encourage interaction among disabled and non-disabled students • Learning more about the students • Creating a more inclusive educational environment through promoting the values of critical thinking, empathy development and positive self-esteem. • Off-class support through office hours by tutors and teaching assistant • By setting short-term goals in the classroom, teachers can better assess student progress and individual special needs • Developing multiple teaching methods to accommodate multiple learning needs, including special needs. 	6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
7- تقويم الطلاب	
<p>Tutor Marked Assignment</p> <ul style="list-style-type: none"> – Mid Term Assignment – Final Examination 	أ- الأساليب المستخدمة
	ب- التوقيت
	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
<p>The teaching material for GR 101 consists of:</p> <p>The Study Skills Handbook by Stella Cottrell, Palgrave 2013 (fourth edition). (Units 1, 2, 3, 4, 5,6,7,11, 14).</p> <p>Unit 1: Success as a student.</p> <p>Unit 2: Developing your skills.</p> <p>Unit 3: Successful study: Intelligence, strategy and personalized learning.</p> <p>Unit 4: The C.R.E.A.M strategy for learning.</p> <p>Unit 5: Time managing as a student.</p> <p>Unit 6: Core Research Skills: Reading, not-making and managing information.</p> <p>Unit 7: Critical analytical thinking.</p> <p>Unit 8: Writing at university level.</p> <p>Unit 9: Revision and exams.</p>	كتب مقترحة

TU170, Computing Essentials

1- بيانات المقرر		
الرمز الكودي : TU170	اسم المقرر : Computing Essentials	الفرقة / المستوى : 1
التخصص :	عدد الوحدات الدراسية : ٢	نظري ٢ عملي -

2- هدف المقرر		This is an introductory course which introduces students to the essential concepts related learning online and computing with confidence. This is a fundamental course for all students enrolled in AOU. Students study about basics of computing, computer system, the Internet and the Web.
3- المستهدف من تدريس المقرر		
أ- المعلومات والمفاهيم	Appreciating the essential concepts related to learning online The essential concepts related to computing with confidence.	
ب- المهارات الذهنية	<ul style="list-style-type: none"> • Learning online • Computing with confidence 	
ج- المهارات المهنية الخاصة بالمقرر	<ul style="list-style-type: none"> • This is a fundamental course for all students enrolled in AOU. 	
د- المهارات العامة	<ul style="list-style-type: none"> • Basics of computing, computer system, the Internet and the Web. 	
4- محتوى المقرر	<ul style="list-style-type: none"> • Learning online • Computing with confidence • Basics of computing • Computer system • The Internet • The Web 	

<ul style="list-style-type: none"> • Lectures • Class discussions • Assignments • E-library • Midterm Examination • Final examination 	5- أساليب التعليم والتعلم
<ul style="list-style-type: none"> • Encourage interaction among disabled and non-disabled students • Learning more about the students • Creating a more inclusive educational environment through promoting the values of critical thinking, empathy development and positive self-esteem. • Off-class support through office hours by tutors and teaching assistant • By setting short-term goals in the classroom, teachers can better assess student progress and individual special needs • Developing multiple teaching methods to accommodate multiple learning needs, including special needs. 	6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
7- تقويم الطلاب	
<p>Tutor Marked Assignment</p> <ul style="list-style-type: none"> – Mid Term Assignment – Final Examination 	أ- الأساليب المستخدمة
8- قائمة الكتب الدراسية والمراجع	
	كتب ملزمة
Course Text	كتب مقترحة

University Requirements - Electives 9 CHs

CHI101, Chinese for Beginners (I)

1- بيانات المقرر		
الرمز الكودي : CHI101	اسم المقرر : Chinese for Beginners (I)	الفرقة / المستوى : 1
التخصص :	عدد الوحدات الدراسية : ٢	نظري ٢ عملي -

2- هدف المقرر	The course introduces the student to the basics of Chinese (Mandarin).
3- المستهدف من تدريس المقرر	
أ- المعلومات والمفاهيم	Knowledge and use of the alphabet, common everyday expressions, simple sentences, short dialogues and small paragraphs
ب- المهارات الذهنية	The four skills of: Reading, Writing, Listening and Speaking
ج- المهارات المهنية الخاصة بالمقرر	Boost their command of the language at the beginner's level
د- المهارات العامة	The ability to learn on their own will be prioritized
4- محتوى المقرر	The basics of Chinese (Mandarin). <ul style="list-style-type: none"> – The alphabet – Common everyday expressions – Simple sentences – Short dialogues – Small paragraphs – The four skills of reading, writing, listening and speaking – Methods of enabling students to learn on their own
5- أساليب التعليم والتعلم	Lectures, Tutorials, Assignment, Readings, Discussions, Online Learning (LMS)

Communicative approach is to be adopted in face-to-face tutorials and the various methods of enabling students who will have ample exposure to a variety of audio-visual material	
Depends on the case	6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
7- تقويم الطلاب	
Tutor Marked Assignment – Midterm Examination – Final Examination	أ- الأساليب المستخدمة
	ب- التوقيت
Continuous assesment – 50% Final Examination – 50%	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
	أ- مذكرات
	ب- كتب ملزمة
	ج- كتب مقترحة
	د- دوريات علمية او نشرات

CHI102, Chinese for Beginners (II)

1- بيانات المقرر		
الرمز الكودي :	اسم المقرر :	الفرقة / المستوى : 1
CHI102	Chinese for Beginners (II)	
التخصص :	عدد الوحدات الدراسية : ٢	نظري ٢ عملي -

2- هدف المقرر	The course builds on what the student has learnt in level (1). Toward this end, it introduces the student to more everyday expressions, more widely-used short sentences, some compound and complex sentences, medium-size dialogues, and short passages.
3- المستهدف من تدريس المقرر	
أ- المعلومات والمفاهيم	<ul style="list-style-type: none"> - More everyday expressions - More widely-used short sentences - Some compound and complex sentences - Medium-size dialogues - Short passages
ب- المهارات الذهنية	<ul style="list-style-type: none"> - The ability to use more expressions, widely used short sentences, compound and complex sentences - The ability to engage in medium-sized dialogues - The ability to read short passages
ج- المهارات المهنية الخاصة بالمقرر	More emphasis is to be placed on the skills of reading and writing
د- المهارات العامة	The skills of listening, speaking, reading and writing. The skill of self-learning
4- محتوى المقرر	
5- أساليب التعليم والتعلم	<p>Lectures, Tutorials, Assignment, Readings, Discussions, Online Learning (LMS)</p> <p>Face-to-face tutorials will be communicative and students will be empowered to learn on their own.</p>

Depends on the case	6- أساليب التعليم والتعلم للطلاب ذوى القدرات المحدودة
7- تقويم الطلاب	
Tutor Marked Assignment – Midterm Examination – Final Examination	أ- الأساليب المستخدمة
	ب- التوقيت
Continuous assesment – 50% Final Examination – 50%	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
Chinese for Beginners (II)	كتب مقترحة

EL118, Reading

1- بيانات المقرر		
الرمز الكودي :	اسم المقرر :	الفرقة / المستوى : ١
EL118	Reading (EL118)	
التخصص :	عدد الوحدات الدراسية : ٣	نظري ٢ عملي ١

2- هدف المقرر	To help students become better readers of English texts. It focuses on expanding students' reading skills and vocabulary usage so that they can cope with different academic, professional and social situations effectively.
3- المستهدف من تدريس المقرر	
أ- المعلومات والمفاهيم	Awareness of the reciprocal relationship between reading and vocabulary. –

<p>Drawing upon life experience in his/her mastery of a wide variety of reading strategies and skills that include:</p> <ul style="list-style-type: none"> – Previewing – Scanning – using contextual clues to get the meaning – finding the main idea – summarizing – making inferences 	<p>ب- المهارات الذهنية</p>
<p>Improving the student's language proficiency and the student's ability to decode and process vocabulary.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>
<p>Helping the student become an independent word learner by having him/her notice and effectively practice new words as they encounter them</p>	<p>د- المهارات العامة</p>
<ul style="list-style-type: none"> • Reading skills • Vocabulary usage • Reading strategies and skills: <ul style="list-style-type: none"> ○ previewing ○ scanning ○ contextual ○ finding the main idea ○ summarizing ○ making inferences. • Decoding and processing vocabulary • Becoming an independent word learner <p>The reciprocal relationship between reading and vocabulary</p>	<p>4- محتوى المقرر</p>
<p>Lectures, Tutorials, Assignment, Readings, Discussions, Online Learning (LMS)</p>	<p>5- أساليب التعليم والتعلم</p>
<p>Depends on the case</p>	<p>6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p>
<p>7- تقويم الطلاب</p>	
<p>Tutor Marked Assignment</p> <ul style="list-style-type: none"> – Midterm Examination – Final Examination 	<p>أ- الأساليب المستخدمة</p>
	<p>ب- التوقيت</p>

Continuous assesment – 50%	ج- توزيع الدرجات
Final Examination – 50%	
8- قائمة الكتب الدراسية والمراجع	
	أ- مذكرات
Various reading texts	ب- كتب ملزمة

FRE101, French for Beginners (I)

1- بيانات المقرر		
الرمز الكودي :	اسم المقرر:	الفرقة / المستوى : 1
FRE101	French for Beginners (I)	
التخصص :	عدد الوحدات الدراسية : ٢	نظري ٢ عملي -

2- هدف المقرر	The course introduces the student to the basics of French.
3- المستهدف من تدريس المقرر	
أ- المعلومات والمفاهيم	The alphabet, common everyday expressions, simple sentences, short dialogues and small paragraphs.
ب- المهارات الذهنية	The four skills of reading, writing, listening and speaking
ج- المهارات المهنية الخاصة بالمقرر	Command of the language at the beginner's level.
د- المهارات العامة	The skills of listening, speaking, reading and writing. The skill of self-learning
4- محتوى المقرر	

<p>Lectures, Tutorials, Assignment, Readings, Discussions and Online Learning (LMS)</p> <p>Students will have ample exposure to a variety of audio-visual material which boost their command of the language at the beginner's level.</p> <p>The communicative approach is to be adopted in face-to-face tutorials and the various methods of enabling students to learn on their own will be prioritized.</p>	5- أساليب التعليم والتعلم
Depends on the case	6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
7- تقويم الطلاب	
<p>Tutor Marked Assignment</p> <ul style="list-style-type: none"> – Midterm Examination – Final Examination 	أ- الأساليب المستخدمة
	ب- التوقيت
<p>Continuous assesment – 50%</p> <p>Final Examination – 50%</p>	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
	ب- كتب ملزمة
French for Beginners (I)	ج- كتب مقترحة
	د- دوريات علمية او نشرات

FRE102, French for Beginners (II)

1- بيانات المقرر		
الرمز الكودي :	اسم المقرر:	الفرقة / المستوى : 1
FRE102	French for Beginners (II)	
التخصص :	عدد الوحدات الدراسية : ٢	نظري ٢ عملي -

2- هدف المقرر	The course builds on what the student has learnt in level (1). Toward this end, it introduces the student to more everyday expressions, more widely-used short sentences, some compound and complex sentences, medium-size dialogues, and short passages.
3- المستهدف من تدريس المقرر	
أ- المعلومات والمفاهيم	More everyday expressions More widely-used short sentences Some compound and complex sentences Medium-size dialogues Short passages.
ب- المهارات الذهنية	The ability to use more expressions, widely used short sentences, compound and complex sentences The ability to engage in medium-sized dialogues The ability to read short passages
ج- المهارات المهنية الخاصة بالمقرر	More emphasis is to be placed on the skills of reading and writing
د- المهارات العامة	The skills of listening, speaking, reading and writing. The skill of self-learning
4- محتوى المقرر	
5- أساليب التعليم والتعلم	Lectures, Tutorials, Assignment, Readings, Discussions and Online Learning (LMS)

Face-to-face tutorials will be communicative and students will be empowered to learn on their own.	
Depends on the case	6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
7- تقويم الطلاب	
Tutor Marked Assignment – Midterm Examination – Final Examination	أ- الأساليب المستخدمة
	ب- التوقيت
Continuous assesment – 50% Final Examination – 50%	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
	ب- كتب ملزمة
French for Beginners (I)	ج- كتب مقترحة

GE102, Introduction to Statistics

1- بيانات المقرر		
الفرقة / المستوى : 1	اسم المقرر: Introduction to Statistics	الرمز الكودي : GE102
نظري ٣ عملي -	عدد الوحدات الدراسية : ٣	التخصص :

The course introduces the student to the basic principles of applied statistics.	2- هدف المقرر
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3- المستهدف من تدريس المقرر	
Explore the relationships in data Understand essential basics of probability including Bayes Rule Review the difference between correlation and causation	أ- المعلومات والمفاهيم
Explore how to see the relationships in data.	ب- المهارات الذهنية
How to make predictions based on the relationships in data.	ج- المهارات المهنية الخاصة بالمقرر
How to see the relationships in data and how to make predictions based on them.	د- المهارات العامة
<ul style="list-style-type: none"> - Basic principles of applied statistics. - The relationships in data - Simpson's paradox - Essential basics of probability - Bayes Rule - The difference between correlation and causation - Maximum likelihood estimation - Mean - Media - Mode - standard deviation - Variance - The normal distribution - Outliers - Quartile - Binomial distribution - Central limit theorem - Manipulating normal distribution - Inference and regression - Confidence intervals - Hypothesis testing - Linear regression - Correlation 	4- محتوى المقرر
Lectures, Tutorials, Assignment, Readings, Discussions and Online Learning (LMS)	5- أساليب التعليم والتعلم
Depends on the case	6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
7- تقويم الطلاب	

Tutor Marked Assignmentss – Midterm Examination – Final Examination	أ- الأساليب المستخدمة
	ب- التوقيت
Continuous assesment – 50% Final Examination – 50%	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
Introduction to Statistics	- كتب مقترحة

GR111, Arab Islamic Civilization

1- بيانات المقرر		
الرمز الكودي :	اسم المقرر:	الفرقة / المستوى : 1
GR111	Arab Islamic Civilization	
التخصص :	عدد الوحدات الدراسية : ٣	نظري ٣ عملي -

2- هدف المقرر	Learning outcome: Acquaint students with the past influence and present importance of Arabic-Islamic civilization in world history
3- المستهدف من تدريس المقرر	
أ- المعلومات والمفاهيم	Identify overall views in the history of Arabic-Islamic Civilization. Elaborate concepts and Social Issues.
ب- المهارات الذهنية	<ul style="list-style-type: none"> – Appraise the effect of Islamic Civilization on the European Renaissance. – Review trends of Stagnation in the Islamic Civilization.

Analyze modern Arabic Renaissance. Review Islamic Arts and Architecture.	ج- المهارات المهنية الخاصة بالمقرر
Elaborate concepts and Social Issues.	د- المهارات العامة
<ul style="list-style-type: none"> – The history of Arabic-Islamic Civilization. – Concepts and Social Issues. – The effect of Islamic Civilization on the European Renaissance. – Trends of Stagnation in the Islamic Civilization. – Modern Arabic Renaissance. – Islamic Arts and Architecture. 	4- محتوى المقرر
Lectures, Tutorials, Assignment, Readings, Discussions and Online Learning (LMS)	5- أساليب التعليم والتعلم
Depends on the case	6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
7- تقويم الطلاب	
Tutor Marked Assignmentss <ul style="list-style-type: none"> – Midterm Examination – Final Examination 	أ- الأساليب المستخدمة
	ب- التوقيت
Continuous assesment – 50% Final Examination – 50%	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
	أ- مذكرات
	ب- كتب ملزمة
Arab Islamic Civilization	ج- كتب مقترحة

GR112, Issues and Problems of Development in the Arab World

1- بيانات المقرر		
الفرقة / المستوى: 1	اسم المقرر: Issues and Problems of Development in the Arab World	الرمز الكودي : GR112
عدد الوحدات الدراسية : ٣ نظري ٣ عملي -		التخصص :

Understanding developmental issues in the Arab World in their full contexts, whether social, cultural, economic or political.	2- هدف المقرر
3- المستهدف من تدريس المقرر	
Identify the Issues and Problems of Development in the Arab Region	أ- المعلومات والمفاهيم
<ul style="list-style-type: none"> Understand the status of human development in the Arab world and its Social indicators 	ب- المهارات الذهنية
<ul style="list-style-type: none"> Appraise The status of human development in the Arab world and its Social indicators. Assess the Status of the Arabic Culture, education, mass, media, human development, health, nutrition and environmental affairs Investigate the status of women Review the natural resources in the Arab World. 	ج- المهارات المهنية الخاصة بالمقرر
Understanding developmental issues in the Arab World in their full contexts, whether social, cultural, economic or political.	د- المهارات العامة
<ul style="list-style-type: none"> Human development in the Arab world and its Social indicators Arabic Culture Arabic education Mass, media Human development Health 	4- محتوى المقرر

<ul style="list-style-type: none"> – Nutrition – Environmental affairs – Women – Natural resources 	
Lectures, Tutorials, Assignment, Readings, Discussions and Online Learning (LMS)	5- أساليب التعليم والتعلم
Depends on the case	6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
7- تقويم الطلاب	
Tutor Marked Assignmentss	أ- الأساليب المستخدمة
<ul style="list-style-type: none"> – Midterm Examination – Final Examination 	
	ب- التوقيت
Continuous assesment – 50% Final Examination – 50%	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
Issues and Problems of Development in the Arab Region	ج كتب مقترحة

GR115, Current International Issues and Problems

1- بيانات المقرر		
الفرقة / المستوى: 1	اسم المقرر: Current International Issues and Problems	الرمز الكودي : GR115
نظري ٣ عملي -	عدد الوحدات الدراسية : ٣	التخصص :

The course examines the issues and problems which stand as global concerns in the interaction of civilizations, North-South relations, development of International and National Civil Society, Human Rights and Illegal Immigration.	2- هدف المقرر
3- المستهدف من تدريس المقرر	
Understanding factors of these problems and their impact on the global, regional and national organizational structure.	أ- المعلومات والمفاهيم
– Analysis of the issues and problems which stand as global concerns.	ب- المهارات الذهنية
Examine the issues and problems which stand as global concerns in North-South relations	ج- المهارات المهنية الخاصة بالمقرر
Examine the issues and problems which stand as global concerns in the interaction of civilizations, Examine the issues and problems which stand as global concerns in the development of International and National Civil Society, Human Rights and Illegal Immigration.	د- المهارات العامة
<ul style="list-style-type: none"> – global concerns in <ul style="list-style-type: none"> ○ the interaction of civilizations ○ North-South relations ○ development of International and National Civil Society ○ Human Rights ○ Illegal Immigration. – factors of these problems and their impact on <ul style="list-style-type: none"> ○ The global organizational structure ○ The regional organizational structure. ○ The national organizational structure. 	4- محتوى المقرر
Lectures, Tutorials, Assignment, Readings, Discussions and Online Learning (LMS)	5- أساليب التعليم والتعلم
Depends on the case	6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
7- تقويم الطلاب	
Tutor Marked Assignmentss	أ- الأساليب المستخدمة

<ul style="list-style-type: none"> – Midterm Examination – Final Examination 	
	ب- التوقيت
Continuous assesment – 50% Final Examination – 50%	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
	أ- مذكرات
	ب- كتب ملزمة
Current International Affairs	ج- كتب مقترحة
	د- دوريات علمية او نشرات

GR131, General Branch Requirement

1- بيانات المقرر		
الرمز الكودي :	اسم المقرر:	الفرقة / المستوى : 1
GR131	General branch requirement	
التخصص :	عدد الوحدات الدراسية : ٣	نظري ٣ عملي -

2- هدف المقرر	<p>تاريخ الدولة التاريخي والسياسي والعوامل التي ساهمت في تكوين الحياة السياسية والاقتصادية والاجتماعية والثقافية وكذلك التحولات السياسية وأثرها على البيئة الاجتماعية للدولة إضافة إلى الموقع الجغرافي وتأثيره من الناحية الاستراتيجية والإقليمية، دستور الدولة – المرأة والمشاركة السياسية، السلطة القضائية وعلاقتها بالسلطات الأخرى، التطور القضائي، الظواهر السكانية وبنية المجتمع، الملامح الديموغرافية والخصائص الاجتماعية لبنية سكان المجتمع والتوقعات المستقبلية، مؤسسات ومنظمات تنمية حكومية وغير حكومية،</p>
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<p>تحدياتها الواقعية ومستقبلها المحتمل، دور تلك المنظمات في تطوير المجتمع، التغيرات والعولمة وتأثيراتها على منظمات المجتمع المدني، التطور التاريخي لنشأة المنظمات الإقليمية والدولية وأهدافها وهيكلها التنظيمي ومجالات التعاون بين دول المنطقة</p>	
3- المستهدف من تدريس المقرر	
<p>أ- المعلومات والمفاهيم</p> <p>تناول و تحليل التحولات السياسية وأثرها على البيئة الاجتماعية للدولة إضافة إلى الموقع الجغرافي وتأثيره من الناحية الاستراتيجية والإقليمية</p>	
<p>ب- المهارات الذهنية</p> <p>استيعاب دستور الدولة – المرأة والمشاركة السياسية، السلطة القضائية وعلاقتها بالسلطات الأخرى، التطور القضائي، الظواهر السكانية وبنية المجتمع، الملامح الديموغرافية والخصائص الاجتماعية لبنية سكان المجتمع والتوقعات المستقبلية.</p>	
<p>ج- المهارات المهنية الخاصة بالمقرر</p> <p>مراجعة و تقييم مؤسسات ومنظمات تنموية حكومية وغير حكومية، تحدياتها الواقعية ومستقبلها المحتمل، دور تلك المنظمات في تطوير المجتمع، التغيرات والعولمة وتأثيراتها على منظمات المجتمع المدني، التطور التاريخي لنشأة المنظمات الإقليمية والدولية وأهدافها وهيكلها التنظيمي ومجالات التعاون بين دول المنطق</p>	
<p>د- المهارات العامة</p> <p>تحليل تاريخ الدولة التاريخي والسياسي والعوامل التي ساهمت في تكوين الحياة السياسية والاقتصادية والاجتماعية والثقافية</p>	
<p>4- محتوى المقرر</p> <p>تاريخ الدولة التاريخي والسياسي العوامل التي ساهمت في تكوين الحياة السياسية والاقتصادية والاجتماعية والثقافية التحولات السياسية وأثرها على البيئة الاجتماعية للدول الموقع الجغرافي وتأثيره من الناحية الاستراتيجية والإقليمية دستور الدولة المرأة والمشاركة السياسية السلطة القضائية وعلاقتها بالسلطات الأخرى التطور القضائي الظواهر السكانية وبنية المجتمع اللامح الديموغرافية والخصائص الاجتماعية لبنية سكان المجتمع والتوقعات المستقبلية</p>	

مؤسسات ومنظمات تنموية حكومية وغير حكومية، تحدياتها الواقعية ومستقبلها المحتمل، دور تلك المنظمات في تطوير المجتمع التغيرات والعولمة وتأثيراتها على منظمات المجتمع المدني التطور التاريخي لنشأة المنظمات الإقليمية والدولية وأهدافها وهيكلها التنظيمي مجالات التعاون بين دول المنطقة	
Lectures, Tutorials, Assignment, Readings, Discussions and Online Learning (LMS)	5- أساليب التعليم والتعلم
Depends on the case	6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
7- تقويم الطلاب	
Tutor Marked Assignmentss – Midterm Examination – Final Examination	أ- الأساليب المستخدمة
	ب- التوقيت
Continuous assesment – 50% Final Examination – 50%	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
	أ- مذكرات
	ب- كتب ملزمة
حضارة و اقتصاد المجتمع المصرى	ج- كتب مقترحة
	د- دوريات علمية او نشرات

MS101, Physics-I

1- بيانات المقرر		
الرمز الكودي :	اسم المقرر:	الفرقة / المستوى : 1
MS101	Physics I	
التخصص :	عدد الوحدات الدراسية : ٢	نظري ٢ عملي -

2- هدف المقرر	This course aims to impart knowledge and understanding of fundamental concepts of physics likely to be needed by the students for later courses and future careers.
3- المستهدف من تدريس المقرر	
أ- المعلومات والمفاهيم	Knowledge and understanding of fundamental concepts of physics.
ب- المهارات الذهنية	– To develop an appreciation of physics' tools and techniques for understanding the real world.
ج- المهارات المهنية الخاصة بالمقرر	To develop transferrable problem-solving skills that can be applied in other areas.
د- المهارات العامة	Applying quantitative techniques to understand and model the realworld.
4- محتوى المقرر	Force, acceleration and Newton's second law of motion, motion with constant acceleration, circular motion, conservation of energy, linear momentum, torque and angular momentum, electric forces and fields, electric current and circuits, waves
5- أساليب التعليم والتعلم	Lectures, Tutorials, Assignment, Readings, Discussions and Online Learning (LMS)
6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة	Depends on the case
7- تقويم الطلاب	

Tutor Marked Assignmentss – Midterm Examination – Final Examination	أ- الأساليب المستخدمة
	ب- التوقيت
Continuous assesment – 50% Final Examination – 50%	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
Introduction to Physics	- كتب مقترحة

MS102, Physics-II

1- بيانات المقرر		
الفرقة / المستوى: 1	اسم المقرر: Physics II	الرمز الكودي : MS102
نظري ٢ عملي -	عدد الوحدات الدراسية : ٢	التخصص :

2- هدف المقرر This course builds on what the student learned in the Physics I course. The course aims to increase the student's knowledge and understanding of concepts and topics of physics likely to be needed by students of graphic design and multimedia technology.	
3- المستهدف من تدريس المقرر	
Knowledge and understanding of concepts and topics of physics likely to be needed by students of graphic design and multimedia technology.	أ- المعلومات والمفاهيم
Appreciation of physics' tools and techniques for understanding the real world.	ب- المهارات الذهنية
To develop transferrable problem-solving skills that can be applied in other areas.	ج- المهارات المهنية الخاصة بالمقرر

To further develop transferrable problem-solving skills that can be applied in other areas.	د- المهارات العامة
Waves, sound, magnetic forces and fields, electromagnetic induction, alternating current, electromagnetic waves, reflection and refraction of light, optical instruments, interference and diffraction.	4- محتوى المقرر
Lectures, Tutorials, Assignment, Readings, Discussions and Online Learning (LMS)	5- أساليب التعليم والتعلم
Depends on the case	6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
7- تقويم الطلاب	
Tutor Marked Assignmentss – Midterm Examination – Final Examination	أ- الأساليب المستخدمة
	ب- التوقيت
Continuous assesment – 50% Final Examination – 50%	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
	أ- مذكرات
	ب- كتب ملزمة
Introduction to Physics	ج- كتب مقترحة
	د- دوريات علمية او نشرات

SPA101, Spanish for Beginners (I)

1- بيانات المقرر		
الرمز الكودي :	اسم المقرر:	الفرقة / المستوى : 1
SPA101	Spanish for Beginners (I)	
التخصص :	عدد الوحدات الدراسية : ٢	نظري ٢ عملي -

2- هدف المقرر	The course introduces the student to the basics of Spanish.
3- المستهدف من تدريس المقرر	
أ- المعلومات والمفاهيم	The alphabet, common everyday expressions, simple sentences, short dialogues and small paragraphs.
ب- المهارات الذهنية	The four skills of reading, writing, listening and speaking
ج- المهارات المهنية الخاصة بالمقرر	Command of the language at the beginner's level.
د- المهارات العامة	The skills of listening, speaking, reading and writing. The skill of self-learning
4- محتوى المقرر	
5- أساليب التعليم والتعلم	Lectures, Tutorials, Assignment, Readings, Discussions and Online Learning (LMS) Students will have ample exposure to a variety of audio-visual material which boost their command of the language at the beginner's level. The communicative approach is to be adopted in face-to-face tutorials and the various methods of enabling students to learn on their own will be prioritized.
6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة	Depends on the case
7- تقويم الطلاب	

Tutor Marked Assignmentss – Midterm Examination – Final Examination	أ- الأساليب المستخدمة
	ب- التوقيت
Continuous assesment – 50% Final Examination – 50%	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
Spanish for Beginners (I)	كتب مقترحة

SPA102, Spanish for Beginners (II)

1- بيانات المقرر		
الفرقة / المستوى : 1	اسم المقرر: Spanish for Beginners (II)	الرمز الكودي : SPA102
نظري ٢ عملي -	عدد الوحدات الدراسية : ٢	التخصص :

The course builds on what the student has learnt in level (1). Toward this end, it introduces the student to more everyday expressions, more widely-used short sentences, some compound and complex sentences, medium-size dialogues, and short passages.	2- هدف المقرر
3- المستهدف من تدريس المقرر	
More everyday expressions More widely-used short sentences Some compound and complex sentences Medium-size dialogues Short passages.	أ- المعلومات والمفاهيم
The ability to use more expressions, widely used short sentences, compound and complex sentences The ability to engage in medium-sized dialogues The ability to read short passages	ب- المهارات الذهنية

More emphasis is to be placed on the skills of reading and writing	ج- المهارات المهنية الخاصة بالمقرر
The skills of listening, speaking, reading and writing. The skill of self-learning	د- المهارات العامة
	4- محتوى المقرر
Lectures, Tutorials, Assignment, Readings, Discussions and Online Learning (LMS) Face-to-face tutorials will be communicative and students will be empowered to learn on their own.	5- أساليب التعليم والتعلم
Depends on the case	6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
7- تقويم الطلاب	
Tutor Marked Assignmentss – Midterm Examination – Final Examination	أ- الأساليب المستخدمة
	ب- التوقيت
Continuous assesment – 50% Final Examination – 50%	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
	أ- مذكرات
	ب- كتب ملزمة
Spanish for Beginners (I)	ج- كتب مقترحة

Faculty Requirements - Mandatory 6 CHs

GM101, College Mathematics

1- بيانات المقرر		
الرمز الكودي :	اسم المقرر:	الفرقة / المستوى : 1
GM101	College Mathematics	
التخصص :	عدد الوحدات الدراسية : ٣	نظري ٣ عملي -

<p>College mathematics provides students a college level academic experience that emphasizes the use of algebra and functions in problem solving and modelling, provides a foundation in quantitative literacy, supplies the algebra and other mathematics needed in partner disciplines, and helps meet quantitative needs in, and outside of, academia.</p> <p>This course complements the level one course G113. It is an introductory level course which, in specific, reviews various areas of college mathematics such as linear equations, quadratic equations, rational expressions, analytic geometry, solving and graphing inequalities, imaginary numbers and sets. The course also introduces elementary functions such as linear, quadratic, polynomial, exponential, and logarithmic.</p>	2- هدف المقرر
<p>3-المستهدف من تدريس المقرر</p> <ul style="list-style-type: none"> — To develop students' mastery of those algebraic techniques necessary for problem-solving and mathematical modelling. — To strengthen students' algebraic and quantitative abilities useful in the study of other subsequent disciplines. — To improve students' ability to communicate mathematical ideas clearly in oral and written forms. — To involve students in a meaningful and positive, intellectually engaging, mathematical experience. — To provide students with tools to use technology for understanding and doing mathematics. — To encourage students to take additional coursework in the mathematical sciences. 	

<ul style="list-style-type: none"> – To be able to solve linear, absolute value, quadratic, polynomials, radical, rational, exponential and logarithmic equations; and solve linear, polynomial, rational and absolute value inequalities. – To be able to recognize, define, and classify simple real-life applications. – To be able to understand the capabilities, uses and applications of college algebra in graphic design. – To be familiar with different algebraic structures and system types; and their standards. To be able to grasp the mathematical technique for solving problems. 	أ- المعلومات والمفاهيم
<ul style="list-style-type: none"> – To be able to investigate connections between roots, factors, graphs and symbolic representations of polynomial functions, and to be able to create polynomial functions when given information about the function's roots and/or factors and/or graph. – To be able to extract correct information from the standard forms for equations of lines, circles, parabolas, exponential and logarithmic. – To be able to state symbolical functions whose graphs are given and that are related through translations and/or reflections. 	ب- المهارات الذهنية
<ul style="list-style-type: none"> – To be able to explain mathematical ideas from the study units in writing, using appropriate terminology, notation and style. – To be able to develop skills in learning independently – manage study time, learn actively, reflect on progress and plan further learning. – To be able to use college mathematics to develop more graphic design applications; effectively present and objectively evaluate them. – To be able to utilize college mathematics tools and technology to solve some graphical design problems. 	ج- المهارات المهنية الخاصة بالمقرر
<ul style="list-style-type: none"> – To have an awareness of the implications of college mathematics in other graphic design subjects. – To be able to identify information, reasoning and creative processes gained from the course to achieve the goals of ITC program. – To be able to present course objectives and outcomes effectively to a group of which they are a member. 	د- المهارات العامة
<ul style="list-style-type: none"> – Real numbers and their properties – Linear equations and inequalities in one variable 	4- محتوى المقرر

<ul style="list-style-type: none">- Linear equations in two variables and their graphs- Exponents and polynomials- Factoring- Rational Expressions- System of linear equations- Radicals and rational exponents- Quadratic equations and inequalities- Functions- Exponential and logarithmic functions- Complex numbers.											
<ul style="list-style-type: none">- A teaching textbook, reference textbooks, directed reading, multi - media packages computer mediated, web-based resources.- 25% face-to-face tutorial sessions.- TMA work.- Course learning booklets and support material.	5- أساليب التعليم والتعلم										
<ul style="list-style-type: none">- Encourage interaction among disabled and non-disabled students- Learning more about the students- Creating a more inclusive educational environmennt through promoting the values of critical thinking, empathy development and positive self-esteem.- Off-class support through office hours by tutors and teaching assistant- By setting short-term goals in the calssroom, twachers can btter assess student progress and individual special needs- Developing multiple teaching methods to accommodate multiple learning needs, including special needs.	6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة										
7- تقويم الطلاب											
Tutor Marked Assignments (TMAs) Midterm Examination (MTA) Final Examinatin (Final)	أ- الأساليب المستخدمة										
TMAs distributed during the course MTA second half of the term Final Following the end of instruction	ب- التوقيت										
Continuous assesment (TMAs + MTA) – 50% Final Examination (Final) – 50%	ج- توزيع الدرجات										
8- قائمة الكتب الدراسية والمراجع											
<table><tr><td>M. Dogopoloski</td><td>2012</td><td>Elementary & intermediate Algebra, 4/E</td><td>McGraw Hill</td><td>USA</td></tr><tr><td>R.N Aufmann & J.S. Lockwood</td><td>2012</td><td>Beginning Algebra with applications, 8/E</td><td>Brooks/Cole</td><td>Australia</td></tr></table>	M. Dogopoloski	2012	Elementary & intermediate Algebra, 4/E	McGraw Hill	USA	R.N Aufmann & J.S. Lockwood	2012	Beginning Algebra with applications, 8/E	Brooks/Cole	Australia	ب- كتب ملزمة
M. Dogopoloski	2012	Elementary & intermediate Algebra, 4/E	McGraw Hill	USA							
R.N Aufmann & J.S. Lockwood	2012	Beginning Algebra with applications, 8/E	Brooks/Cole	Australia							

E. Haeussler, R. Paul, R. Wood & S. Khouyibaba	2012	Introductory Mathematical Analysis, 1/E	Pearson	England	
J. Goldstein, D.C. Lay & D.I. Schneider	2011	Calculus & Its Applications, 5/E	Prentice Hall	USA	
M.L. Lial, N. R. Greenwell & N.P. Ritchey	2012	Finite Mathematics, 10/E	Pearson	England	
Bittinger, Ellenbogen & Sargent	2012	Calculus and Its Applications, 10/E	Pearson	England	
D. Hughes-Hallett, A.M. Gleason	2014	Applied calculus, 5/E	Wiley	USA	
M.L. Bittinger, D.J. Ellenbogen & S.J. Sargent	2011	Calculus and Its Applications, 10/E	Pearson	England	
College Mathematics					ج- كتب مقترحة
http://middleeast.pearson.com/haeussler http://arabou.edu.kw/ Gilbert Strang, Highlights of calculus, MIT Video Lectures, http://ocw.mit.edu/resources/res-18-005-highlights-of-calculus-spring-2010/ Trigonometry for Calculus 56 Video Lectures (http://learnerstv.com/Free-Maths-video-lecture-courses.htm) Introductory Calculus 24 Video Lectures (http://learnerstv.com/Free-Maths-video-lecture-courses.htm) Fundamentals of Calculus 32 Video Lectures (http://learnerstv.com/Free-Maths-video-lecture-courses.htm) Pre-calculus 33 Video Lectures (http://learnerstv.com/Free-Maths-video-lecture-courses.htm) Single Variable Calculus 35 Video Lectures (http://learnerstv.com/Free-Maths-video-lecture-courses.htm) Differential and Integral Calculus 17 Video Lectures (http://learnerstv.com/Free-Maths-video-lecture-courses.htm) Highlights of Calculus 5 Video Lectures (http://learnerstv.com/Free-Maths-video-lecture-courses.htm) Calculus Second Semester Integration 143 Video Lectures (http://learnerstv.com/Free-Maths-video-lecture-courses.htm)					د- دوريات علمية او نشرات

GM101, College Mathematics

1- بيانات المقرر		
الرمز الكودي :	اسم المقرر:	الفرقة / المستوى : 1
GM102	Linear Algebra	
التخصص :	عدد الوحدات الدراسية : ٣	نظري ٣ عملي -

2- هدف المقرر	Knowledge of a range of ideas concerning matrices and its applications and of relevant computing ideas that are widely used in data communication, digital signal processing and in scientific research.
المستهدف من تدريس المقرر	
أ- المعلومات والمفاهيم	<p>To be able to solve linear, absolute value, quadratic, Knowledge and understanding of a range of ideas concerning matrices and its applications, including operations appropriate in specialized applications</p> <p>Knowledge of relevant computing ideas that are widely used in data communication, digital signal processing and in scientific research.</p>
ب- المهارات الذهنية	How to formulate algorithms to solve systems of linear equations.
ج- المهارات المهنية الخاصة بالمقرر	<p>Techniques of vector spaces for constructing important mathematical structures, illustrated by examples.</p> <p>How to find a basis and dimension of a subspace of each vector space.</p> <p>How to construct a linear transformation from a vector space to another vector space and check if it is one-to-one and onto.</p>
د- المهارات العامة	To develop analytic and problem solving skills involving the course topics.
4- محتوى المقرر	<p>Matrices and its applications</p> <p>Operations appropriate in specialized applications</p> <p>Computing ideas in data communication, digital signal processing and in scientific research.</p> <p>How to formulate algorithms to solve systems of linear equations. Techniques of vector spaces for constructing important mathematical structures</p>

Examples of techniques of vector spaces for constructing important mathematical structures How to find a basis and dimension of a subspace of each vector space. How to construct a linear transformation from a vector space to another vector space and check if it is one-to-one and onto.	
Lectures, Tutorials, Assignment, Readings, Discussions and Online Learning (LMS)	5- أساليب التعليم والتعلم
<ul style="list-style-type: none"> – Encourage interaction among disabled and non-disabled students – Learning more about the students – Creating a more inclusive educational environment through promoting the values of critical thinking, empathy development and positive self-esteem. – Off-class support through office hours by tutors and teaching assistant – By setting short-term goals in the classroom, teachers can better assess student progress and individual special needs – Developing multiple teaching methods to accommodate multiple learning needs, including special needs. 	6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
7- تقويم الطلاب	
Tutor Marked Assignments (TMAs) Midterm Examination (MTA) Final Examination (Final)	أ- الأساليب المستخدمة
	ب- التوقيت
Continuous assessment (TMAs + MTA) – 50% Final Examination (Final) – 50%	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
Linear Algebra	ج- كتب مقترحة

Faculty requirements - Electives 14 CHs

GE103, Discrete Mathematics

1- بيانات المقرر		
الرمز الكودي :	اسم المقرر:	الفرقة / المستوى : 1
GE103	Discrete Mathematics	
التخصص :	عدد الوحدات الدراسية : ٣	نظري ٣ عملي -

2- هدف المقرر	This is an introductory level undergraduate course which introduces students to the basic principles of Discrete Mathematics.
المستهدف من تدريس المقرر	
أ- المعلومات والمفاهيم	Knowledge and understanding of the basic principles of Discrete Mathematics Knowledge and understanding of the notations used in Discrete Mathematics associated with computing
ب- المهارات الذهنية	Grasp and be apply the rudiments of elementary mathematical reasoning.
ج- المهارات المهنية الخاصة بالمقرر	Relating logic from a mathematical perspective to computer applications
د- المهارات العامة	Teach the rudiments of elementary mathematical reasoning prepare students for the theoretical parts of further courses in computing
4- محتوى المقرر	Notations used in Discrete Mathematics associated with computing The rudiments of elementary mathematical reasoning Logic from a mathematical perspective The relation of logic from a mathematical perspective to computer applications Basic set-theoretical notions:

<ul style="list-style-type: none"> – Relations – Functions – Graphs – Equivalence relation – Partial orderings – Graphs – Trees 	
Lectures, Tutorials, Assignment, Readings, Discussions and Online Learning (LMS)	5- أساليب التعليم والتعلم
<ul style="list-style-type: none"> – Encourage interaction among disabled and non-disabled students – Learning more about the students – Creating a more inclusive educational environment through promoting the values of critical thinking, empathy development and positive self-esteem. – Off-class support through office hours by tutors and teaching assistant – By setting short-term goals in the classroom, teachers can better assess student progress and individual special needs – Developing multiple teaching methods to accommodate multiple learning needs, including special needs. 	6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
7- تقويم الطلاب	
Tutor Marked Assignments (TMAs) Midterm Examination (MTA) Final Examination (Final)	أ- الأساليب المستخدمة
	ب- التوقيت
Continuous assessment (TMAs + MTA) – 50% Final Examination (Final) – 50%	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
	أ- مذكرات
	ب- كتب ملزمة
Discrete Mathematics	ج- كتب مقترحة

GE104, Data, Computing and Information

1- بيانات المقرر		
الفرقة / المستوى : 1	اسم المقرر: Data, computing and Information	الرمز الكودي : GE104
نظري ٢ عملي -	عدد الوحدات الدراسية : ٢	التخصص :

2- هدف المقرر	
This is an introductory level course which introduces students to the essential concepts related to data and information. It also aims to introduce the student to fundamentals of programming using JavaScript.	
المستهدف من تدريس المقرر	
أ- المعلومات والمفاهيم	Knowledge and understanding of the basic principles of Discrete Mathematics Knowledge and understanding of the notations used in Discrete Mathematics associated with computing
ب- المهارات الذهنية	<ul style="list-style-type: none"> Recognize the diverse ways in which data can be acquired, transformed and presented. Analyze the diverse ways in which data can be acquired, transformed and presented Differentiate the diverse ways in which data can be acquired, transformed and presented
ج- المهارات المهنية الخاصة بالمقرر	Introduce the student to fundamentals of programming using JavaScript.
د- المهارات العامة	<ul style="list-style-type: none"> Foster a sense that computers can be used creatively as well as mechanically Relate data, information and computing systems to wider personal, cultural, social, scientific, technological and organizational contexts.
4- محتوى المقرر	<ul style="list-style-type: none"> The diverse ways in which data can be acquired, transformed and presented data compression <ul style="list-style-type: none"> Types of data compression

<ul style="list-style-type: none"> ○ The importance in data compression in reducing space requirements ○ The importance of data compression in increasing transmission speeds of multimedia data. <ul style="list-style-type: none"> – The relationship between data, information and computing systems on one hand and the wider personal, cultural, social, scientific, technological and organizational contexts on the other – Fundamentals of programming using JavaScript – Creative vs. mechanical use of computers 	
Lectures, Tutorials, Assignment, Readings, Discussions and Online Learning (LMS)	5- أساليب التعليم والتعلم
<ul style="list-style-type: none"> – Encourage interaction among disabled and non-disabled students – Learning more about the students – Creating a more inclusive educational environment through promoting the values of critical thinking, empathy development and positive self-esteem. – Off-class support through office hours by tutors and teaching assistant – By setting short-term goals in the classroom, teachers can better assess student progress and individual special needs – Developing multiple teaching methods to accommodate multiple learning needs, including special needs. 	6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
7- تقويم الطلاب	
Tutor Marked Assignments (TMAs) Midterm Examination (MTA) Final Examination (Final)	أ- الأساليب المستخدمة
	ب- التوقيت
Continuous assessment (TMAs + MTA) – 50% Final Examination (Final) – 50%	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
	أ- مذكرات
	ب- كتب ملزمة
Data, computing and Information	ج- كتب مقترحة
	د- دوريات علمية او نشرات

GE105, Data Structures and Algorithm

1- بيانات المقرر		
الفرقة / المستوى: 1	اسم المقرر: Data Structures and Algorithms	الرمز الكودي : GE105
نظري ٢ عملي -	عدد الوحدات الدراسية : ٢	التخصص :

2- هدف المقرر	
This course aims to study the design, implementation, and application of data structures as a means for algorithmic problem solving.	
المستهدف من تدريس المقرر	
أ- المعلومات والمفاهيم	Knowledge and understanding of the fundamental concepts of the design, implementation, and application of data structures as a means for algorithmic problem solving.
ب- المهارات الذهنية	Analyze each problem to understand the specific characteristics with respect to resource requirements, data representation, and software architecture, which it exhibits.
ج- المهارات المهنية الخاصة بالمقرر	<ul style="list-style-type: none"> Ability to design, implement, and apply data structures for algorithmic problem solving. Ability to effectively express a given problem be effectively expressed Ability to select suitable data representations for specifying computational processes <p>Assess the impact of data and its representation with respect to time and space consumption</p>
د- المهارات العامة	<ul style="list-style-type: none"> Identify the reoccurring structural artefacts in software in order to facilitate problem solving.
4- محتوى المقرر	<ul style="list-style-type: none"> Design of data structures Implementation of data structures Application of data structures Algorithmic problem solving Problem characteristics with respect to

<ul style="list-style-type: none"> ○ resource requirements ○ data representation ○ software architecture – Expressing problems – Selecting a suitable data representation – Specifying computational processes – Impact of data and its representation with respect to time and space consumption – Reoccurring structural artefacts in software 	
Lectures, Tutorials, Assignment, Readings, Discussions and Online Learning (LMS)	5- أساليب التعليم والتعلم
<ul style="list-style-type: none"> – Encourage interaction among disabled and non-disabled students – Learning more about the students – Creating a more inclusive educational environment through promoting the values of critical thinking, empathy development and positive self-esteem. – Off-class support through office hours by tutors and teaching assistant – By setting short-term goals in the classroom, teachers can better assess student progress and individual special needs – Developing multiple teaching methods to accommodate multiple learning needs, including special needs. 	6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
7- تقويم الطلاب	
Tutor Marked Assignments (TMAs) Midterm Examination (MTA) Final Examination (Final)	أ- الأساليب المستخدمة
	ب- التوقيت
Continuous assessment (TMAs + MTA) – 50% Final Examination (Final) – 50%	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
	أ- مذكرات
	ب- كتب ملزمة
Data Structures and Algorithms	ج- كتب مقترحة
	د- دوريات علمية او نشرات

GE106, Computer Organization and Architecture

1- بيانات المقرر		
الفرقة / المستوى: 1	اسم المقرر: Computer Organization and Architecture	الرمز الكودي : GE106
نظري ٣ عملي -	عدد الوحدات الدراسية : ٣	التخصص :

This course offers a clear and comprehensive survey about computer organization and architecture.	2- هدف المقرر
المستهدف من تدريس المقرر	
Knowledge and understanding of a comprehensive survey about computer organization and architecture.	أ- المعلومات والمفاهيم
Understand the inner workings of a modern digital computer through an integrated presentation of fundamental concepts and principles.	ب- المهارات الذهنية
<ul style="list-style-type: none"> – Understand computer organization – Understand computer architecture – Understand the different core concepts behind the hardware layer of a computer system. – Assess the impact of data and its representation with respect to time and space consumption 	ج- المهارات المهنية الخاصة بالمقرر
<ul style="list-style-type: none"> • Ability to understand the inner workings of a modern digital computer 	د- المهارات العامة
<ul style="list-style-type: none"> – Fundamental concepts and principles (integrated presentation) – Different core concepts behind the hardware layer of a computer system – The inner workings of a modern digital compute – Computer organization – Computer architecture 	4- محتوى المقرر

– Survey of computer organization and architecture	
Lectures, Tutorials, Assignment, Readings, Discussions and Online Learning (LMS)	5- أساليب التعليم والتعلم
<ul style="list-style-type: none"> – Encourage interaction among disabled and non-disabled students – Learning more about the students – Creating a more inclusive educational environment through promoting the values of critical thinking, empathy development and positive self-esteem. – Off-class support through office hours by tutors and teaching assistant – By setting short-term goals in the classroom, teachers can better assess student progress and individual special needs – Developing multiple teaching methods to accommodate multiple learning needs, including special needs. 	6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
7- تقويم الطلاب	
Tutor Marked Assignments (TMAs) Midterm Examination (MTA) Final Examination (Final)	أ- الأساليب المستخدمة
	ب- التوقيت
Continuous assessment (TMAs + MTA) – 50% Final Examination (Final) – 50%	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
	أ- مذكرات
	ب- كتب ملزمة
Computer Organization and Architecture	ج- كتب مقترحة
	د- دوريات علمية او نشرات

GE201, Programming for digital Media

1- بيانات المقرر		
الفرقة / المستوى: 1	اسم المقرر: Programming for Digital Media	الرمز الكودي : GE201
نظري ٢ عملي -	عدد الوحدات الدراسية : ٢	التخصص :

<p>This module builds on the Introduction to Programming and Interactivity for Media Arts (4VC014) and Discrete Mathematics (GE103) modules and teaches students the fundamental ideas of object-oriented programming (inheritance, polymorphism, etc.) using Java programming language. Students are also provided a good foundation (supported with intensive practical work) in some advanced facilities of the Java language (Graphic User Interface, Network and Internet-based applications, etc.).</p> <p>In addition to providing students with the knowledge about usability and user experience to be able to design for digital media according to the user needs and abilities.</p>		2- هدف المقرر
<p style="text-align: right;">المستهدف من تدريس المقرر</p> <ul style="list-style-type: none"> – Provide student a good understanding of the main object-oriented (OO) programming principles and concepts (object, class, hierarchy, inheritance, encapsulation, polymorphism, collaboration, etc.) – Describe how the OO programming concepts are implemented in Java – Introduce and describe a number of the advanced topics of java including exceptions and network- and internet-based applications. – Develop practical skills necessary to produce working non-trivial Java programs. 		
<p>On completion of the course students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the design and programming processes • Demonstrate understanding of the main principles and concepts associated with object-oriented programming in Java • Identify parts of object-oriented Java programs and their roles in solving a problem 		أ- المعلومات والمفاهيم

<ul style="list-style-type: none"> Understand the techniques used in developing large Java programs Understand programming issues specific to a networked environment. Understanding the importance of user experience in designing digital apps. 	
<p>On completion of the course students will be able to:</p> <ul style="list-style-type: none"> Identify and describe key elements of problems and construct object-oriented solutions using appropriate facilities. Analyze and abstract away from the details of a problem; Apply problem-solving techniques to the analysis and design of object-oriented software solutions and evaluating such solutions. Differentiate between UI and UX 	ب- المهارات الذهنية
<p>On completion of the course students will be able to:</p> <ul style="list-style-type: none"> Assemble, program, develop, test and evaluate software systems. Use software tools (Java IDE) to accomplish software development tasks (coding, debugging and interacting with objects Use programming techniques that are appropriate to a task especially in a networked environment. 	ج- المهارات المهنية الخاصة بالمقرر
<p>On completion of the course students will be able to:</p> <ul style="list-style-type: none"> Solve problems using programming including mathematical problems Find and use information from a range of sources to support a task, including the Java API documentation. Use new java libraries Communicate effectively about object-oriented programming 	د- المهارات العامة
<ol style="list-style-type: none"> Introduction to object-oriented programming concepts with Java <ol style="list-style-type: none"> Classes and objects (instances) Encapsulation of code and data Abstract data types Polymorphism Inheritance: single and multiple Object-oriented program design <ol style="list-style-type: none"> Unified Modeling Language (UML) Model-View-Controller Pattern UML Diagrams (Use case, Class, Sequence, Object) Types of Java Applications <ol style="list-style-type: none"> Applet Standalone GUI Applications Web applications (Servlet and JSP) Mobile applications Java Graphics and Imaging Programming 	4- محتوى المقرر

<ul style="list-style-type: none"> a. Working with Canvas and Shapes b. Working with Text c. Working with Color d. Working with Images <p>5. Graphical User Interfaces and Event-Driven programming</p> <ul style="list-style-type: none"> a. Java AWT and Swing b. Java Layout Managers c. Event-Driven Programming <p>6. Exception Handling</p> <ul style="list-style-type: none"> a. Basic Try Catch Finally b. Exception Hierarchies c. Throw Exceptions d. Declaring custom Exception <p>7. File Input and Output</p> <ul style="list-style-type: none"> a. Input/Output Streams b. File Input/Output c. File System <p>8. Threads programming</p> <ul style="list-style-type: none"> a. Processes and Threads b. Thread Management and Prioritizing (Concurrency, Synchronization) <p>9. Network Programming</p> <ul style="list-style-type: none"> a. TCP/IP Programming b. Socket Programming (Client/Server Communication) c. Internet programming <p>Introduction to Human computer interaction Introduction to Computers and other devices User Experience The Principles of UI design Usability, interaction design and website design on different devices</p>	
<ul style="list-style-type: none"> • 25% face-to-face tutorial sessions • TMA work • Course textbook and support material 	<p>5- أساليب التعليم والتعلم</p>
<ul style="list-style-type: none"> – Encourage interaction among disabled and non-disabled students – Learning more about the students – Creating a more inclusive educational environment through promoting the values of critical thinking, empathy development and positive self-esteem. – Off-class support through office hours by tutors and teaching assistant – By setting short-term goals in the classroom, teachers can better assess student progress and individual special needs – Developing multiple teaching methods to accommodate multiple learning needs, including special needs. 	<p>6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p>
<p>7- تقويم الطلاب</p>	

TMA Work: 20% MTA: 30% Final Exam: 50%				أ- الأساليب المستخدمة
				ب- التوقيت
Continuous assesment (TMAs + MTA) – 50% Final Examination (Final) – 50%				ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع				
				أ- مذكرات
Y. Daniel Liang	2014	Introduction to Java Programming, Tenth Edition (Note: Suggested textbook)	Prentice Hall	ب- كتب ملزمة
Deitel & Deitel	2015	Java How to Program (Early Objects) (10th Edition)	Pearson	
C. Wu	2009	An Introduction to Object-Oriented Programming with Java – Fifth Edition	McGraw-Hill	
Computer Organization and Architecture				ج- كتب مقترحة
Sun/Oracle Java tutorial, available at http://docs.oracle.com/javase/tutorial/index.html • Oracle Java Programmer Certification, Available at: http://docs.oracle.com/javase/tutorial/extra/certification/index.html				د- دوريات علمية او نشرات

GE202-Computer Aided Design

1- بيانات المقرر		
الفرقة / المستوى : 1	اسم المقرر:	الرمز الكودي :
	Computer Aided Design	GE202
نظري - عملي ٤	عدد الوحدات الدراسية : ٤	التخصص :

<p>The course will introduce to the student how to use a Computer Aided Design software. The student will be taught the basics of design using CAD, from initial simple model generation though to developing more complex three-dimensional models using the computer as a tool for design.</p> <p>In addition to After Effect Program to enable students to understand the motion graphic techniques in animation and game design.</p>	<p>2- هدف المقرر</p>
<p style="text-align: right;">المستهدف من تدريس المقرر</p> <p>Upon successful completion of the module, students will be able to:</p> <ol style="list-style-type: none"> 1. Develop the ability to understand the basics of CAD software tools for designing in 2D/3D. 2. Construct a 2D graphic using “layers” and the “Cartesian coordinate system”. 3. Recognize basic Spatial Visualization of a 3D model. 4. Develop professional skills to illustrate realistic models using computer tools in 2D/3D. 5. Demonstrate knowledge and skills needed to design and draft projects ranging from two to three dimensional designs. 6. Use computer tools to implement code that instructs the computer to generate 3D CAD models. 7. Principles of Animation and video editing. 8. 3D Camera motion and Animate texting 	
<p>On completion of the course students will be able to:</p> <ul style="list-style-type: none"> • Improve their design skills for what CAD mainly is and how it can be used in real life. • Know how to use CAD tools for designing realistic models using precision techniques. • Design 2D/3D models using computer CAD tools to apply the basic CAD concepts. • Implement computer language skills (such as loops) to develop 3D models. 	<p>أ- المعلومات والمفاهيم</p>
<p>On completion of the course students will be able to:</p> <ul style="list-style-type: none"> • Successfully use CAD tools for designing 2D models. • Appreciate the help of computer tools to achieve accurateness and precision in developing CAD models. • Understand the nature of 3D objects from a computer’s perspective. • Analyze the nature of 3D models in terms of using different simple objects to create more complex ones. 	<p>ب- المهارات الذهنية</p>

<p>On completion of the course students will be able to:</p> <ul style="list-style-type: none"> • Construct 2D layered images with precise measurements and proper scaling. • Develop architectural sketches for real life objects and apply simple modifications. • Generate CAD models relatively fast using special computer tools to help them. • Design realistic 3D models. 	<p>ج- المهارات المهنية الخاصة بالمقرر</p>
<p>On completion of the course students will be able to:</p> <ul style="list-style-type: none"> • Communicate ideas relating to CAD designs in clear and concise written English; • Understand how the computers work with geometrical shapes to generate 3D models; • Effectively manage resources and time. • Apply the skills learnt in more advanced level courses that require designing and generating computer models. 	<p>د- المهارات العامة</p>
<p>The module will be divided into 2 blocks:</p> <p>Block I:</p> <p>Introduction to Computer Aided Design (2D models using QCAD)</p> <p>Textbook: QCAD - An Introduction to Computer-Aided Design</p> <ol style="list-style-type: none"> 1. Introducing the QCAD application 2. Learning basic 2D CAD concepts using QCAD <ol style="list-style-type: none"> a. Layers b. Precision c. Snap Tools d. Coordinates 3. Drawing and Editing with QCAD <p>Block II:</p> <p>Introduction to Computer Aided Design (3D models using OpenSCAD)</p> <p>Material reference: OpenSCAD online user manual.</p> <ol style="list-style-type: none"> 1. Generating primitive solids 2. Using loops to generate repeated similar primitives 3. Generating primitives based on conditions 4. Using transformations (translate, rotate, scale, etc...) 5. Applying mathematical functions. 6. CSG Modelling <p>Using Principles of Animation to improve motion graphics output</p> <p>Understanding video editing and transition techniques</p>	<p>4- محتوى المقرر</p>

<ul style="list-style-type: none">• 25% face-to-face tutorial sessions• TMA work• Course textbook and support material	5- أساليب التعليم والتعلم																
<ul style="list-style-type: none">– Encourage interaction among disabled and non-disabled students– Learning more about the students– Creating a more inclusive educational environmennt through promoting the values of critical thinking, empathy development and positive self-esteem.– Off-class support through office hours by tutors and teaching assistant– By setting short-term goals in the calssroom, twachers can btter assess student progress and individual special needs– Developing multiple teaching methods to accommodate multiple learning needs, including special needs.	6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة																
7- تقويم الطلاب																	
TMA Work: 20% MTA: 30% Final Exam: 50%	أ- الأساليب المستخدمة																
	ب- التوقيت																
Continuous assesment (TMAs + MTA) – 50% Final Examination (Final) – 50%	ج- توزيع الدرجات																
8- قائمة الكتب الدراسية والمراجع																	
	مذكرات																
<table><tr><td>– Andrew Mustun</td><td>– 2013</td><td>– QCAD - An Introduction to Computer-Aided Design</td><td>– Andrew Mustun</td></tr><tr><td>–</td><td></td><td></td><td></td></tr><tr><td>–</td><td></td><td></td><td></td></tr><tr><td>– Al Williams</td><td>– 2014</td><td>– OpenSCAD for 3D Printing</td><td>– CreateSpace Independent Publishing Platform</td></tr></table>	– Andrew Mustun	– 2013	– QCAD - An Introduction to Computer-Aided Design	– Andrew Mustun	–				–				– Al Williams	– 2014	– OpenSCAD for 3D Printing	– CreateSpace Independent Publishing Platform	كتب ملزمة
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–																	
– Al Williams	– 2014	– OpenSCAD for 3D Printing	– CreateSpace Independent Publishing Platform														
OpenSCAD User Manual/The OpenSCAD Language (http://www.openscad.org/documentation.html#user-manual)	دوريات علمية او نشرات																

GE301, 3D Modelling and Animation Techniques

1- بيانات المقرر		
الفرقة / المستوى : 1	اسم المقرر: 3D Modelling and Animation Techniques	الرمز الكودي : GE301
نظري - عملي ٤	عدد الوحدات الدراسية : ٤	التخصص :

<p>An introductory course in the creation of animated works. In addition to screenings and analysis of animated films, students will explore the expressive potential of classic and nontraditional animation techniques: stop motion, cut-paper, direct-on-film and drawing techniques will be explored via various media. Students will work individually on projects and learn the skills of effective group collaboration.</p> <p>This course will also build a foundation for the creation of animation with computers. Students will explore 3-D techniques through a study of modeling, motion, transformation, lighting and texturing.</p>		2- هدف المقرر
<p style="text-align: right;">3-المستهدف من تدريس المقرر</p> <p>Introducing principle and techniques used for creating three-dimensional content in virtual space and animation. Students will learn principles of model creation, texture manipulation, scene rendering and animation to enable them to conceptualize and produce meaningful and Artistic visualization.</p> <p>This course will continue a student's exploration of 3D computer animation. Advanced techniques for modeling and procedural rendering will be introduced, as well as animation techniques that utilize scripts, expressions, deformations and inverse kinematics. Students will utilize these skills in the context of strengthening their own artistic voice.</p>		
<p>On completion of the course students will be able to:</p> <ul style="list-style-type: none"> Describe the various animated movement technique related to 3D animation systems. Learn about the basic principles of animation techniques. Conduct and perform Basic aspects of animation tech. Understand the importance of artistic and creative skills in the field of Animation 		أ- المعلومات والمفاهيم

<p>On completion of the course students will be able to:</p> <ul style="list-style-type: none"> • Apply key concept relevant to Animation. • Devise and carry out a project in Animation films that applies and extends the student knowledge & understanding • Refine specification & implementation of software tools and technologies required to undertake both 2D & 3D animation techniques. 	<p>ب- المهارات الذهنية</p>
<p>On completion of the course students will be able to:</p> <ul style="list-style-type: none"> • Evaluate and select suitable software tools and technologies required to undertake animation techniques. • Undertake project work involving advanced animation techniques • To select their project within allocated resources and film production. 	<p>ج- المهارات المهنية الخاصة بالمقرر</p>
<p>On completion of the course students will be able to:</p> <ul style="list-style-type: none"> • Undertake independent studies and practice lifelong learning. • Demonstrate efficient project planning & implementation skills. • Demonstrate efficient team work • Undertake graphic art direction project work. 	<p>د- المهارات العامة</p>
<ul style="list-style-type: none"> • Student handbook • Advise on programme structure • Support Material (Video Lectures, hands on labs, tutorials, Etc) • ICT facilities • E-Library and other learning resources – Web – Link • Student handbook, online student support SSS, • Electronic tutorial groups • Student e-mail 	<p>4- محتوى المقرر</p>
<p>Knowledge and understanding is acquired from specially prepared teaching texts supported by self- assessment and in-text question, reference texts, multimedia packages, directed reading, computer mediated conferencing, web- based resources and video & audio tapes.</p> <p>Students work independently with the teaching material and encouraged to form self- help groups with other students, communication face to face, by telephone, email and computer conferencing</p> <p>Cognitive skills are promoted in the teaching materials via a range of activities including self- assessment exercises, multi- media tasks and computer-based investigation.</p>	<p>5- أساليب التعليم والتعلم</p>

<p>Computer conferencing facilities provide an environment for interaction bringing students, tutors & course teams members together for critical discussion & guidance.</p> <p>Tutor feedback aids the development of these skills.</p> <p>Professional skills are developed through the teaching materials and to allow hand on approach to let the students develop practical skills.</p> <p>Assessment – practical skills are assessed tutor marked assignments and examinable component & develop some professional skills.</p> <p>Key skills are taught and developed within the teaching materials and are supported by tutor feedback and guidance in tutor marked assignments.</p> <p>Tutor marked assignments & examinable component.</p> <p>Skills to be developed through related material and assessment in general explicit.</p>	
<ul style="list-style-type: none"> – Encourage interaction among disabled and non-disabled students – Learning more about the students – Creating a more inclusive educational environment through promoting the values of critical thinking, empathy development and positive self-esteem. – Off-class support through office hours by tutors and teaching assistant – By setting short-term goals in the classroom, teachers can better assess student progress and individual special needs – Developing multiple teaching methods to accommodate multiple learning needs, including special needs. 	<p>6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p>
<p>7- تقويم الطلاب</p>	
<p>Summative assessment - refers to the assessment of participants where the focus is on the outcome of a program, which summarizes their development at a particular time.</p> <p>Formative assessment a range of formal and informal assessment procedures employed by tutors during the learning process in order to modify teaching and learning activities to improve student attainment.</p> <p>The 25% face to face tutorial component – Tutors support students learning in tutorials, by study guides, assignment & projects, paper examinations.</p> <p>Tutor marked assignments (TMAs) submitted by the 11th week</p> <p>Midterm Assessment (MTA) – middle of semester</p> <p>Final Examination</p>	<p>أ- الأساليب المستخدمة</p>
	<p>ب- التوقيت</p>

Continuous assesment (TMAs + MTA) – 50%				ج- توزيع الدرجات
Final Examination (Final) – 50%				
8- قائمة الكتب الدراسية والمراجع				
<u>Tony White</u>	1988	The Animator's Workbook	Watson-Guptill Publications Faber & Faber	ب- كتب ملزمة
RICHARD WILLIAMS	2002	THE ANIMATOR'S SURVIVAL KIT		
	2015	3D Max Tutorials	http://www.digitaltutors.com/software/3ds-Max-tutorials	
OpenSCAD User Manual/The OpenSCAD Language (http://www.openscad.org/documentation.html#user-manual)				د- دوريات علمية او نشرات

GE302, Web Application Development – Server Side

1- بيانات المقرر		
الفرقة / المستوى: 1	اسم المقرر:	الرمز الكودي :
	Web Application Development - Server Side	GE302
نظري ١ عملي ٣	عدد الوحدات الدراسية : ٤	التخصص :

This course complements the level two GE202 course (Introduction to Relational Databases). It provides practical introduction to developing web applications through open-source technologies. PHP and MySQL are widely used open-source technologies that are ideal for smoothly developing database-driven Web applications. This module covers the basics of the PHP language, including set up and works with a MySQL	2- هدف المقرر
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database, and interacts with the database and the server. This module equips the student with practical industry relevant experience using open-source software development tools and languages.	
<p>3-المستهدف من تدريس المقرر</p> <p>The course aims to provide students with the knowledge and skills necessitated to develop dynamic web applications using open source software tools such as PHP and MySQL on an Apache server. Specifically, students will learn to write server-side scripts in PHP language, process user data submitted via web forms, design and create databases for various kinds of web applications and design and implement 3-tier web apps using PHP and MySQL</p>	
<p>On completion of the course students will be able to:</p> <ul style="list-style-type: none"> • Mastering how to develop and implement a 3-tier secure web application using PHP and MySQL. • Understand and gain knowledge in PHP programming. • Understand the technologies of website development. • Ability to develop web application using the protocols and languages introduced in this module. • Mastering the basic concepts and methodologies behind server-side web development. • Understand the server-side web design and development life cycle. 	أ- المعلومات والمفاهيم
<p>On completion of the course students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate a range of problem-solving strategies. • Analyze and evaluate web applications. • Critically evaluate others and own work. 	ب- المهارات الذهنية
<p>On completion of the course students will be able to:</p> <ul style="list-style-type: none"> • Design and develop a database enabled web site using PHP web pages. • Develop simple databases using basic MySQL. • Develop PHP web pages that connect to a database. • Implement a wide range of web applications. 	ج- المهارات المهنية الخاصة بالمقرر
<p>On completion of the course students will be able to:</p> <ul style="list-style-type: none"> • Effectively communicate oral and written. • Team work. • Orally present a Web site design and implementation. • Effectively manage resources and time. 	د- المهارات العامة

<p>PART I: Getting Up and Running CHAPTER 1: Installation QuickStart Guide with XAMPP 5 CHAPTER 2: Installing and Configuring MySQL 15 CHAPTER 3: Installing and Configuring Apache 37 CHAPTER 4: Installing and Configuring PHP PART II: PHP Language Structure CHAPTER 5: The Building Blocks of PHP CHAPTER 6: Flow Control Functions in PHP CHAPTER 7: Working with Functions CHAPTER 8: Working with Arrays PART III: Getting Involved with the Code CHAPTER 10: Working with Strings, Dates, and Time CHAPTER 11: Working with Forms CHAPTER 12: Working with Cookies and User Sessions CHAPTER 13: Working with Files and Directories CHAPTER 14: Working with Images PART IV: PHP and MySQL Integration CHAPTER 15: Understanding the Database Design Process CHAPTER 16: Learning Basic SQL Commands CHAPTER 17: Using Transactions and Stored Procedures in MySQL CHAPTER 18: Interacting with MySQL Using PH PART V: Basic Projects – Case Studies CHAPTER 19: Managing a Simple Mailing List CHAPTER 20: Creating an Online Address Book CHAPTER 21: Creating a Simple Discussion Forum CHAPTER 22: Creating an Online Storefront CHAPTER 23: Creating a Shopping Cart Mechanism CHAPTER 24: Creating a Simple Calendar CHAPTER 25: Restricting Access to Your Applications CHAPTER 26: Logging and Monitoring Web Server Activity CHAPTER 27: Application Localization CHAPTER 28: Working with XML and JSON</p>	<p>4- محتوى المقرر</p>
<ul style="list-style-type: none"> • 25% face-to-face tutorial sessions • TMA work • Course textbook and support material 	<p>5- أساليب التعليم والتعلم</p>

<ul style="list-style-type: none"> – Encourage interaction among disabled and non-disabled students – Learning more about the students – Creating a more inclusive educational environment through promoting the values of critical thinking, empathy development and positive self-esteem. – Off-class support through office hours by tutors and teaching assistant – By setting short-term goals in the classroom, teachers can better assess student progress and individual special needs – Developing multiple teaching methods to accommodate multiple learning needs, including special needs. 				6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
7- تقويم الطلاب				
<ul style="list-style-type: none"> • TMA Work: 20% • MTA: 30% • Exam: 50% 				أ- الأساليب المستخدمة
				ب- التوقيت
Continuous assessment (TMAs + MTA) – 50% Final Examination (Final) – 50%				ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع				
				أ- مذكرات
Julie C. Meloni	2012	Sams Teach Yourself PHP, MySQL and Apache All in One ISBN-10: 0672335433 ISBN-13: 978-0672335433	Sams Publishing; 5 edition (June 8, 2012)	ب- كتب ملزمة
http://arabou.edu.kw/ Setting up a Windows development environment WAMP (Windows/Apache/PHP/MySQL) (http://www.wampserver.com/en/) . Setting up a Linux development environment LAMP (Linux/Apache/PHP/MySQL) (http://www.lamphowto.com/) . Setting up a development environment XAMP (http://www.apachefriends.org/en/xampp.html) 35 Video lectures on Fundamentals of PHP programming (http://learnerstv.com/Free-Computers-Video-lectures-ltv166-Page1.htm) . 27 Video lectures on Basics of PHP (http://learnerstv.com/Free-Computers-Video-lectures-ltv427-Page1.htm) .				د- دوريات علمية او نشرات

Specialization Requirements - Mandatory 96 CHs

4AD010, Introduction to Art and Design in Context

1. Factual Information بيانات المقرر		
Course Code: 4AD010	Course Title: Introduction to Art and Design in Context	Level: NQF level 4
Module tutor:	Credits / points: 5 / 20	Theory: 3
Module type (Specialism): Applied Computing Sciences	Notional learning hours:	Practical: 4

2. Rationale for the module

عرض اسباب المقرر

This course to design basics and illustration.

1. Design basics:

The course introduces the student to the translation of perception through delineation, drawing, and other descriptive media. Emphasis of the course is on the development of students' motor control by means of freehand and mechanical drawing and by development of analytical and objective observation from life and three-dimensional objects. Also, the course will help the student to learn the basic principles of design, composition, using Colors, Lines and shapes as mediums.

Application is by problem-solving and exploration of the elements and principles in two-dimensional means and in a contemporary mode of expression. This studio introduces the student to the elements and concepts of two-dimensional design compositions. Formal and relational properties of line, shape, form, value, and texture are studied. Studio exercises using various media explore concepts of balance, harmony, repetition, rhythm, scale, proportion, time and motion in 2-dimensional compositions.

The courses "Digital Visualization Studio" (5VC017) and "Visual Narrative" (5VC012) will build on the design basics concepts and skills acquired from this course "Introduction to Art and Design in Context".

2. Illustration:

This course introduces students to illustration as an art and design form of visual communication. It emphasizes the development of problem solving skills from the initial stage to the final implementation stage of image making. It uses drawing techniques such as black

and white, colour schemes, collage and mixed media. Each illustration works as a design vehicle to illustrate ideas and convey messages. Illustration art is used for various types of design applications such as advertisement, storytelling, animation, video films, book design, pictograms, packaging design, traditional publications, editorials and web design. Illustration art involves the usage of various types of writings as a referent point for originating concepts and/or accompanying texts. Therefore, understanding and analyzing the chosen writings are essential for effectively exploring potential visual solutions. Illustration art involves visualization of things seen or remembered or imagined by the illustrator using graphical representations. Students will learn how to reveal information, create ideas that immediately catch the viewers' imaginations, induce pleasing or shaking engagement, stimulate thoughts, feelings, emotions or actions. The more powerful and persuasive the visual idea, the better the message will be remembered. Consequently, illustration has links to the following modules: Elements, Composition and Digital Foundation (4VC013), Digital Photography and Media Production (4VC016), Typography I (4VC016), Typography-II and Computer Graphics (5VC013), Digital Visualization Studio (5VD017), 3D Modelling and Animation Techniques (GE301), Digital Media Design for Mobile Devices (6VC015), Visual Effects, Compositing and Mixed Media Production (5VD019), Visual Narrative (5VC012) and Graduation Project (6VC012).

3. Aims of the module

أهداف المقرر

The aims of the design basics component of the course are:

- Acquire the theory necessary for the practice of design
- Discern the elements and principles of design
- Recognize and appreciate design in nature and all creation
- Acquire the basic terminology of the design profession
- Develop an understanding of "why to do it" as well as "how to do it"
- Appreciate the styles and mannerisms, past and present, in design and to know what makes their uniqueness
- Acquire technical proficiency in the use of the tools and materials of design
- Apply the elements and principles of design to given problems and to exploit their use for one's own creative inspirations.

The aims of the Illustration component of the course are:

To provide a foundation in illustration studies for students wishing to complete the Open University's degree in graphic and multimedia design. The academic purpose of this component of the course is designed to introduce students to the technical, conceptual, and design skills required for image making for various design applications. Learned skills involve the creation of drawings, storytelling, characters, and atmosphere and narrative environments. This course involves portfolios presentations. This component of the course will enable students to:

- Master the essential drawing skills and techniques such as gestalt, light and shadow, relationship, spaces and edges.

- Acquire a comprehensive knowledge, theories, and concepts about illustration and its major roles as an artistic form and visual communication tool.
- Compare types, styles and communication purposes of various illustration art works.
- Develop substance knowledge of drawing techniques, color schemes, art styles, drawing mediums and craftsmanship needed for image making.
- Communicate ideas and design concepts through writing, speaking and visual art making.
- Acquire a competency with the tools and techniques associated with the art of illustration.
- Acquire knowledge of the theoretical, cultural, and historical contexts of art and illustration movements.
- Develop skills of creative thinking techniques and apply them to problem solving.
- Explore interdisciplinary forms of art making such as drawings, collage and mixed media.
- Develop an appreciation and tolerance of diverse perspectives dealing with art and culture.
- Become involved in collaborative art experiences.
- Apply processes of generating ideas and solving problems to illustration assignments.
- Use the elements and principles of design in creative manners to produce aesthetically pleasing compositions.
- Develop self-expression and effective visual communication.
- Use appropriate critical vocabulary to describe and analyse works of art.

4. Pre-requisite modules

المتطلبات السابقة

EL111 – English communication skills I

4VC014 – Introduction to Programming and Interactivity for media Arts

4VC016 – Typography I (G171)

4VC013 – Elements, Composition and Digital Foundation

5. Intended learning outcomes

المستهدف من تدريس المقرر

A. Knowledge and understanding المعلومات و المفاهيم	Learning and teaching strategy اساليب التعليم و التعلم
<p>On completion of the course students will be able to:</p> <p>A1.Get familiar with the design elements: color, shape, line, tone, texture, form, etc.</p> <p>A2. Define the visual rolls of design principles: balance, contrast, cropping, etc. in design.</p> <p>A3.Identify the design elements and principles that satisfy the stated purpose.</p> <p>A4. Demonstrate knowledge and understanding of the role of illustration</p>	<p>Knowledge and understanding is acquired from specially prepared teaching texts supported by:</p> <ul style="list-style-type: none"> • Self-assessment • In-text questions • Reference texts • Multi -media packages • Directed reading • Computer mediated conferencing • Web-based resources • Video and audio tapes.

<p>as a communication tool in graphic and multimedia design.</p> <p>A5.Research, analyze, identify, and apply key aspects of the subject matter, the artistic techniques and the principles of drawing.</p> <p>A6.Use appropriate terminology to describe illustration types, styles, mediums, techniques and processes.</p> <p>A7.Explain, discuss and critique illustration art work, including some reference to the art historical, social, and cultural context.</p>	<p>In addition, the following is used:</p> <ul style="list-style-type: none"> • 60% face- to -face tutorial sessions • Tutor Marked Assignment (TMA work) • Midterm Assessment (MTA) • Course learning booklets and support materials. • PowerPoint presentations. • Lectures, discussions and demonstrations • Critiques and feedback.
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<p>B. Cognitive skills المهارات الذهنية</p>	<p>Learning and teaching strategy اساليب التعليم و التعلم</p>
<p>On completion of the course students will be able to:</p> <p>B1.Enrich skills of combining manual methodologies and materials in order to fulfil certain function.</p> <p>B2.Adopt a creative approach to problem solving and to become self-critical in the editing of the design work.</p> <p>B3.Read text materials and identify key points and concepts that should or could be communicated through an illustration.</p> <p>B4.Select data and information from various sources and analyse and present them on an appropriate manner to support a project and its solution.</p> <p>B5.Communicate effectively visual concepts showing recognition of the target audience and the purpose of the illustrations.</p> <p>B6.Identify key elements of the subject matter needed to be illustrated and its purpose and identify the appropriate artistic techniques and methods for producing illustration projects.</p>	<p>Knowledge and understanding is acquired from specially prepared teaching texts supported by:</p> <ul style="list-style-type: none"> • Self-assessment • In-text questions • Reference texts • Multi -media packages • Directed reading • Computer mediated conferencing • Web-based resources • Video and audio tapes. <p>In addition, the following is used:</p> <ul style="list-style-type: none"> • 60% face- to -face tutorial sessions • Tutor Marked Assignment (TMA work) • Midterm Assessment (MTA) • Course learning booklets and support materials. • PowerPoint presentations. • Lectures, discussions and demonstrations • Critiques and feedback.

C. Practical and professional skills المهارات المهنية الخاصة بالمقرر	Learning and teaching strategy اساليب التعليم و التعلم
<p>On completion of the course students will be able to:</p> <p>C1.Solve design problems by using new visual solutions – systematic approaches.</p> <p>C2.Develop the ability to synthesize into a coherent point of view and communicate it through 2D and 3D formats.</p> <p>C3.Employ technical and artistic skills needed to create highly crafted illustration projects that communicate ideas for specific target audience and for various design applications.</p> <p>C4.Use effectively and creatively elements and principles of design in the creation of illustration projects.</p> <p>C5.Identify and communicate visually alternative solutions.</p> <p>C6.Create effective art composition by applying design principles and appropriate rules of composition.</p>	<p>Knowledge and understanding is acquired from specially prepared teaching texts supported by:</p> <ul style="list-style-type: none"> • Self-assessment • In-text questions • Reference texts • Multi -media packages • Directed reading • Computer mediated conferencing • Web-based resources • Video and audio tapes. <p>In addition, the following is used:</p> <ul style="list-style-type: none"> • 60% face- to -face tutorial sessions • Tutor Marked Assignment (TMA work) • Midterm Assessment (MTA) • Course learning booklets and support materials. • PowerPoint presentations. • Lectures, discussions and demonstrations • Critiques and feedback.

D. Key transferable skills المهارات العامة	Learning and teaching strategy اساليب التعليم و التعلم
<p>On completion of the course students will be able to:</p> <p>D1. Translate verbal meanings into design forms, by using different materials and methodologies.</p> <p>D2.Discuss your work and the work of others with confidence and to offer critical feedback to their classmates.</p> <p>D3.Design, illustrate, and complete individual projects for various purposes and audience in effective and creative manner.</p> <p>D4.Create a portfolio of graphic design and multimedia projects and display finished works in a professional manner.</p> <p>D5.Classify illustrations according to types of design problems, subject matter and applications.</p>	<p>Knowledge and understanding is acquired from specially prepared teaching texts supported by:</p> <ul style="list-style-type: none"> • Self-assessment • In-text questions • Reference texts • Multi -media packages • Directed reading • Computer mediated conferencing • Web-based resources • Video and audio tapes. <p>In addition, the following is used:</p> <ul style="list-style-type: none"> • 60% face- to -face tutorial sessions • Tutor Marked Assignment (TMA work) • Midterm Assessment (MTA) • Course learning booklets and support materials.

D6. Demonstrate an understanding of the demands and expectations of the illustration profession.	<ul style="list-style-type: none"> • PowerPoint presentations. • Lectures • Critiques
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6. Indicative content:

محتوى المقرر

The Design basics component will cover the following topics:

- Design Elements and Principles
- Introduction to materials
- Two-dimensional design compositions
- Line composition
- Shape composition
- Texture composition
- Photo composition
- Transformation of design elements
- Illusion of Space & Value.

Illusion of Motion.

The Illustration component of this course is a studio based; therefore, a text book is not required for this component. The tutor in this course assigns the reading materials. Reading materials cover all the issues and topics related to the course. References and resources are essential for acquiring the necessary knowledge for developing theoretical and technical frameworks. In this class, the teaching and learning processes are based on the given illustration assignments during the semester. Assignments cover the basic principles, skills, techniques, and purposes of various types of illustration. Each assignment addresses a particular topic. All assignments start by researching and analysing the information related to the topic and the subject matter of the illustration, identifying the target audience and the communication objectives of the project. The next stages involve idea exploration, drawing sketches, creating potential solutions and selecting the best idea. Class activities as well as homework are essential for developing the necessary knowledge and skills.

Types of illustration include:

- Editorial Illustration: Relevant to advertising, magazine, newspaper and book publishing.
- Children's Market Illustration: Relevant to book and magazine publishing and advertising.
- Visual Development Illustration: Relevant to storytelling, character, atmosphere, narrative environments, animation and film making
- Packaging: products: Relevant to home goods, apparel, toys, gifts, stationary, skateboards.
- Fine Art Illustration: Relevant to a gallery environment. Emphasis is on self-direction, concept and originality.

Particular emphases of the illustration component will be on the following topics:

1. Problem solving techniques: research and Literature survey, analyses, idea exploration, feedback and critique, idea development and implementation.
2. Drawing mediums: Pencils, charcoal, pen and ink, watercolour, oil, acrylic, pastels, mix media, collage.
3. Drawing Techniques: Hatching and cross-hatching, blending with charcoal and chalk and wash off.
4. Design elements and their types: Value, line, shape, form, texture, size, colour, positive and negative space.
5. Design principles: Balance, unity, repetition, focal point, continuity, emphasis, movement, scale and proportion, direction, contrast, harmony, rhythm.
6. Composition principles: Rule of thirds, Iconic, Leading the eye.
7. Perspective: One-Point Perspective, Two-Point Perspective, Three-Point Perspective.
8. Value: The use of value within artworks (grey scale from 0 to 100 percent Black).
9. Colour: Properties, systems, colour mixing, colour schemes.
10. Lighting: The use of light within the artworks.

7. Assessment strategy, assessment methods:

تقويم الطلاب
الاساليب المستخدمة، التوقيت، توزيع الدرجات

Assessment during course is via:

- Assignments: 40%
 - Tutor marked assignments (TMAs)
 - Weekly Assignments.
 - Individual term project
- Exams: 60%
 - Midterm Assessment (MTA)
 - Final Exam
 - Undeclared Written Tests and Class exams.

8. Mapping of assessment tasks to learning outcomes

ربط التقييم بأهداف المقرر

	Learning outcomes																								
Asses sment tasks	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
TMA	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
MTA			x	x	x	x	x		x	x	x		x	x	x	x	x	x		x	x			x	x
Exam s			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

9. Teaching staff associated with the module اعضاء هيئة التدريس المرتبطين بالمقرر	
Tutor's name and contact details	Contact hours
TBA	TBA

10. Key reading list قائمة الكتب الدراسية والمراجع الملزمة كتب ملزمة				
Author	Year	Title	Publisher	Location
Design Basics				
David A. Lauer, Stephen Pentak	2008	Design Basics: 2D and 3D , International Edition, 8th Edition		
Illustration				
Gerared Quinn	1990	The Encyclopaedia of Illustration	Studio Editions Ltd	London, UK
Lawrence Zeegen, Caroline Roberts		Fifty Years of Illustration	ISBN 13 9781780672793	London, UK
Mike Morrison	1993	The Magic of Image processing	Sams Publishing	Carmel, the USA
Angela Gair	1997	How to draw anything	Parragon	Bristol, UK
Jack Hamm	1963	Drawing the head and figure	Putnam Publishing Group	New York
Stan Smith	1997	Complete guide to drawing and painting: pencils, charcoal, pen and ink, watercolour, oil, acrylic, pastels	Reader's Digest Association Limited	London, UK
Angela Gair	1994	Drawing: A step-by-step drawing techniques	New Holland Publishers Ltd.	London, UK

11. Other indicative text (e.g. websites) قائمة الكتب الدراسية و المراجع غير الملزمة (مثل مواقع الانترنت)
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Design basics:

- S.Balaram, 2011, January, **Thinking Design**, London.
- Norman, Donald. **The Design of Everyday Things**. New York, NY: Doubleday, 1990. The Psychopathology of Everyday Things.

Illustration:

Association of Illustrators (AOI) Creative Review

www.digitalartsonline.co.uk/.../illustration/28-best-illustrator-tutorials-20

www.creativebloq.com/graphic-design/how-create-vector-art-2131975

www.digitalartsonline.co.uk/tutorials/

www.creativebloq.com/digital-art/illustrator-tutorials-1232697

<https://www.pinterest.com/lizozselcuk/illustration-art-tutorials/>

www.digitaltutors.com/software/Photoshop-Illustration-tutorials

4VC012, Studio Practice: Ideas, concepts and communication methods

1. Factual Information بيانات المقرر		
Course Code: 4VC012	Course Title: Studio Practice: Ideas, concepts and communication methods	Level: NQF level 4
Module tutor: Module type (Specialism): Applied Computing Sciences	Credits / points: 5 / 20 Notional learning hours:	Theory: 1.5 Practical: 3.5

2. Rationale for the module

عرض اسباب المقرر

This course is an introduction to the field of graphic design exploring the creation and function of design as a tool of communication. This course focuses on the concepts of original ideas creation and critique. It provides an initial, wide-ranging exploration of visual communication issues and applications. Emphasis will be placed on principles and language of graphic design. This course also introduces the student to the visual communication timeline through surveying and examining selected exemplary works. Using proper analytical skills, main graphic design works will be investigated. Major events that changed design trends will be specifically highlighted to enhance students' learning experience and provides awareness on styles and an appreciation of visual communication practices.

The course provides skills not only essential for fulfilling the objectives of this module, but, also, contributes to other modules of the curriculum, such as Independent Graphic Design Practice (6VC018), and Major Aspects of Visual Communication Projects (6VC019)

3. Aims of the module

أهداف المقرر

This studio-based course aims to develop students understanding of the fundamentals of visual language and design principles. The course provides students with a core knowledge base from which students can build visual problem-solving skills and enhance the ability to plan, create and critically evaluate processes. Students are introduced to visual communication and through the use of basic design strategies and media students will develop an understanding of core principles which underpin effective visual communication and factors which contribute to the creation of meaningful graphics forms.

- This course enables students to:

1. Use visual art perceptions as an instrument for graphic design
2. Establish a positive work ethic in Graphic Design theory and practice
3. Participate in critiques; to begin to understand the importance of dialogue in the creative process
4. Learn about the professional practices of being a creative person
5. Understand graphic design as a tool for communicating information, concepts and emotions
6. Apply the elements and principles of design in their own graphic design endeavors
7. Discuss the impact of commercial art in today's society
8. Realize the implication and application at various media and their functions in graphic design
9. Critically evaluate, develop arguments and demonstrate effective communication skills in the presentation of ideas and visual solutions.

4. Pre-requisite modules

المتطلبات السابقة

Students should have completed study of the following course:

English communication skills I (EL111)

5. Intended learning outcomes

المستهدف من تدريس المقرر

A. Knowledge and understanding المعلومات و المفاهيم	Learning and teaching strategy اساليب التعليم و التعلم
<p>On completion of the course students will be able to:</p> <p>A1. Understand contemporary visual communication concepts, media and images, and their role in contemporary society.</p> <p>A2. Understand the graphic design functions of relating ideas, objects, and materials.</p>	<ul style="list-style-type: none"> • 50% face- to -face tutorial sessions • Tutor Marked Assignment (TMA work) • Midterm Assessment (MTA) • Course learning booklets and support materials. • PowerPoint presentations. • Lectures, discussions and demonstrations

A3. Explore and gain understanding of visual logic A4. Hands-on experiences that provide students opportunities to think and create visual messages.	<ul style="list-style-type: none"> • Critiques and feedback.
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B. Cognitive skills المهارات الذهنية	Learning and teaching strategy اساليب التعليم و التعلم
On completion of the course students will be able to: B1. Develop critical thinking skills regarding the ways contemporary visual media shapes societal attitudes and behaviors. B2. Skill development in producing efficient visual communication messages B3. Develop mature understanding of the relationship between visual form and meaning B4. Achieve different approaches in graphic design to solving problems and be able to communicate results accurately with structured and coherent arguments.	<ul style="list-style-type: none"> • 50% face- to -face tutorial sessions • Tutor Marked Assignment (TMA work) • Midterm Assessment (MTA) • Course learning booklets and support materials. • PowerPoint presentations. • Lectures, discussions and demonstrations • Critiques and feedback.

C. Practical and professional skills المهارات المهنية الخاصة بالمقرر	Learning and teaching strategy اساليب التعليم والتعلم
On completion of the course students will be able to: C1. Employ self-selected creative thinking and problem-solving techniques in a wide range of practical settings and situations. C2. Collaborate effectively in creative thinking and design problem-solving.	<ul style="list-style-type: none"> • 50% face- to -face tutorial sessions • Tutor Marked Assignment (TMA work) • Midterm Assessment (MTA) • Course learning booklets and support materials. • PowerPoint presentations. • Lectures, discussions and demonstrations • Critiques and feedback.

D. Key transferable skills المهارات العامة	Learning and teaching strategy اساليب التعليم و التعلم
On completion of the course students will be able to: D1. Deal with complex issues, generate concepts and successfully communicate	<ul style="list-style-type: none"> • 50% face- to -face tutorial sessions • Tutor Marked Assignment (TMA work) • Midterm Assessment (MTA)

ideas through visual, written and/or oral means. D2. Adapt the learned information that affected the historical evolution of graphic design to today's changing technologies.	<ul style="list-style-type: none"> • Course learning booklets and support materials. • PowerPoint presentations. • Lectures, discussions and demonstrations • Critiques and feedback.
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6. Indicative content:

محتوى المقرر

The course focuses on the following topics:

1. Introduction and overview of fundamentals of graphic design
2. Overview of graphic design history, contemporary profession and creative design process.
3. Graphic design procedural theory and practice
4. Applying graphic design problem solving techniques
5. Working with Design Limitations
6. Social/Historical Design Context and/or Practical Application
7. Visual communication issues and applications
8. The Visual Communication Mode: Analyze communication concepts; discuss "how we see."
9. Understanding Why We See: Consider visual elements and perceptual theories.
10. Ethical Concerns in Visual Communication: Recognize issues in the form and the content of communicating visually.
11. Analyzing a Visual Message: Develop a procedure for analysis of a visual message; apply multiple perspectives with an eye on the media.

Assignments:

- Semester Sketchbook
- Students are expected to keep a sketchbook where design exercises and thought processes will be recorded. This book will be reviewed weekly and discussed on a one on one basis with the instructor.
- A minimum of five studio assignments
- Final Portfolio Projects
- Students will be required to maintain a portfolio of practical that should show evidence of material that they have collated and used to inform the development of their creative work as well as their general personal development.
- Group critiques and presentations aid the initial assessment of work. .
- Formative and summative tutor assessment.

7. Assessment strategy, assessment methods:

تقويم الطلاب

الاساليب المستخدمة، التوقيت، توزيع الدرجات

Assessment during course is via:

- Assignments: 40%

- Tutor marked assignments (TMAs)
- Weekly Assignments.
- Individual term project
- Exams: 60%
 - Midterm Assessment (MTA)
 - Final Exam
 - Undeclared Written Tests and Class exams.

8. Mapping of assessment tasks to learning outcomes ربط التقييم بأهداف المقرر																
Assessment tasks	Learning outcomes															
	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
TMA	X	X	X	X	X	X	X	X	X	X			X	X		
MTA	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X
Exams	X	X	X	X	X	X	X	X	X	X			X	X		

9. Teaching staff associated with the module اعضاء هيئة التدريس المرتبطين بالمقرر	
Tutor's name and contact details	Contact hours
Ph.D. Holders specialised in Graphic Design or MFA in Graphic Design TBA	TBA

10. Key reading list قائمة الكتب الدراسية و المراجع الملزمة كتب ملزمة				
Author	Year	Title	Publisher	Location
Landa, Robin	2001	Graphic Design Solutions	Thomson Learning	Boston, USA
Reznick, Elizabeth	2003	Design for Communication	John Wiley & Sons	Boston, USA
White, Alexander	2002	Elements of Graphic Design	Watson-Guptill	USA
Dabner David	2013	Graphic design school: The principles and practice of graphic design	Thames & Hudson	London, UK
Tappenden Curtis, Jefford Luke, Farris Stella	2006	Foundation course: Graphic Design	Cassell Illustrated	London, UK

11. Other indicative text (e.g. websites)

قائمة الكتب الدراسية و المراجع غير الملزمة (مثل مواقع الانترنت)
مذكرات، كتب مقترحة، دوريات علمية او نشرات

justcreative.com/2008/02/25/99-graphic-design-resources

[http://psd.tutsplus.com/articles/web/16-great-graphic-design-blogs-and-](http://psd.tutsplus.com/articles/web/16-great-graphic-design-blogs-and-sites/http://psd.tutsplus.com/articles/web/16-great-graphic-design-blogs-and-sites/)

[sites/http://psd.tutsplus.com/articles/web/16-great-graphic-design-blogs-and-sites/](http://psd.tutsplus.com/articles/web/16-great-graphic-design-blogs-and-sites/)

<http://blog.fidmdigitalarts.com/>

<http://www.slideshare.net/rschaff1/class-3-principles-6583866>

[http://www.slideshare.net/alexawheeler/publication-design-chapter-](http://www.slideshare.net/alexawheeler/publication-design-chapter-02)

[02http://www.slideshare.net/alexawheeler/publication-design-chapter-02](http://www.slideshare.net/alexawheeler/publication-design-chapter-02)

4VC013, Elements, Composition and Digital Foundation

1. Factual Information بيانات المقرر		
Course Code: 4VC013	Course Title: Elements, Composition and Digital Foundation	Level: NQF level 4
Module tutor:	Credits / points: 5 / 20	Theory: 3
Module type (Specialism): Applied Computing Sciences	Notional learning hours:	Practical: 4

2. Rationale for the module

عرض اسباب المقرر

This course consists of two complementary parts: an introduction to digital foundations and elements and composition.

Digital foundations:

This part introduces students to fundamental principles and applications of design, emphasizing critical and cultural awareness of design issues and developing of technical skills. The notion of creative problem solving is particularly emphasized. Students develop expertise in major industry standard software packages. This part of the course lays the foundation for further study of design. It is designed to give students an introduction to the basic theory of computing and a broad appreciation of how computers are used in design. Students should gain hands on experience of the basic of graphic applications.

The course "Visual Narrative" (5VC012) will build on the concepts and skills that acquired from this part of the course "Elements, Composition and Digital Foundation" (4VC013).

Graphic elements and composition:

This part introduces students to the basics of realistic drawing. The following key concepts are explored in relation to drawing and composition: gestalt, light & shadow, relationship, spaces and edges. In addition, the course explores the various qualities of line, shape, texture, colour, value, size, contour drawing and shading techniques. It provides theories and techniques related to drawing and composition for developing skills associated with observation, perception, concepts and mediums. The learning of elements and composition includes: critiques discussions, demonstrations and feedbacks. Beside the free-hand techniques, Adobe Photoshop and Adobe Illustrator are used for creating images and compositions. Also, free-hand images could be scanned and further developed electronically. This course is necessary for various areas of graphic and multimedia design modules; such as Illustration, 3D Modeling & Animation Techniques, Visual Effects & Compositing, Packaging, storyboarding, Comics, Introduction to Advertising, Graphic Identity and Branding, Design Basics, Digital Visualization Studio and Graduation Project.

3. Aims of the module

أهداف المقرر

The aims of the digital foundations component of the course are to:

- introduce basic digital media production skills
- effectively communicate 2D and 3D compositions and products using digital media (using a computer-aided drafting system)
- develop an appreciation of the role of graphical software applications in the area of graphic design
- extend and enrich the knowledge using graphical software applications for different types of graphic design
- impart practical knowledge of using graphical software applications through hands on training
- learn to utilize digital media as drafting systems to become more productive

The aims of the graphic elements and composition component of the course are to provide a crucial foundation related to elements and composition for students wishing to complete the Arab Open University's degree in graphic and multimedia design technologies. The academic purpose relating to this course is designed to introduce learners to the technical, conceptual, and perceptual skills required for drawing images and creating compositions for various design applications. This part of the course enhances commitment to learning, investigation, exploration, experimentation, and development of the following: perceptual approach (drawing from direct observation), technical approach (media and skill), formal approach (understanding and expressive use of visual language and media), conceptual approach (analytical/intellectual/intuitive understanding), verbal/critical (descriptive, analytical,

interpretive, judgment), effort, investment of time, energy, commitment to achievement, craftsmanship, timely completion.

The graphic elements and compositions part of the course will enable students to:

1. Acquire profound perceptual and technical knowledge about the following key concepts of drawing: gestalt, light and shadow, edges, relationship and spaces.
2. Understand the following principles of gestalt and visual perception theory: similarity, good continuity, closure, proximity, figure and ground and common fate.
3. Acquire a profound knowledge about the elements of art and design and their properties: point, line, shape, texture, colour, value, size and space.
4. Acquire perceptual, conceptual, technical and formal knowledge of the various qualities of the elements of art and design and distinguish the expression and meaning of each quality.
5. Acquire a profound knowledge of the principles of art and design and their properties: proportion, repetition, balance, harmony, rhythm, emphasis, focal point, unity, variation, contrast, movement and direction.
6. Understand the perceptual and functional and dynamic relationship between the elements and principles of art and design.
7. Acquire an understanding of the principles and types of two dimensional shapes and three-dimensional forms.
8. Acquire a profound knowledge of the principles and techniques of perspective, and understand the relationships between perspective, vanishing points, point of views, light and shadow, value, colour, size and distance.
9. Acquire a substance knowledge and technical skills of the applications of drawing mediums, such as, graphite, charcoal, water colour, ink, conte crayon, pastel, collage and mix media.
10. Develop a substance understanding of rendering techniques, tools, colour schemes, art styles and craftsmanship for image making.
11. Acquire a comprehensive knowledge of the following rules of composition: the rule of third, the golden ratio, the arrangements of light and heavy elements, light and dark values, cool and warm colours, small and big forms, figure and background and positive and negative spaces.
12. Learn effectively to apply the elements and principles of drawing and the rules of composition to the context of the subject matter and tie them together in one whole artwork.
13. Develop observation skills, practice memory recollection and focus attention to details and relationships.
14. Develop an artistic self-expression skill and an ability to convey meanings, interpretations and ideas.
15. Acquire a competency with the traditional and electronic tools and techniques associated with the art of drawing and composition and their terminology.
16. Acquire a substance knowledge of the roles of cultural, social, artistic values in the art of drawing, and develop skills of evaluating, appreciating and criticizing drawing artworks.
17. Develop perceptual, technical, artistic and methodical skills for handling subject matters, such as, problem solving, exploring potential solutions, analysing and interpreting verbal and visual information, communicating ideas, conveying meanings and expressing moods, emotions and feelings.

18. Create aesthetically pleasing drawing and composition artworks of various subject matters.

4. Pre-requisite modules

المتطلبات السابقة

EL111 – English communication skills I

TU170 – Learning Online

5. Intended learning outcomes

المستهدف من تدريس المقرر

A. Knowledge and understanding المعلومات و المفاهيم	Learning and teaching strategy اساليب التعليم و التعلم
<p>On completion of the course students will be able to:</p> <p>A1. Understand the logical steps of the implementation and the application for creating designs / problem solving.</p> <p>A2. Understand and use the tools and techniques of the graphical software in the field of graphic design.</p> <p>A3. Create high-resolution, true color image file industry-standard file formats for presentations, prepress, or any other application requiring top-quality images.</p> <p>A4. Describe the key concepts of drawing: gestalt, light and shadow, edges, relationship and spaces.</p> <p>A5. Recognize the principles of gestalt and their functions in existing drawing and composition artworks.</p> <p>A6. Identify and explain the rules of composition.</p> <p>A7. Use appropriate terminology for describing concepts, drawings, compositions, methods, techniques, tools, art mediums and materials.</p>	<p>Knowledge and understanding is acquired from specially prepared teaching texts supported by:</p> <ul style="list-style-type: none"> • Self-assessment • In-text questions • Reference texts • Multimedia packages • Directed reading • Computer mediated conferencing • Web-based resources • Video and audio tapes. <p>In addition, the following is used:</p> <ul style="list-style-type: none"> • 60% face- to -face tutorial sessions • Tutor Marked Assignment (TMA work) • Midterm Assessment (MTA) • Course learning booklets and support materials. • PowerPoint presentations. • Lectures. • Outdoor activities. • Demonstrations. • Critiques and feedback.

B. Cognitive skills المهارات الذهنية	Learning and teaching strategy اساليب التعليم و التعلم
<p>On completion of the course students will be able to:</p> <p>B1. Develop the ability to use computer applications for processing images and</p>	<p>Knowledge and understanding is acquired from specially prepared teaching texts supported by:</p> <ul style="list-style-type: none"> • Self-assessment • In-text questions

<p>for drawing, tracing and producing promotional materials and Designs.</p> <p>B2. Explain the computer graphics workflow and discuss the relation among different computers applications.</p> <p>B3. Explain, discuss and compare various drawings styles, techniques, mediums and processes.</p> <p>B4. Demonstrate an understanding of the properties, qualities, functions, relationship, dynamics and meanings of the elements and principles of art and design.</p> <p>B5. Critically analyze drawings and compositions within their historic and cultural context.</p> <p>B6. Identify and explain the principles of two and three-dimensional shapes and forms and their link to perspective, point of view, light and shadow, value, color, size and distance.</p>	<ul style="list-style-type: none"> • Reference texts • Multi -media packages • Directed reading • Computer mediated conferencing • Web-based resources • Video and audio tapes. <p>In addition, the following is used:</p> <ul style="list-style-type: none"> • 60% face- to -face tutorial sessions • Tutor Marked Assignment (TMA work) • Midterm Assessment (MTA) • Course learning booklets and support materials. • PowerPoint presentations. • Lectures. • Outdoor activities. • Demonstrations. • Critiques and feedback.
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C. Practical and professional skills المهارات المهنية الخاصة بالمقرر	Learning and teaching strategy اساليب التعليم و التعلم
<p>On completion of the course students will be able to:</p> <p>C1. Creating a time management method, using a part of the 5 approaches theory “What, Why and How” and developing students background of using PC for visual aids.</p> <p>C2. Realize the implication and application at various media and their functions in graphic design.</p> <p>C3. Creatively and skillfully use drawing mediums for rendering subject matters of drawing artworks.</p> <p>C4. Apply the elements and principles of drawing and the appropriate rules of composition to the context of the subject matter and tie them together in one whole artwork.</p> <p>C5. Demonstrate competency with the traditional and electronic tools and techniques associated with the art of drawing and composition and their terminology.</p>	<p>Knowledge and understanding is acquired from specially prepared teaching texts supported by:</p> <ul style="list-style-type: none"> • Self-assessment • In-text questions • Reference texts • Multi -media packages • Directed reading • Computer mediated conferencing • Web-based resources • Video and audio tapes. <p>In addition, the following is used:</p> <ul style="list-style-type: none"> • 60% face- to -face tutorial sessions • Tutor Marked Assignment (TMA work) • Midterm Assessment (MTA) • Course learning booklets and support materials. • PowerPoint presentations. • Lectures. • Outdoor activities. • Demonstrations. • Critiques and feedback.

C6. Perform highly crafted drawings and compositions for various art and design applications.	
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D. Key transferable skills المهارات العامة	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p> <p>D1. Using the appropriate software for brainstorming, sketching drafts of ideas in addition to practical knowledge will create skill sets necessary for careers in the field of graphic design.</p> <p>D2. Appreciating the professionalism, follow a plan of digitize and process an image to create an understanding computer graphic workflow.</p> <p>D3. Undertake collaborative drawing projects work</p> <p>D4. Demonstrate the ability and versatility to create drawings and compositions for various purposes.</p> <p>D5. Demonstrate perceptual, technical, artistic and methodical skills for handling subject matters, such as, problem solving, exploring potential solutions, analysing and interpreting verbal and visual information, communicating ideas, conveying meanings and expressing moods, emotions and feelings.</p> <p>D6. Demonstrate a creative ability to convey meanings, and ideas within drawing artworks.</p>	<p>Knowledge and understanding is acquired from specially prepared teaching texts supported by:</p> <ul style="list-style-type: none"> • Self-assessment • In-text questions • Reference texts • Multi -media packages • Directed reading • Computer mediated conferencing • Web-based resources • Video and audio tapes. <p>In addition, the following is used:</p> <ul style="list-style-type: none"> • 60% face- to -face tutorial sessions • Tutor Marked Assignment (TMA work) • Midterm Assessment (MTA) • Course learning booklets and support materials. • PowerPoint presentations. • Lectures. • Outdoor activities. • Demonstrations. • Studio Critiques and feedback.

6. Indicative content:

محتوى المقرر

The digital foundations component will cover the following topics:

- Computer and digital media skills for graphic design
- Layout design
- Building and controlling Documents
- Color management, color theory and applications skills for graphic design.
- Prepress, paper selection and specification, ink systems, output technology, printing presses.
- Elements and principles of Two-dimensional Design

- Introduction and advanced topics in using Graphic Design software such as Illustrator, Photoshop and InDesign
- Advanced topics in Layers and Masking
- Color Adjustment

The Graphic elements and composition component provides the following:

Knowledge of the basic theoretical, perceptual, conceptual, technical, observational and artistic skills relevant to the creation of drawings and compositions. Studio sessions focus on processes of art making experiences. This course prepares students to draw and create compositions of any subject matter by implementing the elements and principles of drawing and the rules of composition. The course provides knowledge of the properties and qualities of point, line, shape, form, texture, colour, size and space. Also, it shows how each of these elements has the power of expressing various emotions, feelings, expressions and ideas by changing its quality or some of its properties.

The course explores a wide range of drawing strategies. It provides essential knowledge of observational skills such as gestalt, light and shadow, relationships, spaces and edges. Discussions include explanations of the use of imagination and memory recollection in the enhancement of drawing skills. Students learn to create depth by using one point and two points perspectives. Students learn to use methods of rendering objects such as colour schemes, harmony, balance and contrast. Also, students gain substance knowledge and relevant skills to the use of art mediums such as graphite, charcoal, water colour, ink, conte crayon, colour pastel, collage and mix media.

Art demonstrations encompass explanations of the rule of third, the golden ratio. Learning the functions of the following concepts improves the making of the art of composition: cool and warm colours, small and big elements, figure and ground, positive and negative spaces and arrangements of light and heavy elements. Studying the art of drawing from reality involves the usage of particular devices such as “picture planes”, “grids” and scaling proportions. These devices improve the transitions to a subject matter from its three-dimensional form into two dimensional surfaces. Ways of seeing involve selecting a particular position and angle of the subject matter. During this course, students learn to draw contour lines of objects, create sketches and thumbnails. Also, students learn and apply careful observations, interpretations, evaluation and translations of what is seen during the act of drawing. These skills continue to develop throughout the art making experiences.

Studio critiques, class discussions and short research assignments provide a unique opportunity for students to engage in a critical discourse using a common vocabulary of art and design. Students submit assignments in the dew time for evaluation. Throughout the course, students experience a variety of concepts and approaches which are planned to help them demonstrate their abilities and their versatility with specific techniques, problem solving and ideation. The tutor in this course assigns the reading materials. References and resources are essential for acquiring the necessary knowledge for developing theoretical and technical frameworks.

The elements and composition component cover the following types of subject matter:

- Landscape drawings

- Still life drawings
- Portrait and self-portrait
- Figure study from nature
- Drawing from imagination

7. Assessment strategy, assessment methods:

تقويم الطلاب

الاساليب المستخدمة، التوقيت، توزيع الدرجات

Assessment during course is via:

- Assignments: 40%
 - Tutor marked assignments (TMAs)
 - Weekly Assignments.
 - Individual term project
- Exams: 60%
 - Midterm Assessment (MTA)
 - Final Exam
 - Undeclared Written Tests and Class exams.

8. Mapping of assessment tasks to learning outcomes

ربط التقييم بأهداف المقرر

	Learning outcomes																								
Asses ment tasks	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
TMA	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
MTA			X	X	X	X			X	X	X		X	X	X	X	X			X	X	X			X
Exam s			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

9. Teaching staff associated with the module

اعضاء هيئة التدريس المرتبطين بالمقرر

Tutor's name and contact details	Contact hours
Ph.D. Holders specialised in Graphic Design or MFA in Graphic Design TBA	TBA

10. Key reading list

قائمة الكتب الدراسية و المراجع الملزمة
كتب ملزمة

Author	Year	Title	Publisher	Location
Digital Foundation				

10. Key reading list قائمة الكتب الدراسية و المراجع الملزمة كتب ملزمة				
Author	Year	Title	Publisher	Location
Adobe Press	2010	Adobe Creative Team: Classroom in a book – Adobe Photoshop	Adobe Press.	New York, USA.
Holtzschue, L. and Noriega, E	1997	Design Fundamentals for the Digital Age	John Wiley & Sons, INC	USA
Graphical elements and Composition				
Betty Edwards.	2014	The New Drawing on the Right side of the Brain	Jeremy P. Tarcher/Putnam A member of Penguin Putnam Inc.	New York
Angela Gair	1998	How to draw anything	Parragon	London, the UK
Stan Smith	1997	The complete guide to drawing and painting	The Reader's Digest Associated Limited	London, the UK
Jack Hamm	1963	Drawing the head and figure	The Putnam Publishing Group.	New York
Bays, P. M., Gorgoraptis, N., Wee, N., Marshall, L., & Husain, M.	2011	Temporal dynamics of encoding, storage and reallocation of visual working memory	Journal of Vision, 11, 1- 15.	
Arnheim R		Art and Visual Perception		
Arnheim R	1969	The art o visual thinking	University of California Press	Berkeley, UAS

11. Other indicative text (e.g. websites) قائمة الكتب الدراسية و المراجع غير الملزمة (مثل مواقع الانترنت) مذكرات، كتب مقترحة، دوريات علمية او نشرات
<p>Digital foundation:</p> <ul style="list-style-type: none"> - S.Balaram, 2011, January, Thinking Design, London. - Norman, Donald. The Design of Everyday Things. New York, NY: Doubleday, 1990. The Psychopathology of Everyday Things. <p>Graphic elements and composition:</p> <p>http://www.adobe.com www.brusheezy.com www.psdtuts.com www.ndesign-studio.com/resources/tutorials http://www.tutorialized.com http://www.drawing-faces-and-caricatures-made-easy.com/drawing-basics.html#basic http://www.arttutor.com/video/mediums</p>

www.microsoftvirtualacademy.com/
www.microsoftvirtualacademy.com/.../fundamentals-of-visual-studio-onl
www.drawspace.com/lessons
thevirtualinstructor.com/freedrawinglessons.html
www.toadhollowstudio.com/drawing_and_inspiration.html
<https://www.pinterest.com/todaysplans/free-drawing-lessons/>
www.dragoart.com/

4VC014, Introduction to Programming and Interactivity for Media Arts

1. Factual Information بيانات المقرر		
Course Code: 4VC014	Course Title: Introduction to Programming and Interactivity for Media Arts	Level: NQF level 4
Module tutor:	Credits / points: 5 / 20	Theory: 3
Module type (Specialism): Applied Computing Sciences	Notional learning hours:	Practical: 4

2. Rationale for the module

عرض اسباب المقرر

This course is an introduction to the concepts of interactivity & the field of media art. It also introduces the student to programming. It vitally concentrates on the act of perception of Arts & Design, following the history of multimedia & and digital tools as media for artistic exploration in relation to print, media art, & interactivity. The course includes discussion of the potential ideas related to interactivity, with focus on required skills for creating interactive work.

This course introduces and expands the concepts, aesthetics, and techniques critical to the exploration and authoring of interactive art and design works. The conceptual framework of the course includes an understanding of the psychological and cultural/social contexts of interactive media access, media ecologies, content composition, sensing of physical environments, spatial narratively, venue development, and the basics of programming.

Aesthetic and technical reinforcement of this conceptual base will explore human computer interactions; user/audience interface design and development; interactive logic, author-audience dialogue; meta data/multimedia asset acquisition and authoring environments; development and integration; patch processing; interactive scripting techniques and interactive

sonic/video environments. The emphasis in this course is on experimentation and making your work distinctive.

This course is also meant to provide the students with the conceptual foundation of programming including the main basics of program control structure and Java object-oriented programming including programmer-defined classes and java class libraries.

The courses "Digital and Emerging Media Design I" (5VC015), "Introduction to Art and Design in Context" (4AD010), and "Critical and Contextual Issues in Art and Design" (5AD008) will build on the concepts and skills that acquired from this course "Introduction to Programming and Interactivity for Media Arts" (4VC014).

3. Aims of the module

أهداف المقرر

This course is aimed to:

- Realize the production of interactive media designs.
- Understand the differences between design for print and screen.
- Develop and apply skills in multi-media design technology for desktop and the Web
- Demonstrate basic skills in using the latest media art development tools.
- Draw inspiration from the history of artists and designers who explore ideas and applications of interactivity
- Gain practical experience with basic electronics, coding, and other techniques of digital art production
- Develop experimental art, interactive objects, and responsive environment projects based on conceptual assignments
- Research digital and experimental art works and trends

المتطلبات السابقة

Students should have completed study of the following course:

English communication skills I (EL111)

5. Intended learning outcomes

المستهدف من تدريس المقرر

A. Knowledge and understanding المعلومات و المفاهيم	Learning and teaching strategy اساليب التعليم و التعلم
On completion of the course students will be able to: A1. Introduce and expand the theoretical concepts that form the foundations of interactive art including media developments and equivalents/translations from multidisciplinary art forms and art history.	- Knowledge and understanding is acquired from specially prepared teaching texts supported by: <ul style="list-style-type: none"> • Self-assessment • In-text questions • Reference texts • Multi -media packages • Directed reading • Computer mediated conferencing • Web-based resources • Video and audio tapes.

<p>A2. Understanding of the technologies and production methods unique to digital design for screen-based applications.</p> <p>A3. Visually depict digital motion/sound integration</p> <p>A4. Demonstrate an understanding of the design and programming processes;</p> <p>A5. Demonstrate knowledge of the main constructs and mechanisms in Java.</p> <p>A6. Demonstrate knowledge of the main concepts of object-oriented programming</p> <p>A7. Demonstrate an understanding of the techniques used in developing a medium Java windows application.</p>	<ul style="list-style-type: none"> • 100% face-to-face tutorial sessions • TMA, MTA and final exam • Text Book and support material
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<p>B. Cognitive skills المهارات الذهنية</p>	<p>Learning and teaching strategy اساليب التعليم و التعلم</p>
<p>On completion of the course students will be able to:</p> <p>B1. Combine graphic skill and appreciation with creativity and research.</p> <p>B2. Able to solve problems during the process of producing screen-based applications</p> <p>B3. describe and apply key concepts and techniques in software design and development</p> <p>B4. Describe and apply key concepts of object-oriented programming</p> <p>B5. Analyze and abstract away from the details of a problem</p> <p>B6. Design and formulate an appropriate solution to a problem and evaluate it.</p>	<p>- Cognitive skills are acquired from specially prepared teaching texts supported by:</p> <ul style="list-style-type: none"> • Self-assessment • In-text questions • Reference texts • Multi -media packages • Directed reading • Computer mediated conferencing • Web-based resources • Video and audio tapes. • 100% face-to-face tutorial sessions • TMA, MTA and final exam • Text Book and support material

<p>C. Practical and professional skills المهارات المهنية الخاصة بالمقرر</p>	<p>Learning and teaching strategy اساليب التعليم و التعلم</p>
<p>On completion of the course students will be able to:</p> <p>C1. Enable students to articulate ideas and communicate effectively within development teams.</p> <p>C2. Establish a confident base of digital tools and technique for the realization of works</p>	<p>- Practical and professional skills are acquired from specially prepared teaching texts supported by:</p> <ul style="list-style-type: none"> • Self-assessment • In-text questions • Reference texts • Multi -media packages

<p>that exemplify and expand the theoretical base of interactive new media</p> <p>C3.assemble, program, develop, Java programs</p> <p>C4.use software tools such as a Java IDE;</p> <p>C5.use appropriate programming skills;</p> <p>C6.develop user programmer-defined class in Java.</p>	<ul style="list-style-type: none"> • Directed reading • Computer mediated conferencing • Web-based resources • Video and audio tapes. • 100% face-to-face tutorial sessions • TMA, MTA and final exam • Text Book and support material
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D. Key transferable skills المهارات العامة	Learning and teaching strategy اساليب التعليم و التعلم
<p>On completion of the course students will be able to:</p> <p>D1.Build insight into the psychological and cultural/social contexts that define interactive media access and interpretation and lay the foundation for the evolution of future forms.</p> <p>D2.Provide students with specialist practical and theoretical skills in the development of content for screen-based applications.</p> <p>D3.Find information from a range of sources to support a task;</p> <p>D4.Plan medium tasks;</p> <p>D5. Use Java libraries;</p> <p>D6.Use appropriate numerical, mathematical and abstraction skills.</p>	<p>- Key transferrable skills are acquired from specially prepared teaching texts supported by:</p> <ul style="list-style-type: none"> • Self-assessment • In-text questions • Reference texts • Multi -media packages • Directed reading • Computer mediated conferencing • Web-based resources • Video and audio tapes. • 100% face-to-face tutorial sessions • TMA, MTA and final exam • Text Book and support material

6. Indicative content:

محتوى المقرر

1. Interactivity for Media Arts

- History of genre Interactive art
- Visual perception and Active Vision
- Evolution of Media Arts & Design
- Conceptual Origins of Interactive Expressions
- Performance Art and Interaction
- Tools and technology for screen-based applications
- Production requirements
- Design and Navigation for screen-based applications
- The project development sequence of concept, sketches, storyboard, prototype, progress reports, and final presentation
- Introduction to basic Web design principles

2. Programming

Introduction

- Introduction to Computers, the Internet and the Web
- Introduction to Programming and Introduction to Classes and Objects
- Introduction to Java Applications
- Introduction to Classes and Objects
- Control Statements, Methods and Arrays
- Control Statements: Part 1
- Control Statements: Part 2
- Methods: A Deeper Look
- Arrays and Array Lists
- Object Oriented Programming
- Classes and Objects: A Deeper Look
- Object-Oriented Programming: Inheritance
- Object-Oriented Programming: Polymorphism
- Exception Handling

Object Oriented Design with the UML

- (Optional) ATM Case Study, Part 1: Object-Oriented Design with the UML
- (Optional) ATM Case Study, Part 2: Implementing an Object-Oriented Design

7. Assessment strategy, assessment methods:

تقويم الطلاب
الاساليب المستخدمة، التوقيت، توزيع الدرجات

Assessment during course is via:

- Tutor marked assignments (TMAs)
- Weekly Assignments.
- Undeclared Written Tests and Class exams.
- Individual term project
- Midterm Assessment (MTA)
- Final Exam

TMA Work: 20%

MTA: 30%

Final Exam: 50%

8. Mapping of assessment tasks to learning outcomes

ربط التقييم باهداف المقرر

Assessment Tasks	Learning Outcomes																								
	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
TMA	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
MTA			x	x	x		x	x	x	x	x	x	x	x	x	x	x		x	x	x	x			x
Exams			x	x	x		x	x	x	x	x	x	x	x	x	x	x		x	x	x	x			x

9. Teaching staff associated with the module اعضاء هيئة التدريس المرتبطين بالمقرر	
Tutor's name and contact details	Contact hours
Ph.D. Holders specialised in Graphic Design or MFA in Graphic Design TBA	TBA

10. Key reading list قائمة الكتب الدراسية و المراجع الملزمة كتب ملزمة				
Author	Year	Title	Publisher	Location
Caroline A. Jones	2006	Sensorium: Embodied Experience, Technology, and Contemporary Art	MIT Press ISBN: 9780262101172	London, UK
Reiser, Zapp	1999	New Screen Media: Cinema, Art, Narrative	BFI Publishing	London, UK
Paul Deitel and Harvey Deitel	2012	Java How to Program (early objects)	Prentice Hall	
Liang	2013	Introduction to Java Programming, Brief Version, 9/E	Prentice Hall	
Gaddis	2013	Starting Out with Java: From Control Structures through Objects, 5/E	Addison-Wesley	
Lewis & Loftus	2012	Java Software Solutions: Foundations of Program Design, 7/E	Addison-Wesley	
Lewis, DePasquale & Chase	2011	Java Foundations: Introduction to Program Design and Data Structures, 2/E	Addison-Wesley	
Savitch	2012	Java: An Introduction to Problem Solving and Programming, 6/E	Addison-Wesley	
Barnes & Kölling	2012	Objects First with Java: A Practical Introduction Using BlueJ, 5/E	Prentice Hall	

11. Other indicative text (e.g. websites)

قائمة الكتب الدراسية و المراجع غير الملزمة (مثل مواقع الانترنت)
مذكرات، كتب مقترحة، دوريات علمية او نشرات

- The Art of Interactive design-Chris Crawford, No Starch Press (San Francisco)
- <http://www.spicynodes.org>
- <http://www.panix.com> (major source of Multimedia artists websites)
- <http://lovingmixedmedia.com/>
- <http://www.videoart.net>
- <http://jc-schools.net>
- www.arabou.edu.kw
- <http://www.pearsonhighered.com/deitel/>
- <http://learnerstv.com/Free-Computers-Video-lectures-ltv006-Page1.htm> (37 Videos)
- Programming Methodology Video Lecture Course (28 Videos from Stanford Engineering) (<http://learnerstv.com/video/Free-video-Lecture-9537-Computers.htm>)
- 27 Videos on Intermediate Java Tutorial (<http://learnerstv.com/video/Free-video-Lecture-12538-Computers.htm>)

5AD008, Typography-I

1. Factual Information بيانات المقرر		
Course Code: c	Course Title: Typography-I	Level: NQF level 4
Module tutor:	Credits / points: 5 / 20	Theory: 3
Module type (Specialism): Applied Computing Sciences	Notional learning hours:	Practical: 4

2. Rationale for the module

عرض اسباب المقرر

This course provides a comprehensive theoretical and practical knowledge about the evolution of typography, principles, concepts, technology, techniques, terminology, functions, communication, usage and aesthetics of letter forms and typefaces. The course provides a substance knowledge and explores communicative, technical, functional and aesthetic characteristics of letterforms. In this course students learn to apply their acquired knowledge to various design publications such as ads, posters, magazines, newspapers, packages and book design. The course provides skills not only essential for fulfilling the objectives of this module,

but, also, contributes to other modules of the curriculum, such as Typography-II and Computer Graphics (5VC013), Digital Visualization Studio (5VC017), Visual Narrative (5VC012), and Graduation Project (6VC012).

3. Aims of the module

أهداف المقرر

This course is aimed at the students who wish to complete the Open University's degree in Graphic and Multimedia Design program. The academic purpose of this course is planned to introduce students to the basic methods, techniques, styles, aspects and principles of letterforms. It focuses on the anatomy of letterforms, gestalt theory and typography, the elements and principles of design, readability and legibility of texts, size and typographic hierarchy, measuring systems, layout and composition, weight and typographic hierarchy, widths, tracking, kerning, leading, word spacing, letter spacing, paragraph, margins, space and texture.

This course enables students to:

1. Learn and understand the individual styles of typefaces and their historical basis as indications of their time and culture.
2. Become familiar with the anatomy, characteristics, form and attributes of letterforms.
3. Acquire knowledge of the measurement system, size, leading, letter spacing and word spacing.
4. Acquire understanding of the various components of the alphabet work in communication and how that effects type choice such as uppercase, lowercase, punctuation and spacing.
5. Understand the Gestalt principles and practice of using typeface as an informative and expressive tool and as a visual form.
6. Acquire understanding of the basic principles of typography such as the selection and arrangement of type for effective legibility.
7. Acquire design skills for typographic arrangement to ensure readability.
8. Appreciate the importance of typography in visual communication design.
9. Learn to develop a series of typographical solutions for various functions and various communication objectives.
10. Understand the development of printing and its importance in typography.
11. Acquire knowledge of typesetting and proofreading.
12. Develop critique and presentation skills.
13. Gain technical skills for digital and traditional type composition.
14. Learn to create effective arrangements of text and visual images for various design applications.
15. Develop a strong sensitivity to the aesthetic aspects of the arrangement letterforms.
16. Become familiar with the working practice, skills, and terminology of typography.
17. Understand the dynamic and communicative form of typographic layout and its functions.
18. Understand the different weights, widths, and forms of typefaces such as light, bold, italic, oblique, serif, san serif, etc.
19. Understand the communication value of different uses, kinds and appropriateness of typefaces.
20. Use basic computer applications to create visual communication compositions.

4. Pre-requisite modules

المتطلبات السابقة

Students should have completed study of the following course:

English communication skills I (EL111)

5. Intended learning outcomes المستهدف من تدريس المقرر	
A. Knowledge and understanding المعلومات و المفاهيم	Learning and teaching strategy اساليب التعليم و التعلم
<p>On completion of the course students will be able to:</p> <p>A1.Recognize the individual styles of typefaces and their historical basis as indications of their time and culture.</p> <p>A2.Describe the anatomy, form, style and characteristics of letterforms.</p> <p>A3.Demonstrate a deep understanding of using typeface as an informative and expressive tool and as a visual form.</p> <p>A4.Describe the measurement system of letterforms and the relationship between size, leading, letter spacing and word spacing.</p>	<ul style="list-style-type: none"> • 50% face- to -face tutorial sessions • Tutor Marked Assignment (TMA work) • Midterm Assessment (MTA) • Course learning booklets and support materials. • PowerPoint presentations. • Lectures, discussions and demonstrations • Critiques and feedback.

B. Cognitive skills المهارات الذهنية	Learning and teaching strategy اساليب التعليم و التعلم
<p>On completion of the course students will be able to:</p> <p>B1.Identify the different weights, widths, and forms of typefaces such as light, bold, extended, condensed, italic, oblique, serif, san serif, etc.</p> <p>B2.Demonstrate an in-depth understanding of the typographic terminology.</p> <p>B3.Analyze the letterforms in terms of aesthetics and communication objectives, readability and legibility.</p> <p>B4.Demonstrate a knowledge of typesetting, proofreading critique and presentation skills.</p>	<ul style="list-style-type: none"> • 50% face- to -face tutorial sessions • Tutor Marked Assignment (TMA work) • Midterm Assessment (MTA) • Course learning booklets and support materials. • PowerPoint presentations. • Lectures, discussions and demonstrations • Critiques and feedback.

C. Practical and professional skills المهارات المهنية الخاصة بالمقرر	Learning and teaching strategy اساليب التعليم و التعلم
<p>On completion of the course students will be able to:</p> <p>C1. Demonstrate an understanding of the basic principles of typography such as the selection and arrangement of type for effective legibility and readability.</p> <p>C2. Demonstrate an understanding of the different weights, widths, and forms of typefaces such as light, bold, italic, oblique, serif, san serif, etc.</p> <p>C3. Demonstrate a strong sensitivity to the aesthetic aspects of the arrangement letterforms within various context.</p> <p>C4. Demonstrate an understanding of the Gestalt principles and practice of using typeface as an informative and expressive tool and as a visual form.</p>	<p>50% face- to -face tutorial sessions</p> <ul style="list-style-type: none"> • Tutor Marked Assignment (TMA work) • Midterm Assessment (MTA) • Course learning booklets and support materials. • PowerPoint presentations. • Lectures, discussions and demonstrations • Critiques and feedback.

D. Key transferable skills المهارات العامة	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p> <p>D1. Develop a series of typographical solutions for various functions and various communication objectives.</p> <p>D2. Undertake various typographic projects.</p> <p>D3. Evaluate the visual arrangements, legibility, readability and context of typographic projects.</p> <p>D4. Analyze the communication value of different uses, kinds and appropriateness of typefaces.</p>	<ul style="list-style-type: none"> • 50% face- to -face tutorial sessions • Tutor Marked Assignment (TMA work) • Midterm Assessment (MTA) • Course learning booklets and support materials. • PowerPoint presentations. • Lectures, discussions and demonstrations • Critiques and feedback.

6. Indicative content:

محتوى المقرر

This course provides a comprehensive knowledge of the history, theories, concepts, technology, techniques, mediums, principles, anatomy, measurement systems, arrangement systems, layout, typographic styles, communication values and applications of typefaces. The

course covers the following areas: the evolution of typography, Gutenberg invention of movable type, typography in the nineteenth century and the industrial revolution, the twentieth century and the twenty first century.

The course focuses on the following topics:

12. Typography as an art form: Elements of Design: space, line, solid and mass, tonal value, texture, plane.
13. Principles of design: Relationship, transition, repetition, opposition, priority, position.
14. Attribute of design: Balance, emphasis and contrast, rhythm, harmony.
15. Composition and experimentation.
16. Type and its refinements: Basic styles of type: Roman, scripts, gothic, ornamental, period.
17. The anatomy of typography: Letterforms analyzed, the typographic font, basic classification of typefaces, typographic measurement, the type family.
18. Syntax and communication: Typographic syntax, visual hierarchy, typographic space, ABA form, The typographic grid, the typographic message, verbal/visual equation, function and expression.
19. Legibility: Distinguishing characteristics of letters, the nature of words, capital and lowercase letters, inter letter and inter letter spacing, type size, line length, and inter line spacing. Weight, character width, italics, color combinations, justified and unjustified typography, paragraphs and indentions, legibility and the grid.
20. Typographic technology: Hand composition, linotype, monotype, Ludlow, phototypesetting, display photographic typesetting, digital typesetting.
21. Using typographic refinements: Optical letter spacing, touching letters, optical word spacing, justifying type widths, paragraphs, hanging punctuation, spacing with punctuation marks, vertical alignment.
22. Printing methods, paper and color: Printing methods, paper, color.
23. Exercises in design: Developing basic skills, introducing letterforms, working with three kinds of space, rendering body copy, combining text and display type, evaluating type refinement in advertisements, experimenting with type personification, creating an equitone, determining a logo.
24. The specimens.
25. Refining your skills: Establishing priority in newspaper format, designing a block of typographic stamps, creating a unique calendar, inventing a package for Alphabet Soup, designing a typographic photo essay, developing a one theme booklet, relating period typography to architecture.
26. Directory of typefaces.
27. Glossary.

Assignments:

Assignments are planned to enhance and improve the process of applying and exploring the possibilities inherent in the theoretical principles learned. They allow students to develop their design and technical skills, and focus on meaning, aesthetics and functionality in typographic design. Conceptual development, verbal articulation of visual solutions, research, production, and visual, verbal, and written presentation skills are all essential to this course.

7. Assessment strategy, assessment methods:

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TMA Work: 40%

MTA: 20%

Exam (Final Project): 40%

8. Mapping of assessment tasks to learning outcomes

ربط التقييم بأهداف المقرر

Assessment tasks	Learning outcomes															
	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
TMA	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
MTA	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Exams	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

9. Teaching staff associated with the module

اعضاء هيئة التدريس المرتبطين بالمقرر

Tutor's name and contact details	Contact hours
Ph.D. Holders specialised in Graphic Design or MFA in Graphic Design TBA	TBA

10. Key reading list

قائمة الكتب الدراسية و المراجع الملزمة
كتب ملزمة

Author	Year	Title	Publisher	Location
Rob Carter & Ben Day, Philip Meggs	1985	Typographic Design: Form and Communication	Van Nostrand Reinhold	New York
Clair, Kate and Busic-Snyder, Cynthia.	1999	A Typographic Workbook (2nd ed.)	John Wiley and Sons	New York
Bringurst, Robert	1992	The Elements of Typographic Style	Hartley & Marks	Washington
Williams, Robin	1990	The Mac Is Not a Typewriter	Peachpit Press	
Meggs, Philip B. and McKelvey, Roy (eds.),	2000	Revival of the Fittest	Northlight Press	
Chappell, Warren and Bringhurst, Robert	1999	A Short History of The Printed Word (2nd ed.),	Hartley & Marks	
Jackson, Donald	1981	The Story of Writing	Studio Vista	
Hurlburt, Allen	1982	Grid: A Modular System for the Design and Production of Newspapers, Magazines and Books,	John Wiley & Sons	

10. Key reading list قائمة الكتب الدراسية و المراجع الملزمة كتب ملزمة				
Author	Year	Title	Publisher	Location
Steinberg, S.H.,	1996	Five Hundred Years of Printing (revised)	Lyons & Burford	
Bain, Peter and Paul Shaw (ed.),	1999	Blackletter: Type and National Identity		
	2001	The Adobe Type Reference Adobe Systems	Salinas.	California
Tschichold, Jan, (Ruari McLean, trans.	1987	The New Typography	University of California Press	California
Rob Carter, Ben Day, Philip Meggs.		Typographic Design: Form and Communication (fourth edition)	John Wiley & Sons, Inc.	(ISBN: 978-0-471-78390-9)
Martin Solomon	1986	The Art of Typography	Watson-Guptill Publication	New York
Jon Wozencroft	1994	The Graphic Language of Neville Brody	Thames and Hudson	London
Robert Bringhurst	2013	The Elements of Typographic Style Version 4.0	Hartley & Marks Publishers	London
Timothy Samara	2005	Making and Breaking the Grid: A Layout Design Workshop	Rockport Publishers Inc.	New York
Ellen Lupton	2010	Thinking with Type: A Critical Guide for Designers, Writers, Editors, and Students (Design Briefs) , Second Revised and Expanded Edition.	Princeton Architectural Press	California

11. Other indicative text (e.g. websites) قائمة الكتب الدراسية و المراجع غير الملزمة (مثل مواقع الانترنت) مذكرات، كتب مقترحة، دوريات علمية او نشرات

<http://www.papress.com/thinkingwithtype/>

Images for typography

Packaging and labelling

Justification (typesetting)

Kerning

Dan Collier — Typographic Links

www.dancollier.co.uk/work/typographiclinks/

visualcomplexity.com | Typographic Links

www.visualcomplexity.com/vc/project.cfm?id=527

Typographic Links typographiclinks.co.uk/

Typography Links typographylinks.com/

Charles Poynton - Typography links www.poynton.com/notes/links/typography-links.html

Dan Collier: Typographic Links | - CollabCubed collabcubed.com/2012/02/09/dan-collier-typographic-links/

Microsoft typography font links, news and contacts

www.microsoft.com/typography/links/

Typographic Links (@typolinks) | Twitter
 typographic links · dan collier | Editorial • Type • Print ...
<https://www.pinterest.com/pin/198439927306260800/>
 Verknüpfen – Typographic Links on Behance
<https://www.behance.net/gallery/.../Verknuepfen-Typographic-Links>
 Typography Workbook: A Real-World Guide to Using Type in ...
<https://books.google.jo/books?isbn=1616735899>
 Typographic links by Dan Collier - Nathalik - WordPress.com
<https://nathalik.wordpress.com/2008/.../typographic-links-by-dan-collier/>
 Visual-Poetry — "typographic links" by dan collier ...
<visual-poetry.tumblr.com/.../typographic-links-by-dan-collier-typograph...>
 Talk to Me: Design and the Communication Between People ...
<https://books.google.jo/books?isbn=0870707965>
 KernProse Typographic Links
www.kernprose.com/links/links.html
 Nylllon - Useful Typography links for digital designers and ...
nylllon.com/tag/Typography
 FFFFOUND! | visualcomplexity.com | Typographic Links
fffffound.com/image/d68c60d235fbeba428a0c6482d9f0d3594eaf68b
 FFFFOUND! | Font72 - Typographic links & resources ...
www.polyvore.com/fffffound_font72_typographic_links.../thing?id...
 Bibliography | The Elements of Typographic Style Applied to ...
webtypography.net/bibliography/
 Design Evolution: Theory Into Practice : a Handbook of ...
<https://books.google.jo/books?isbn=1592533876>
 Counterspace Typography
www.counterspace.us/typography/
 A series of typographic links - Cargo

5AD008, Critical and Contextual Issues in Art and Design

1. Factual Information بيانات المقرر		
Course Code: 5AD008	Course Title: Critical and Contextual Issues in Art and Design	Level: NQF level 4
Module tutor: Module type (Specialism): Computing and Applied Computing Sciences	Credits / points: 5 / 20 Notional learning hours:	Theory: 3 Practical: 4

2. Rationale for the module

عرض اسباب المقرر

This course consists of two complementary parts: applied media aesthetics and general design culture.

Applied media aesthetics:

This part of the course introduces students to the philosophy, theories, concepts, methods, principles and subject matter of applied media aesthetics. The course provides a substance knowledge about applied media aesthetics and its concerns with a number of aesthetics phenomena, including image elements, light, color, space, time/motion, sound, image and our perceptual reaction to them. It explains how the applied media such as video, film, and computer imaging play an important part in shaping the message, and how media aesthetics can be applied to both analysis and synthesis production. Also, it explains how every aspect of life has the potential to become art and to serve as a raw material for aesthetics processes in the context of applied media aesthetics. The course provides students with a substance knowledge for future work in media productions, media studies and in other communications related fields. It provides a knowledge and thinking skills not only essential for fulfilling the objectives of this module, but, also, contributes to other modules of the curriculum, such as Visual Narrative (5VC012), Digital Photography and Media Production (4VC015), Visual Effects, Compositing and Mixed Media Production (5VC019), 3D Modelling and Animation Techniques (GE301), Digital and Emerging Media Design (5VC015).

General design culture:

Know who you are. Be what you know. Koan #4

This introduction to design culture is a critical unit demonstrating the emphasis of the design process on the development of visual language. It takes the student through a brief journey exploring the historic, scientific, economic, technical and cultural influences on the development of visual languages.

3. Aims of the module

أهداف المقرر

This course is aimed at the students who wish to complete the Arab Open University's degree in Graphic and Multimedia Design program. The academic purpose of this course is related to its two subcomponents: applied media aesthetics and general design culture:

Applied media aesthetics:

introduces students to the formal elements of composition and structure in applied media. In this course students develop a language to help them articulate what films, photographs, or advertisements look like, what formal or stylistic choices were made in their production, and

what distinguishes one media artefact from another. This part of the course describes the fundamental aesthetic elements of applied media aesthetics such as, light and color, two-dimensional space, three-dimensional space, time-motion, and sound, and how they can serve as basic criteria for analysis of video and film. It also explains how these elements can be structured and applied to produce maximally effective visual and sound images in video and film. By placing these essential image elements into their particular contextual fields, their interdependence and structural potential in aesthetic synthesis, the clarification, interpretation, and communication of significant experiences are made clear.

This part of the course will enable the students to:

1. Learn and understand the principles of applied media aesthetics.
2. Learn and understand the principles of photography.
3. Learn and understand the principles of filmmaking.
4. Learn and understand the principles of audio production.
5. Learn and understand the principles of video production.
6. Acquire a knowledge of the aesthetics elements of film, video and electronic productions.
7. Acquire a knowledge of the development of visual images.
8. Identify the importance, influence and meaning of visual images.
9. Acquire a knowledge of sequencing as it relates to video and electronic media production.
10. Learn the appropriate strategies to create functional preproduction documents, such as treatment and storyboards.
11. Acquire a knowledge of post-production video software.
12. Achieve credible results through the appropriate use of actors and staging for video production.
13. Edit and mix sounds for videos and films.
14. Determine the correct sounds and sound mix to create a soundtrack that supports the idea and intention of the digital scene.
15. Learn the scanning technology in the translation of images into the digital environment.
16. Understand the influence of historical development of aesthetic concepts of beauty, art and design for digital screens.
17. Understand the context of marketing strategy, branding and identity development when choosing or designing for specific types of screen display.
18. Think critically about aesthetic choices used in applied media production.
19. Acquire the knowledge necessary to make informed aesthetic choices and detailed production plans for audio-visual projects.
20. Appraise the techniques employed in the creation of media texts.

General Design Culture:

Studying the design process develop the convergence of diverse skills as well as the theoretical knowledge, which are necessary for reaching the right outcomes for any given design project. This module covers the design process' different layers: research, decoding, encoding, narrative, content development, experimentation and concept driven outcomes. Every area is explored both horizontally and vertically with a main focus on the transitions between the steps linking those areas

4. Pre-requisite modules

المتطلبات السابقة

Students should have completed study of the following modules:

English Communication Skills (I) (EL111)

Introduction to Programming and Interactivity for Media Arts (4VC014)

Elements, Composition and Digital Foundation (4VC013)

5. Intended learning outcomes

المستهدف من تدريس المقرر

A. Knowledge and understanding المعلومات و المفاهيم	Learning and teaching strategy اساليب التعليم و التعلم
<p>On completion of the course students will be able to:</p> <p>A1.Write analytical essays regarding aesthetic, and socio-cultural aspects of the video, film and electronic media arts.</p> <p>A2.Demonstrate understanding of the principles of applied media aesthetics, photography, filmmaking, audio production and video production.</p> <p>A3.Recognize the aesthetics elements of film, video and electronic productions.</p> <p>A4.Identify the theoretical and practical terminology associated with applied media aesthetics and its applications.</p> <p>A5.Apply various visual communication approaches to solve given problems in specific areas of activity.</p> <p>A6.Apply the required knowledge of every particular characteristic for each of the required design activities.</p> <p>A7.Apply the means of expression of design language: form, balance, texture, composition, content, culture, etc., and to have the resources for creation in any of the fields of design covered by this course.</p> <p>A8.Apply the techniques of visual communication representation required in a project's process.</p>	<p>Knowledge and understanding is acquired from specially prepared teaching texts supported by:</p> <ul style="list-style-type: none"> • 25 % face-to-face tutorial sessions • TMA work • Text book and course learning booklets and support material. • Lectures and Case Study. • Class discussion. • Audio-Visual Presentations: Short presentations that are focused on a relevant topic. • Demonstration, practices and discussion. • Critiques and feedback. • Workshop: Use of studio facilities. <p>Learn about the importance of semiotics when performing any design or visual communication work.</p> <p>Analysis and critique of the creative process, which leads to visual design outcomes.</p> <p>Understand and apply various types of information design systems, editorial design, typographic usage and detailing.</p> <p>Analyze and critique both objects and service-oriented designs and various other graphic outcomes.</p>

B. Cognitive skills المهارات الذهنية	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p> <p>B1.Demonstrate a knowledge of sequencing as it relates to video and electronic media productions</p> <p>B2.Critically analyse design for digital screens using aesthetic terms and evaluation criteria.</p> <p>B3.Identify design elements and principles used in designs for applied media production.</p> <p>B4.Appreciate the impact of social context, interaction, social connection and communication on design.</p> <p>B5.Integrate knowledge and skills from the design process into other subject areas as essential parts of the practice of visual communication design.</p> <p>B6.Develop their research skill covering both visual and analytical methods.</p> <p>B7. Learn about various materials and production that are integrated in the design process and how to include them in design decisions.</p> <p>B8.Grow the knowing of how to monitor materials behavior in producing, printing and other outcomes.</p>	<p>Cognitive skills are acquired from specially prepared teaching texts supported by:</p> <ul style="list-style-type: none"> • 25 % face-to-face tutorial sessions • TMA work • Text book and course learning booklets and support material. • Lectures and Case Study. • Class discussion. • Audio-Visual Presentations: Short presentations that are focused on a relevant topic. • Demonstration, practices and discussion. • Critiques and feedback. • Workshop: Use of studio facilities. <p>Learn to respect the visual creation process, as well as the appropriate usage of semiotics analysis, cultural context, and thinking patterns.</p> <p>Understand and use visual communication contextual culture through analytical research of design thinking patterns.</p> <p>Experiment with narratives of innovative outcomes, where the stories behind every design affect users' life and influence them in making their decision when choosing and using design.</p>

C. Practical and professional skills المهارات المهنية الخاصة بالمقرر	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p> <p>C1.Employ appropriate strategies to create functional documents for preproduction, such as treatments and storyboards.</p> <p>C2.Demonstrate knowledge of post-production video software to produce short films.</p>	<p>Practical and Professional skills are acquired from specially prepared teaching texts supported by:</p> <ul style="list-style-type: none"> • 25 % face-to-face tutorial sessions • TMA work • Text book and course learning booklets and support material. • Lectures and Case Study.

<p>C3.Apply aesthetic design concepts to create original design for various digital media formats.</p> <p>C4.Explain, illustrate and evaluate formal aesthetic in video and film productions.</p> <p>C5.Continue the development of their creative skills and have knowledge related to professional design business culture.</p> <p>C6.Identify fundamental aspects of applied design process in professional design organization.</p> <p>C7.Appropriate usage of decoding and encoding of knowledge gained from the design research phase.</p> <p>C8.Learn to develop and write conceptual narratives that feed directly into concept driven ideas.</p>	<ul style="list-style-type: none"> • Class discussion. • Audio-Visual Presentations: Short presentations that are focused on a relevant topic. • Demonstration, practices and discussion. • Critiques and feedback. • Workshop: Use of studio facilities. <p>Learning about design cultures and how it contributes to building social innovations.</p> <p>Enable students to develop critical thinking abilities and cultivate informed judgments and be able to express both in a writing format.</p> <p>Guide students to accomplish analysis of both structure and content using various designed works.</p>
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<p>D. Key transferable skills المهارات العامة</p>	<p>Learning and teaching strategy اساليب التعليم والتعلم</p>
<p>On completion of the course students will be able to:</p> <p>D1.Demonstrate competence over aesthetics via the practical application of theories to film, video production and essay writing.</p> <p>D2.Incorporate visual dimensions of light, color, space, and the dimensions of time, motion, and sound concepts into effective forms of communication in a digital media display.</p> <p>D3.Master the knowledge necessary to make informed aesthetic choices and detailed production plans for audio visual projects.</p> <p>D4.Apply storytelling techniques that involve the relationship of media aesthetic principles and the effects and perceptions of the audience.</p> <p>D5.Recognize various design elements, their content and visual organization in any design composition.</p> <p>D6.Narrative building skills that can be applied in any other module where a</p>	<p>Key transferable skills are acquired from specially prepared teaching texts supported by:</p> <ul style="list-style-type: none"> • 25 % face-to-face tutorial sessions • TMA work • Text book and course learning booklets and support material. • Lectures and Case Study. • Class discussion. • Audio-Visual Presentations: Short presentations that are focused on a relevant topic. • Demonstration, practices and discussion. • Critiques and feedback. • Workshop: Use of studio facilities. <p>Learning about the various ways of writing and style classification such as informative, poetic, etc.</p> <p>Free writing exercises as introduction to how narrative can be built and developed.</p>

<p>concept is needed to be at core of the visual development.</p> <p>D7.Visual experimentations in different directions and analyse the difference in those directions based on required components.</p> <p>D8.Repetition of the process to finally achieve what is known as the creative habit.</p>	<p>Reading stories. Listening to musical lyrics, watching short and long movie and analysing their scenarios.</p> <p>Learning and applying the various methodologies used in converting narratives into visuals and understand the between the seeing and reading processes.</p>
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6. Indicative content:

محتوى المقرر

The course contents are divided into two major components: applied media aesthetics and general design culture components.

Applied Media Aesthetics:

This part of the course provides a comprehensive knowledge of the applied media aesthetics and describes the fundamental aesthetic elements such as light and color, two-dimensional space, three-dimensional space, time-motion, and sound. It describes how the aesthetics elements can serve as basic criteria for analysis of video and film. The course focuses on the following issues: What is aesthetics? Visual literacy, Visual Perception, Image Processing and Computer Vision, Data Structures, Cryptology and Information Theory, Computer Imaging, Vision, Pattern Recognition and Graphics, Multimedia Information Systems, Information Storage and Retrieval.

The Required Textbook: "Sight, Sound, Motion: Applied Media Aesthetics", 7th Edition. Cengage Learning. Boston, USA. ISBN: 9781133307358. This book offers a full coverage of all the topics of applied media aesthetics.

The Sequence of Topics:

- Introduction to applied media aesthetics.
- The visual components.
- The first aesthetics field: light.
- Structuring the first aesthetics field: lighting
- The extended first field: color.
- Structuring color, function, and composition.
- The two-dimensional field: Area.
- The two-dimensional field: forces within the screen.
- Structuring the two-dimensional field: Interplay of screen forces.
- The tree-dimensional field: Depth and volume.
- Structuring the tree-dimensional field: Screen, volume and effects.

- Building screen space: Visualization.
- The four-dimensional field: Time.
- The four-dimensional field: Motion.
- Structuring the four-dimensional field: Timing and principal motions.
- The five-dimensional field: Sound.
- Structuring the five-dimensional field: Sound structure and sound/picture combinations.
- Visual narrative: The syntax of complexity editing.
- Glossary.

The Keywords of Applied Media Aesthetics Syllabus:

Definitions of applied media aesthetics, media aesthetic and art (art and experience), applied media aesthetics and contextual perspective (stabilizing the environment, selective seeing and selective perception), the power of context (associative context, aesthetics context), the medium as structural agent, applied media aesthetics: methods, fundamental image elements (analysis and synthesis, content), the aesthetics of size, object size, (knowledge of objects, relation to screen area, scale), image size (mobile media as comparison, image size and relative energy), forces within the screen (main directions: horizontal and vertical and tilting the horizontal plane), magnetism of the frame (headroom, pull of the top edge, pull of the side edge, pull of the entire frame, attraction and mass), asymmetry of the frame: up/down diagonals (screen- left and screen – right asymmetry), figure and ground (figure and ground characteristics), psychological closure (high and low definition image, facilitating closure), fundamental image elements, light, color, the two dimensional field, three-dimensional field, space, time, motion, sound, contextual field, expressive function, vector fields, collision montage, ontological difference, structural matching, dialectic, synthesis, television, film and video analysis.

Course Requirements:

1. Reading and Participation: Students are expected to complete all assigned readings and come to class prepared for discussion.
2. Tests: Students are expected to demonstrate their knowledge in the form of in-class tests.
3. Final Project/Final Essay: Students have a choice of writing/shooting/editing a final film or video project or writing a final critical essay.

Materials:

Headphones and External storage device (suitable for video transfer)

Recommended Resources:

- PC or Mac computer that is capable of working with multi-media, including video
- Image, video and sound editing software

Software in Labs (used extensively):

- Audacity (freeware), Adobe Final Cut Pro, Adobe After Effects, Adobe Photoshop CS6 and Adobe Sound booth

General Design Culture:

Students are expected to understand that design is a scientific process that follows specific process so the needed outcomes can be revealed creatively. Students also need to realize that design is not only about esthetics but also about content and messages that need to be communicated. Because this class is based on critique of students' work, it is still expected from everybody attending it to be open to share their ideas through their participation in oral presentations and design conversations as well as to articulate their opinion when stated in regards to their colleagues project development.

7. Assessment strategy, assessment methods:

تقويم الطلاب
الاساليب المستخدمة، التوقيت، توزيع الدرجات

Assessment during course is via:

Assignment work (40%)

- Tutor marked assignments (TMAs)
- Weekly Assignments.

Written Exams (60%)

- Mid term Assessment (MTA)
- Final Exam
- Final Project

For the general design culture component, the instructor will be monitoring the development of each project. Any project submitted without any previous follow-ups will not be accepted for assessment. Students will be evaluated on their accomplishments of the research contents, participation in class discussion and their ability to express and understand the design process, conceptual content and technical expressions.

Below is an A-F scale, so students can map their own progress.

A=90 - 100 B=80 - 89 C=70 - 79 D=60 - 69 F=below 60

A • reflects the learning and outcomes accomplished to the degree of leadership. Your learning and accomplishments are exemplary.

B • reflects the learning and outcomes accomplished to the degree of productiveness. You have accomplished good work.

C • reflects the learning and outcomes have been accomplished to the degree of minimal standards. Your learning is adequate.

D • reflects the learning and outcomes accomplished to the degree of too little done for significant learning to occur. Your learning needs improvement.

F • reflects the learning and outcomes accomplished to the degree of too little done to justify presence as a student in the learning community. Your lack of learning is not acceptable

Projects Grade Distribution

Project grades are the result of four major categories of evaluation: Research methodology and design process development, Realization, Professionalism and the Instructor evaluation.

8. Mapping of assessment tasks to learning outcomes ربط التقييم بأهداف المقرر																
Assessment tasks	Learning outcomes (Knowledge and Understanding and cognitive skills)															
	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8
TMA	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
MTA	X	X			X	X	X	X		X		X	X	X	X	X
Exams	X	X	X	X					X	X	X	X				

Assessment tasks	Learning outcomes (Practical and Professional Skills and Transferable skills)															
	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	
TMA	X	X	X	X	X	X	X	X	X	X	X		X	X	X	
MTA	X	X			X	X	X	X	X		X		X	X	X	
Exams	X	X	X	X					X	X	X	X				

9. Teaching staff associated with the module اعضاء هيئة التدريس المرتبطين بالمقرر	
Tutor's name and contact details	Contact hours
Ph.D. Holders specialised in Graphic Design or MFA in Graphic Design TBA	TBA

10. Key reading list قائمة الكتب الدراسية و المراجع الملزمة كتب ملزمة				
Author	Year	Title	Publisher	Location
Applied Media Aesthetics				
Herbert Zettl	2013	"Sight, Sound, Motion: Applied Media Aesthetics" , 7 th Edition	Cengage Learning	Boston, USA ISBN: 9781133307358
Marcie Begleiter	2010	"From Word to Image: Storyboarding & the Filmmaking Process" 2th Edition	Michael Wiese Productions	ISBN: 9781932907674
Richard Woodfield	1996	The Essential Gombrich	Phaidon Press	London, The UK.
Jerry Palmer & Mo Dodson	1996	Design and aesthetics	Routledge	London and New York
Chitra Dorai (Editor), Svetha Venkatesh (Editor)	2002	Media Computing: Computational Media Aesthetics (The International Series in Video Computing)	Springer Science and Business Media, LLC	New York, USA
David Bordwell and Kristin Thompson	2012	"Film Art" An Introduction" 10th Edition	Mc-Graw-Hill	ISBN: 9780073535104
Stanley Baran	2012	Introduction to Mass Communication: Media Literacy and Culture	Michael Wiese Productions	ISBN: 9781932907674
Michel Chion, Claudia Gorbman, Walter Murch	1994	"Audio-Vision: Sound on Screen"	Columbia University Press	ISBN: 9780231078993
Arnheim, R.	1974	Art and Visual Perception	University of California Press	Berkeley, USA

10. Key reading list قائمة الكتب الدراسية و المراجع الملزمة كتب ملزمة				
Author	Year	Title	Publisher	Location
Arnheim, R.	1982	The Power of the Center	University of California Press	Berkeley, USA
Barry, A.M.	1997	Visual Intelligence	State University of New York Press	Albany, NY, USA
Burt, G.	1994	The Art of Film Music	Northeastern University Press	Boston, USA
Eisenstein, S.	1957	Film Form and Film Sense.	New York Publishing Co.	New York, USA
Jon Krasner	2013	"Motion Graphic Design" 3ed.	Focal Press	ISBN: 9780240821139
Gibson, J.J.	1986	The Ecological Approach to Visual Perception	Lawrence Erlbaum	Hillsdale, NJ, USA
Goldstein, B.E.	1999	Sensation and Perception.	Brooks-Cole Publishing Co.	. Pacific Grove, CA, USA
Itten, J.	1963	Design and Form: The Basic Course at the Bauhaus	Van Nostrand Reinhold Co.	New York, USA
Kandinsky, W.	1979	Point and Line to Plane	Dover Publications	New York, USA
Köhler, W.	1959	Gestalt Psychology	The New American Library	New York, USA
Metallinos, N.	1996	Television Aesthetics	Lawrence Erlbaum	NJ, USA
Zettl, H.	1999	Sight Sound Motion: Applied Media Aesthetics. 3d edition.	Wadsworth Publishing Co.	Belmont, CA, USA
Zettl, H.	2001	Video Basics. 3d. ed.	Wadsworth Publishing Co.	Belmont, CA, USA
General Design Culture:				
Guy Julier	2013	The culture of design		
E. Lupton and D. Albrecht	2000	Design culture now		

10. Key reading list قائمة الكتب الدراسية و المراجع الملزمة كتب ملزمة				
Author	Year	Title	Publisher	Location
Karl Aspelund	2014	The design process.		
David Holston	2011	The Strategic designer: tools and techniques for managing the design process.		
Nancy Skolos and Tom Wedell	2012	Graphic design process: from problem to solution 20 case studies		
Robert A. Curedale	2013	Design thinking: process and methods manual.		

11. Other indicative text (e.g. websites) قائمة الكتب الدراسية و المراجع غير الملزمة (مثل مواقع الانترنت)

Applied Media Aesthetics:

Herbert Zettl 2002 Essentials of Applied Media Aesthetics Springer RightsLink.com

[Sight, Sound, Motion: Applied Media Aesthetics - Cengage ...](#)

[Aesthetics - Philosophy - About.com](#)

Aesthetic Questions What is beauty? How to tell what is art from what art is not? These are the two fundamental questions if **aesthetics**. The first one concerns ...

<http://philosophy.about.com/od/Philosophical-Branched/a/Aesthetics.htm>

[Glossary of Aesthetics and Art - About.com](#)

Glossary of terminology and concepts in **aesthetics** and art.

http://atheism.about.com/library/glossary/indexes/blglossary_aesthetics.htm

[Aesthetic - What Is the Meaning of the Word?](#)

What does "aesthetic" mean? I use the term a lot on my landscaping website; understanding its meaning is fundamental to the study of landscape design.

<http://landscaping.about.com/cs/lazylandscaping/g/aesthetic.htm>

[How Form Functions: On Esthetics and Gestalt Theory](#)

[Try to investigate and define aesthetics](#)

[Applied Aesthetics -- Exact Music Theory](#)

[Applied Aesthetics - Music Skills Analysis Test \(MSAT®\)](#)

[Software Aesthetics](#)

[Aesthetic Computing](#)

Aesthetic Website Design. (n.d.). Retrieved April 4, 2009, from Southborough Website

Design: <http://www.southboroughwebsitedesign.com/bestpractices/p2-aesthetic-website-designs.html>

[The Elements of Aesthetics - Ergonomics - About.com](#)

ergonomics.about.com

Elements That Contribute to Your Aesthetic Perception of an Object. ... Does the surface give when pressure is applied and allow the shape to deform or is the ... [More »](#)

Packaging Design:

101 design methods: a structured approach for driving innovation in your organization. 2012. Vijay Kumar.

Managing the design process content development: an essential manual for the working designer. 2010. Terry Lee Stone.

Developing your design process: six key concepts for studio. 2014. Albert C. Smith and Kendra Scheank Smith.

The design method: a philosophy and process for functional visual communication. 2013. Eric Karjaluo.

The art of Invention: the creative process of discovery and design. 2010. Steven J. Paley

Research design and methods: a process approach. 2013. Kenneth Borden and Bruce Barrington Abbott

5VC012, Visual Narrative

1. Factual Information بيانات المقرر		
Course Code: 5VC012	Course Title: Visual Narrative	Level: NQF level 4
Module tutor:	Credits / points: 5 / 20	Theory: 3
Module type (Specialism):	Notional learning hours:	Practical: 4
Computing and Applied Computing Sciences		

2. Rationale for the module عرض اسباب المقرر

This course consists of three complementary parts: visual communication design, packaging design and graphic identity & branding.

Visual communication design:

This part of the course discusses theories, concepts, principles, strategies, methods, techniques, mediums, approaches, critiques and functions of visual images associated with visual communication design. The course provides a substance knowledge and thinking skills not only essential for fulfilling the objectives of this module, but, also, contributes to other modules of the curriculum, such as Critical and Contextual Issues in Art and Design (5AD008), Elements, Composition and Digital Foundation (5VC013), 3D Modelling and Animation

Techniques (GE301), Visual Effects, Compositing and Mixed Media Production (5VC019), Graduation Project (6VC012), Web Application Development - Server Side (GE 302), and Research Methods for Graphic Design (6AD002).

Packaging design:

This part of the course introduces students to the development of three-dimensional design solutions related to the presentation of objects and products. Students explore structural, production, and communicational aspects of packaging.

The Course starts with an exploration of the feasibility study, printing technique, die-cuts and molds, as well the commercial benefits in product selling. In addition, the student will have the opportunity to develop and execute a full range of packaging design including pop-ups.

It will provide an introduction to the major groups of packaging materials: paper-based materials; metals; glass and plastics in addition to closures, adhesives and labeling. And also introduces the concept of sustainability and environmental impact.

This course "Visual Narrative" (5VC012) is a co-requisite with the course "Graduation Project" (6VC012), both of them will build on advanced concepts and skills that related to graphic design discipline generally and to students' practice specifically.

Graphic identity and branding:

To wrap up, logo design is one of the most demanding areas of graphic design. Logos have a big job to do: they represent your company, convey your image, and greet customers on the face of your stationary and business cards. Choosing the right company logo design, and the right design firm, is one of the best things you can do to help your marketing efforts. Elo Mark de B.

This part of the course is organized to introduce students to contemporary design practice, and the relative and contextual histories of the discipline so they can contemplate their place within it. Films, lectures/presentations, readings and studio work will help foreground how students develop their own creative practices during their time in the course. All this is to avail to students how design can be an inspiring and productive force in the world they inhabit. Students will approach design as both problem-seeking and problem-solving activities, with particular emphasis on complex usage as well as constraints. Students will be introduced to different approaches and methodologies for designing visual identity systems, and how to apply these systems across a range of user needs from analog and digital to 2-D and 3-D applications. All of this will culminate in a visual identity standards manual designed to guide the application, integrity and maintenance of a visual identity system.

3. Aims of the module

أهداف المقرر

This course is aimed at the students who wish to complete the Arab Open University's degree in Graphic and Multimedia Design program. The academic purpose of this course is related to

its three subcomponents: visual communication design, packaging design and graphic identity and branding:

Visual communication design:

To provide students with the necessary knowledge, tools and techniques to develop perceptual, cognitive and methodical skills to visually classify, analyse and interpret the visual contents and messages of various types of artefacts. In addition, it provides a constructive knowledge of the essential software, and techniques that serve the fundamental designer needs. Students study the historical, physiological, ethical implications, perceptual and cognitive aspects of visual communication. The course discusses visual theories of visual communication (sensory theories: gestalt, constructivism), perceptual theories of visual communication (communication, semiotics, cognitive theory), visual persuasion, visual stereotypes, visual analysis (personal perspective, historical perspective, technical perspective, ethical perspective, cultural perspective, critical perspective), and key terms. In addition, the course provides a substantial knowledge of placing the theories of visual communication within different mediums such as typography (drawing, writing typeface families, typeface attributes and trends), graphic design (Bass's contribution to graphic design, film work, packaging and logos), advertisements, posters, informational graphics, Cartoons, photography (photographic manipulation, photography and lens type, lens opening, shutter Speed, lighting, image quality, photographer as portraitist, photographer as painter, photographer as landscape, documentarian, photographer as artist, photographer as social), motion pictures, television, computers and the web.

This course will enable the students to:

1. Understand the visual cues of color, form, depth and movement and how to employ them to grip a viewer's attention.
2. Acquire a significant knowledge the visual sensory theories of gestalt and constructivism, and the perceptual theories of semiotics and cognition.
3. Acquire an understanding the principles of visual persuasion and how visual messages are employed to convince others to buy a product, adopt a service, or advocate a point of view.
4. Acquire a clear understanding of visual stereotypes and how stereotype images can injure or heal.
5. Understand how the image physically produced and how are elements combined in a frame.
6. Develop skills to identify the major elements and story of the image.
7. Develop skills to identify the functional aspect of the image within its context.
8. Develop cognitive skills to identify the emotions conveyed by the image, and how these feelings are translated across cultures.
9. Acquire a knowledge of the philosophical explanations and responsibilities of making and showing the visual work to viewers.
10. Understand the various types of symbols and metaphors and recognize their functions.
11. Understand the cultural and sensitive elements that may an image reflect.
12. Understand how the image reflects the culture and the moral of the its time.
13. Learn how images communicate to future generations.
14. Understand the image in terms of the gestalt laws.

15. Acquire cognitive and perceptual skills to identify semiotic codes such as metonymy, analogy, displaced and condensed.
16. Understand and identify iconic, indexical and symbolic signs.
17. Understand the principles of making pleasing imagery.
18. Understand the purpose and communication objectives of visual works.
19. Acquire cognitive and artistic skills to create effective images for various design applications.

Packaging Design:

- Understanding the basics of Packaging Design and 3D graphics.
- Designing Packaging within the framework of Corporate Branding.
- Proficiency in finalizing the design for printing.
- Understanding the role of sustainability and environmental impact in graphic industry.

Graphic Identity and Branding:

Explore visual identities by creating a brand and developing a complete visual system to communicate this brand through a series of both print and digital collateral pieces. Concept, design, typefaces, color, photography, imagery, editorials, composition and cultural patterns will all come together to form a contextual branding for businesses, products and individuals. Students will utilize any means of expression, from hand illustration to latest cutting-edge technologies, to gain experiences in creativity as well as preparing their files for output, produce comprehensive outcomes and professionally present their work.

4. Pre-requisite modules

المتطلبات السابقة

Students should have completed study of the following modules:

English Communication Skills (I) (EL111)

Introduction to Art and Design in Context (4AD010)

Elements, Composition and Digital Foundations (4VC013)

Typography-I (4VC016)

Digital Photography and Media Production (5VC015)

5. Intended learning outcomes

المستهدف من تدريس المقرر

A. Knowledge and understanding المعلومات والمفاهيم	Learning and teaching strategy اساليب التعليم والتعلم
On completion of the course students will be able to: A1. To identify the fundamental elements and principles of Visual communication design. A2. Demonstrate an understanding the visual sensory theories of gestalt and	Knowledge and understanding is acquired from specially prepared teaching texts supported by: <ul style="list-style-type: none"> • 25 % face-to-face tutorial sessions • TMA work • Text book and course learning booklets and support material. • Lectures and Case Study.

<p>constructivism, and perceptual theories of semiotics and cognition.</p> <p>A3. Identify iconic, indexical and symbolic signs and identify semiotic codes and their functions.</p> <p>A4. Evaluate a range of subject matter, symbols, and concepts in relation to history and cultures.</p> <p>A5. Designing the packages by using a different ways of design techniques including 3D graphics.</p> <p>A6. Investigate the packaging design problems in a particular theme.</p> <p>A7. Demonstrate an awareness of the development of packaging and key packaging materials.</p> <p>A8. Understand the basic principles of identity and branding:</p> <ul style="list-style-type: none"> • Think conceptually about design outcomes; • Demonstrate problem seeking and solving skills; • Develop their design process including research, sketching, as well as innovation and refinement • Prepare their output files for production <p>A9. Typographic applications will be further applied as well as various forms of visual making for specific branding. Visual and information organization will also be covered including historical examples as reference points to developing contemporary outcomes.</p> <p>A10. Further deepen the knowledge of visual identities graphic standards as well as collateral materials that support the complete structure of a full identity.</p>	<ul style="list-style-type: none"> • Class discussion. • Audio-Visual Presentations • Demonstration, practices and discussion. • Critiques and feedback. • Self-assessment • In-text questions • Reference texts • Multi -media packages • Directed reading • Computer mediated conferencing • Web-based resources • Video and audio tapes. <p>Further develop students' research process both theoretically and visually.</p> <p>Sketching process of ideas.</p> <p>Development of project scope through identifying of appropriate additional materials such as brochures, flyers, posters, packaging, ad campaigns, etc.</p> <p>Critique of both logo designs and stationery sketches then narrowing them to the most promising options.</p> <p>In class presentation and full discuss on grids and grid systems and other basic design principles.</p>
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B. Cognitive skills المهارات الذهنية	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p> <p>B1. Explain how media are used in the creation of Imaging</p> <p>B2. Analyse visual messages in a variety of mediated contexts.</p> <p>B3. Identify the emotions and suggestive meaning of the Design work.</p> <p>B4. Explain the philosophical justifications and responsibilities of making and showing the visual work to viewers.</p> <p>B5. Develop skills on how to create and produce different forms of packaging for products.</p> <p>B6. Utilize programs such as Adobe Photoshop and Adobe Illustrator for design and layout.</p> <p>B7. Actively participate in the class design dialogues (so all their colleagues may benefit from those conversations.)</p> <p>B8. Think creatively and critically and develop methods to examine and communicate the core values of their work as well as other related content.</p> <p>B9. Master visual communication rules that allow the various components of a visual identity to work as a coherent yet flexible whole.</p> <p>B10. Engage in a visual discourse related to the work that they are producing.</p>	<p>Cognitive skills are acquired from specially prepared teaching texts supported by:</p> <ul style="list-style-type: none"> • 25 % face-to-face tutorial sessions • TMA work • Text book and course learning booklets and support material. • Lectures and Case Study. • Class discussion. • Audio-Visual Presentations • Demonstration, practices and discussion. • Critiques and feedback. • Self-assessment • In-text questions • Reference texts • Multi -media packages • Directed reading • Computer mediated conferencing • Web-based resources • Video and audio tapes. <p>Principles of typography and composition will be reinforced and expanded.</p> <p>Up-to-date reading assignments.</p> <p>Maintain a notebook for lectures, sketches, and critiques.</p> <p>Active participation in all the course phases, lecture, demonstrations and critiques.</p> <p>Students are expected to be always prepared for work with the requested assignments.</p> <p>Analysis and critique, one's own work and then apply the gained skills to the work of others.</p>

C. Practical and professional skills المهارات المهنية الخاصة بالمقرر	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p>	<p>Practical and Professional skills are acquired from specially prepared teaching texts supported by:</p>

<p>C1.Produce various types of images that demonstrate mastery of key skills.</p> <p>C2.Recognize the visual cues of color, form, depth and movement and employ them to grip a viewer's attention.</p> <p>C3. Demonstrate skills to identify the functional aspect of the image within its context.</p> <p>C4.Incorporate the design process into image-making.</p> <p>C5.Understand the package development process and evaluate contemporary packaging.</p> <p>C6.Systematic packaging design problems.</p> <p>C7.Conceive and design consistent visual identity systems that communicate creatively the image of an institution.</p> <p>C8.Articulate persuasive design ideas clearly through the completion of increasing complex projects.</p> <p>C9.Use the learned principles of visual identity design as guidelines for freelance work or any real-life project that might be asked of them to develop throughout their careers.</p>	<ul style="list-style-type: none"> • 25 % face-to-face tutorial sessions • TMA work • Text book and course learning booklets and support material. • Lectures and Case Study. • Class discussion. • Audio-Visual Presentations • Demonstration, practices and discussion. • Critiques and feedback. <ul style="list-style-type: none"> • Self-assessment • In-text questions • Reference texts • Multi -media packages • Directed reading • Computer mediated conferencing • Web-based resources • Video and audio tapes. <p>The course will also include: lectures, slides, videos, assigned reading, writing, class discussions and on hand projects exploring the diversity of graphic and visual branding.</p> <p>Individual written reports and class presentations.</p> <p>Progress critique including comps, trouble shoot and resolve production issues.</p> <p>Workshop for creating comprehensives and preparing their digital files for professional execution.</p>
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D. Key transferable skills المهارات العامة	Learning and teaching strategy اساليب التعلم والتعليم
<p>On completion of the course students will be able to:</p>	<p>Key transferable skills are acquired from specially prepared teaching texts supported by:</p> <ul style="list-style-type: none"> • 25 % face-to-face tutorial sessions

<p>D1.Evaluate a range of visual subject matter, symbols, and concepts by applying the six perspectives method.</p> <p>D2.Articulate the causes why there is a difference between an ordinary visual message and one that becomes an international icon</p> <p>D3.Produce high quality visual messages and professional contexts in subsequent classes.</p> <p>D4.Analyse the context and elements of various types of visual works.</p> <p>D5.Setting goals, meeting objectives, and practicing clear communication of message content.</p> <p>D6.Analyse package development process, select techniques and processes to take the packaging design to realization.</p> <p>D7.Analyze visually identities and translate any given item or idea into a sign or a correct descriptive representation.</p> <p>D8. Explore a wide range of processes of achieving meaningful visual solutions and develop personal methodologies of investigating and content analyzing.</p> <p>D9. Acquire the capability to differentiate between the specifics needed for every identity, enabling students to create visual identities, adaptable to different media and cultural patterns.</p>	<ul style="list-style-type: none"> • TMA work • Text book and course learning booklets and support material. • Lectures and Case Study. • Class discussion. • Audio-Visual Presentations • Demonstration, practices and discussion. • Critiques and feedback. • Self-assessment • In-text questions • Reference texts • Multi -media packages • Directed reading • Computer mediated conferencing • Web-based resources • Video and audio tapes. <p>Students should be prepared to spend a significant amount of time outside of class time for research, process and final production of assigned projects.</p> <p>All comments and critiques are expected to be constructive since student's individual projects are affected by the class dynamics.</p> <p>Involvement in project development, process thinking, reading, research, discussion, art, design, work and fun.</p> <p>Outcomes are based upon research and working with appropriate processes, to create the required visual communication identity for clients.</p>
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6. Indicative content:

محتوى المقرر

The course contents are divided into three major components: visual communication design, packaging design and graphic identity and branding components.

Visual communication design:

This course explores visual communication design theories and applications. It describes the way images are created, intended, used, and received. The main purpose of this is to encourage students to focus on their design sensibilities in relation to imagery, and to stimulate critical

thought and engagement with imagery. The course focuses on the communication of ideas through the visual display of information. It explores artworks, signs, photography, typography, drawings, color and electronic resources. The course covers the fundamental principles of design and how they relate to effective communication. Topics include conceptual design, critical thinking, the relationship between design and culture, industry, human perception and the history and development of the visual communication design. The course is broken into two themes. The first theme focuses on the theory that drives our understanding of visual communication analysis and rhetoric. The second theme incorporate the theory within different mediums of artworks.

The Text Book:

The Recommended Text Book for this course is: “Visual communication: Images with messages” (International Edition) by Paul Martin Lester, 2014.

Course Outline: The sequence of topics

Section 1: Theory Introduction to Visual Communication

Chapter 1: Visual Communication: Sensing, Selecting, Perceiving, Back to images from the beginning.

Chapter 2: Visual Cues: Color (Objective Methods, Comparative Methods, Subjective Methods), Form (Dots, Lines, Shapes, Parallelograms, Circles, Triangles), Depth (Eight Depth Cues, Space, Size, Color, Lighting, Textural Gradients, Interposition, Time, Perspective, Illusionary Perspective, Geometrical Perspective, Conceptual Perspective), Movement (Real Movement, Apparent Movement, Graphic Movement, Implied Movement), Key Terms.

Chapter 3: Visual Theories: Sensory Theories of Visual Communication (Gestalt, Constructivism), Perceptual Theories of Visual Communication (Communication, Semiotics, Cognitive Theory), Key Terms.

Chapter 4: Visual Persuasion: Shock Advertising, Benetton and Shock Advertising, End of Era for Benetton? The Final Line Between Persuasion and Propaganda (The Role of Persuasion, The Role of Propaganda, Political Propaganda), Visual Persuasion in Advertising, Visual Persuasion in Public Relations, Visual Persuasion in Journalism, Back to David Kirby, Key Terms.

Chapter 5: Visual Stereotypes: Reinforce Stereotypes with Images, Specific Examples of Stereotyping, Where Do We Go From Here? Image The Heal, Key Terms.

Chapter 6: Visual Analysis: Personal Perspective, Historical Perspective, Technical Perspective, Ethical Perspective, Cultural Perspective, Critical Perspective, Key Terms.

Section 2: Mediums

Chapter 7: Typography: Typography and The Six Perspectives (Personal Perspective, Historical Perspective), Drawing, Writing (Technical Perspective), Typeface Families, Typeface Attributes (Ethical Perspective, Cultural Perspective, Critical Perspective), Trends to Watch for in Typography, Key Terms.

Chapter 8: Graphic Design: Bass's Contribution to Graphic Design, Film Work, Packaging and Logos, Advertisements, Posters, and Title Credits, Graphic Design and The Six Perspectives (Personal Perspective, Historical Perspective, Technical Perspective, Ethical Perspective), Other Issues of Concerns (Cultural Perspective), Free Form Approaches, Grid Approaches

(Critical Perspective), Trends to Watch for in Graphic Design, Key Terms.

Chapter 9: Informational Graphics: Weather Maps (Newspaper Use, Television Weather Segments), Information Graphics and The Six Perspectives (Personal Perspective), Three Innovative Examples (Historical Perspective), Informational Graphics Pioneers (Technical Perspective), Statistical Infographics (Ethical Perspective, Cultural Perspective, Critical Perspective), Trends to Watch for in Informational Graphics, Key Terms.

Chapter 10: Cartoons: Cartoons and The Six Perspectives (Personal Perspective, Historical Perspective), Single-Framed Cartoons (Technical Perspective), Frame, Setting, Characters, Motion Lines, Typography, Balloons, Action Sequence, Animation Techniques (Ethical Perspective), Marketing, Stereotyping, Controversial Themes (Cultural Perspective, Critical Perspective), Trends to Watch For in Cartoons, Key Terms.

Chapter 11: Photography: Photographic Manipulation, Photography and The Six Perspectives (Personal Perspective, Historical Perspective, Heliography, Daguerreotype, Calotype, Wet-Collodion, Color Emulsions, Gelatin-Bromide Dry Plate, Holography, Instant, Digital, Technical Perspective, Lens Type, Lens Opening, Shutter Speed, Lighting, Image Quality, Ethical Perspective, Victims of Violence, A Right to Privacy, Picture Manipulations, Cultural Perspective, Photographer as Portraitist, Photographer as Painter, Photographer as Landscape, Documentarian, Photographer as Artist, Photographer as Social Documentarian, Critical Perspective, Trends to Watch For in Photography, Key Terms.

Chapter 12: Motion Pictures: Motion pictures and the six perspectives (Personal Perspective, Historical Perspective, Sound, Color, Widescreen, 3-D presentation, Drives-in, Multiscreen, Technical Perspective, The Shot, Film Choices, Ethical Perspective, Stereotypes, Violence, smoking in the Movie, Copyrights Infringement, Cultural Perspective, Critical Perspective), Trends to Watch For in Motion Pictures and Key Terms.

Chapter 13: Television: Television and the six perspectives (Personal Perspective, Historical Perspective, Technical Perspective, Cameras, Transmission Modes, Receivers, Ethical

Perspective, Ratings, Stereotypes, Cultural Perspective, Critical Perspective), Trends to Watch for in Television and Key Terms.

Chapter 14: Computers: Computers and the six perspectives (Personal Perspective, Historical Perspective, IBM, Microsoft and Apple, Technical Perspective, Memory, CPU, Switching Devices, Peripheral, Software, Ethical Perspective, Violent Themes, Image Manipulation, Cultural Perspective, Critical Perspective), Trends to Watch for in Computers and Key Terms.

Chapter 15: The Web: The Web and the six perspectives (Personal Perspective, Historical Perspective, Technical Perspective, Ethical Perspective, Cultural Perspective, Critical Perspective), Trends to Watch for in the Web and Key Terms.

Chapter 16: The More You Know, The More You See: Words Began as Pictures, A Mental Exercise, Reading Images Become the Norm, Words and Pictures as One, Words and Pictures Combined in the Mind, towards a Universal Language, Light in All Its Meanings is the Key, Key Terms.

Glossary.

Assignments: All the work must be presented in a scrapbook for evaluation.

1. Collect Six images that illustrate Gestalt principles (internet images are not accepted. Select Images from existing publications and photographs or actual artwork. Each description must be typewritten and placed in the scrapbook):
 - One image for grouping by shape.
 - One image grouping by proximity.
 - One image grouping by continuity.
 - One image grouping by closure.
 - One image grouping by similarity.
 - One image grouping by color.
 - Write a short description of 40 words about each image. Indicate how and why items are grouped.
2. Collect five images showing figure-ground relationships.
 - Write a short description of no more than 50 words about each describing their interrelationships and identify the figure and the ground.
3. Collect examples of each of the following:
 - A monochromatic image.
 - An image that uses color to create three-dimensionality.
 - An image illustrating modified colors.
 - Write a short description of 40 words describing each. Indicate why the author chose or manipulated the color of each image.
4. Illustrate standard television/movie framing by submitting two pictures you have taken:
 - A close-up of a person looking at the camera.
 - A medium shot of person in profile.
5. Collect a total of five images that demonstrate each of the following design principles:

- Contrast.
 - harmony.
 - proportion.
 - balance.
 - movement.
 - Write a paragraph of 40 words about each describing how the principle works.
6. Collect Four images showing:
 - Effective visual/verbal integration (2 images).
 - Ineffective integration (2 images).
 - Write a short description of 40 words analyzing how each one succeeds or fails.
 7. Collect three images total showing the use of the following signs:
 - Iconic.
 - Indexical.
 - Symbolic.
 - Write a short description of 40 words about each explaining how it fits its category.
 8. Find examples of:
 - A convention.
 - A cliché.
 - A stereotype.
 - Describe, in 40 words how each becomes “shorthand” for meaning.
 9. Term Project:
 - Critically analyze a visual media artifact (a photograph, magazine spread, movie clip, advertisement, website, etc.) using the six perspectives learned in class. Write your analysis in an essay of no more than 1000 words.

Packaging design:

- Introduction to packaging design
- History of packaging
- Package development process
- Introduction to adhesives, aerosols, metal and glass containers
- Paperboard and folding cartons and specialty containers
- Labels and labelling
- Sustainable packaging

Graphic identity and branding:

Branding exercises involve conceptual creation, development and application of a visual identification system by which a corporation, product, institution, individual, and even countries become recognizable in reflection to what makes them unique and different from each other. Also, a corporate identity is the image that reflects the philosophy of any product, service or institution. It generally consists of a visual marque and supporting applications in different medias, which are governed by a comprehensive set of rules that help these various components form a consistent recognizable identification system.

7. Assessment strategy, assessment methods:

تقويم الطلاب
الاساليب المستخدمة، التوقيت، توزيع الدرجات

Assessment during course is via:

Assignment work (30%)

- Tutor marked assignments (TMAs)
- Weekly Assignments.
- Individual term project

Written Exams (70%)

- Mid term Assessment (MTA)
- Undeclared Written Tests and Class exams.
- Final Exam

For the graphic identity and branding component, the instructor will be monitoring the development of each project. Any project submitted without any previous follow-ups will not be accepted for assessment. Students will be evaluated on their accomplishments of the research contents, participation in class discussion and their ability to express and understand design concept and techniques.

Below is an A-F scale, so students can map their own progress.

A=90 - 100 B=80 - 89 C=70 - 79 D=60 - 69 F=below 60

A • reflects the learning and outcomes accomplished to the degree of leadership. Your learning and accomplishments are exemplary.

B • reflects the learning and outcomes accomplished to the degree of productiveness. You have accomplished good work.

C • reflects the learning and outcomes have been accomplished to the degree of minimal standards. Your learning is adequate.

D • reflects the learning and outcomes accomplished to the degree of too little done for significant learning to occur. Your learning needs improvement.

F • reflects the learning and outcomes accomplished to the degree of too little done to justify presence as a student in the learning community. Your lack of learning is not acceptable.

Projects Grade Distribution

Project grades are the result of four major categories of evaluation: process, realization, professionalism and the instructor personal evaluation.

8. Mapping of assessment tasks to learning outcomes ربط التقييم بأهداف المقرر																				
Assessment tasks	Learning outcomes (Knowledge and Understanding and cognitive skills)																			
	A1	A2	A3	A4	A5	A6	A7	A8	A9	A	B1	B2	B3	B4	B5	B6	B7	B8	B9	B
TMA	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
MTA	X	X					X	X	X	X	X	X				X	X	X	X	X
Exams	X	X	X	X			X				X	X	X	X	X	X				

8. Mapping of assessment tasks to learning outcomes ربط التقييم بأهداف المقرر																			
Assessment tasks	Learning outcomes (Practical and Professional Skills and Transferable skills)																		
	C1	C2	C3	C4	C5	C6	C7	C8	C9	D1	D2	D3	D4	D5	D6	D7	D8	D9	
TMA	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
MTA	X	X			X	X	X	X	X			X	X	X	X	X	X	X	X
Exams	X	X	X	X	X	X				X	X	X	X	X	X				

9. Teaching staff associated with the module اعضاء هيئة التدريس المرتبطين بالمقرر	
Tutor's name and contact details	Contact hours
Ph.D. Holders specialised in Graphic Design or MFA in Graphic Design TBA	TBA

10. Key reading list قائمة الكتب الدراسية والمراجع الملزمة كتب ملزمة				
Author	Year	Title	Publisher	Location
Visual Communication Design				
Bo Bergstrom	2008	Essential of visual communication	Laurence King Publishing	London. The UK
Paul Martin Lester	2014	Visual communication: Images with messages (International Edition)	Wadsworth Cengage Learning	The UK, USA

10. Key reading list قائمة الكتب الدراسية والمراجع الملزمة كتب ملزمة				
Author	Year	Title	Publisher	Location
Gillian Rose	2012	Visual Methodologies: an introduction to researching with visual materials. (3ed.)	SAGE Publications Ltd	London. The UK
Jerry Palmer & Mo Dodson	1996	Design and aesthetics	Routledge	London and New York
Liz MacQuiston	1995	Graphic Agitation	PHAIDON	London. The UK
Sturken, Marita, & Cartwright, Lisa.		Practices of Looking. (Second Edition)		
Barry, Ann Marie.		Visual Intelligence.		
Denton, Craig.		Graphics for Visual Communication.		
Kenneth Louis Smith	2005	Handbook of visual communication: theory, methods, and media.		
Gibson, J.J.	1986	The Ecological Approach to Visual Perception	Lawrence Erlbaum	Hillsdale, NJ, USA
Goldstein, B.E.	1999	Sensation and Perception.	Brooks-Cole Publishing Co.	Pacific Grove, CA, USA
Köhler, W.	1959	Gestalt Psychology	The New American Library	New York, USA
Michel Chion, Claudia orbman, Walter Murch	1994	"Audio-Vision: Sound on Screen"	Columbia University Press	ISBN: 9780231078993
Packaging Design				
Cliff, Stafford	2002	50 trade secrets of great design-Packaging	Quintet Publishing Ltd	London, England
DuPuis Steven and Silva John	2011	Package Design Workbook: The Art and Science, Reissue edition	Rockport Publishers	
Graphic Identity and Branding				
Alina Wheeler		Designing Brand Identity: A Complete Guide to Creating, Building, and Maintaining Strong Brands (2nd Edition)	(John Wiley & Sons, Inc.)	

11. Other indicative text (e.g. websites)

قائمة الكتب الدراسية والمراجع غير الملزمة (مثل مواقع الانترنت)
مذكرات، كتب مقترحة، دوريات علمية او نشرات

Visual Communication Design:

[Smithsonian's Cooper-Hewitt National Design Museum](#)

[Design Observer](#)

[AIGA \(professional association for design\)](#)

[Reading Images: The Grammar of Visual Design](#)

[World Wide Web History of Art Large](#)

[Image Collections links](#)

[Photographic Falsification History](#)

[Top 15 Manipulated Photographs](#)

[Photo Tampering Throughout History](#)

[viz. - Rhetoric - Visual Culture - Pedagogy](#)

[The On-Line Visual Literacy Project](#)

[Daniel Chandler's Notes on "The Gaze"](#)

[Wikibooks: Visual Rhetoric/Semiotics and Visual Rhetoric](#)

[Before and After: How to Design Cool Stuff](#)

[A New Breed of Documentary Photographers](#)

[Sources in Visual Rhetoric](#)

[Rebecca Moore Howard's Visual Rhetoric Bibliography](#)

[Life magazine photo archive](#)

Packaging Design:

- Ellicott Candace and Roncarelli Sarah (Jun 1, 2010), Packaging Essentials: 100 Design Principles for Creating Packages (Design Essentials).
- Abellan Miquel and Minguet Josep Maria (Jun 3, 2012), Eco Packaging Design, Scott Boylston (Apr 29, 2009) Designing Sustainable Packaging.
- Xi, Dechang, 2012, Packaging Science and Technology : Selected, Peer Reviewed Papers From the International Conference on Packaging Technology and Science (ICPTS 2012), October 25-28, Ningbo, China, Durnten-Zurich : Trans Tech.

Graphic Identity and Branding:

The Brand Gap: Revised Edition (2nd Edition). Marty Neumeier. New Riders and AIGA.

Brand Apart. Joe Duffy. One Club Publishing.

Wally Olins On Brand. Wally Olins. Thames & Hudson.

5VC013, Typography-II and computer Graphics

1. Factual Information بيانات المقرر		
Course Code: 5VC013	Course Title: Typography-II and computer Graphics	Level: NQF level 4
Module tutor:	Credits / points: 5 / 20	Theory: 3
Module type (Specialism):	Notional learning hours:	Practical: 4
Computing and Applied Computing Sciences		
2. Rationale for the module عرض اسباب المقرر		

This course consists of two complementary parts: computer graphics and imaging and advanced typography (typography-II).

Computer graphics and imaging:

Computer graphics domain is now used in various fields in advanced graphics processing projects. Hence, it is crucial to the students to be equipped with the basic understanding of computer graphics concepts, related software and hardware. This course includes the study of creating, manipulating and using visual images in the computer, it presents image input and output devices including cameras, displays, graphic hardware and software, input technologies and interactive techniques, typography and page layout, light and color representation, image composition and imaging models, sampling, aliasing and antialiasing, two and three dimensional geometry and formations, modeling techniques including curves and surfaces, reflection models and illumination algorithms and basic methods of animation.

Typography-II:

This part of the course is a continuation of Typography I (4VC016). It further explores the reading systems, type aesthetics, grid systems, point and pica measuring systems, golden ratio, gestalt principles, design principles, typographic hierarchy, typographic expressions, sequence and meaning, problem solving techniques and processes, function, value and quality of typefaces. In this course, students learn to develop and refine the skills acquired in Typography I. The course provides students with the necessary knowledge to combine visual imagery and texts, design and use type in 3D design applications and in dynamic media such as animation, video and films. The course enhances skills, knowledge and creative thinking techniques not only essential for fulfilling the objectives of this module, but, also, contributes to other modules of the curriculum, such as 3D Modelling and Animation Techniques (GE301), Visual Effects, Compositing and Mixed Media Production (5VC019) and Web Application Development -

Server Side (GE 302), Graduation Project (6VC012), and Visual Narrative (5VC012).

3. Aims of the module

أهداف المقرر

This course is aimed at the students who wish to complete the Arab Open University's degree in Graphic and Multimedia Design program. The academic purpose of this course is related to its two subcomponents: computer graphics and imaging and advanced typography (typography-II):

Computer Graphics and Imaging:

Upon successful completion of the module, students will be able to:

1. Describe the major graphics applications, graphics APIs and graphics pipelines.
2. Recognize the miscellaneous mathematics required for computer graphics.
3. Provide a representation of images using raster devices, pixels, RGB colors and geometry.
4. Implement 2D and 3D geometric transformations
5. Specify the hardware and software components of computer graphics
6. Evaluate the performance of graphics systems
7. Understand the principles of animation, deformation and character animation.

Typography-II:

The academic purpose of this part of the course is planned to introduce students to more complex design issues and techniques related to typography. Throughout the course, students will explore and develop creative solutions, verbal articulation of visual solutions, ideas, exploration of letterforms, production, the use of typography as a vehicle for enhancing meaning and content, using type effectively in multi-page layout, presentation skills, craftsmanship, manual and digital skills.

This part of the course enables students to:

1. Build upon the concepts acquired in Typography I.
2. Develop an understanding of the language of typography, such as critique, history, technology, and craftsmanship.
3. Acquire an advanced knowledge, theories, and concepts about typography, develop a foundation of art skills and a high level of craft, communicate ideas and concepts through writing, speaking and typographic art making.
4. Acquire a competency with the tools and technologies associated with typography and graphic design.
5. Learn to design typography within various design spaces for different kinds of communication in static and dynamic media.
6. Practice traditions of typographic grid design, the formal systems in type design and text aesthetics.
7. Consider typography and typographic hierarchy when delivered within static and dynamic media.

8. Learn basic production tools offered in Adobe Photoshop, Adobe Illustrator, Adobe InDesign, Flash, Dreamweaver, After Effects, Fireworks and FinalCut .
9. Learn to design more complex layout systems for producing creative typographic work.
10. Build up vocabulary for speaking critically and intelligently about typographic work.
11. Learn to develop, practice and apply constructive criticism.
12. Learn design and typographic principles such as visual hierarchy, sequencing, legibility, alignment, and color in order to create work that communicates effectively.
13. Examine how visual and text messages can be shaped and presented for various types of communication design.
14. Learn to apply typographic principles and knowledge in animation and multimedia projects.
15. Develop a refined sense of observation to multi aspects of design problems.
16. Learn to solve specific design problems that include setting and layout applications, form, hierarchy, meaning and content through typographic form.
17. Learn to apply grid system to complex multi-page layouts.
18. Learn to construct page margins based on the golden rectangle.
19. Learn to operate within specific graphic design requirements.
20. Learn to use appropriate lettering styles and images to achieve a desired communication visual effect.
21. Learn how to shape images and text for various types of communication design.
22. Learn to use basic computer applications, such as, scanning, importation and manipulation of images, and a variety of lettering styles (for example, Block, Roman, Gothic and Italic) and different visual communication materials.

4. Pre-requisite modules

المتطلبات السابقة

To enroll in this course, students should have basic knowledge of vector geometry and linear algebra. In addition, students should have completed study of the following modules:

Typography-I (4VC016)

Calculus 1/ College Mathematics (GM101)

Linear Algebra (GM102)

5. Intended learning outcomes

المستهدف من تدريس المقرر

A. Knowledge and understanding المعلومات والمفاهيم	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p> <p>A1. know and understand the basic principles of computer graphics and be able to select the suitable hardware and software including APIs of a graphics system for a specific application</p> <p>A2. Recognize raster algorithms and texture mapping, understand and categorize computer animation variants.</p>	<ul style="list-style-type: none"> • 25 - 50% face-to-face tutorial sessions • Class discussions • Independent study • Forums on the LMS • Office hour discussions • Feedback and guidance on TMA and MTA • Tutor Marked Assignment (TMA work)

<p>A3. Know and understand the visual perception, light and colour manipulation.</p> <p>A4. Understand image visualization, image based rendering and global illumination</p> <p>A5. Demonstrate an understanding of historical and contemporary typographic conventions.</p> <p>A6. Demonstrate an understanding of processes of generating and solving problems in typography.</p> <p>A7. Analyse given design problems and reach appropriate solutions.</p> <p>A8. Demonstrate an understanding of critiques and the use of a critical vocabulary.</p>	<ul style="list-style-type: none"> • Midterm Assessment (MTA) • Course learning booklets and support materials. • PowerPoint presentations and audio-visual materials. • Lectures, discussions and demonstrations • Critiques and feedback.
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B. Cognitive skills المهارات الذهنية	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p> <p>B1. Explain image composition and texture mapping</p> <p>B2. Use, evaluate and compare the different computer graphics APIs</p> <p>B3. Produce the design of images' scenes using computer animation</p> <p>B4. Explain how to build interactive graphics applications</p> <p>B5. Identify the theoretical principles of meaning, aesthetics and function in typographic design.</p> <p>B6. Demonstrate an understanding of message content and visual form.</p> <p>B7. Define and employ industry standard graphic design terminology to describe projects.</p> <p>B8. Specify type using multiple typographic parameters.</p>	<ul style="list-style-type: none"> • 25 - 50% face-to-face tutorial sessions • Class discussions • Independent study • Forums on the LMS • Office hour discussions • Feedback and guidance on TMA and MTA • Tutor Marked Assignment (TMA work) • Midterm Assessment (MTA) • Course learning booklets and support materials. • PowerPoint presentations and audio-visual materials. • Lectures, discussions and demonstrations • Critiques and feedback.

C. Practical and professional skills المهارات المهنية الخاصة بالمقرر	Learning and teaching strategy اساليب التعليم والتعلم
On completion of the course students will be able to:	

<p>C1.Implement graphics applications using advanced APIs</p> <p>C2.Manipulate images by using global illumination and image-based rendering.</p> <p>C3.Apply computer graphics concepts and techniques to develop graphics and visualization applications.</p> <p>C4.Evaluate computer graphics API.</p> <p>C5.Demonstrate the ability to experiment, innovate and test ideas involving image and text compositions.</p> <p>C6.Apply grid system to complex multi-page layouts.</p> <p>C7.Demonstrate the ability to visualize and control typographic spacing parameters such as kerning, tracking and letter spacing.</p> <p>C8.Manipulate typographic constraints such as point size, leading and measure to arrange text and improve legibility and readability of text, and manipulate typographic contrasts such as weight, posture and width to create emphasis and arrange text into hierarchical message systems.</p>	<ul style="list-style-type: none"> • 25 - 50% face-to-face tutorial sessions • Class discussions • Independent study • Forums on the LMS • Office hour discussions • Feedback and guidance on TMA and MTA • Tutor Marked Assignment (TMA work) • Midterm Assessment (MTA) • Course learning booklets and support materials. • PowerPoint presentations and audio-visual materials. • Lectures, discussions and demonstrations • Critiques and feedback.
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D. Key transferable skills المهارات العامة	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p> <p>D10. Share new ideas related to image and image manipulation</p> <p>D11. Understand how API deal with images, scenes and image visualization.</p> <p>D12. Effectively use computer resources.</p> <p>D13. Apply the skills in advanced courses particularly those related to image production.</p> <p>D14. Identify, define, and solve typographic design problems by proposing solutions, incorporating feedback and refining design proposals.</p> <p>D15. Communicate effectively by making oral and visual presentations.</p> <p>D16. Create visual communication designs, such as posters, advertisements,</p>	<ul style="list-style-type: none"> • 25 - 50% face-to-face tutorial sessions • Class discussions • Independent study • Forums on the LMS • Office hour discussions • Feedback and guidance on TMA and MTA • Tutor Marked Assignment (TMA work) • Midterm Assessment (MTA) • Course learning booklets and support materials. • PowerPoint presentations and audio-visual materials.

illustrations, illuminated letters packaging, letterheads, signage, labels, logos. D17. Demonstrate a refined sense of observation to multi aspects of design problems.	<ul style="list-style-type: none"> • Lectures, discussions and demonstrations • Critiques and feedback.
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6. Indicative content:

محتوى المقرر

The course contents are divided into two major components: computer graphics and imaging and advanced typography (Typography-II).

Computer Graphics and Imaging:

The module will cover the following topics:

Chapter 1. Introduction to computer graphics and review of miscellaneous math

- 1.1 Graphics area and major application
- 1.2 Graphics APIs and 3D geometric models
- 1.3 Graphics pipelines
- 1.4 Review of Linear algebra, Sets, quadratic equations, trigonometry and vectors
- 1.5 Implicit curves and surfaces
- 1.6 Parametric curves and surfaces

Chapter 2. Raster Algorithms and viewing

- 2.1 Raster Display, RGB colour, line drawing, antialiasing
- 2.2 Image capture and storage
- 2.3 Drawing the Canonical view volume
- 2.4 Orthographic and perspective projection
- 2.5 Field-of-view

Chapter 3. Texture Mapping

- 3.1 2D and 3D texture mapping
- 3.2 Tessellated models
- 3.3 Bump texture
- 3.4 Displacement mapping
- 3.5 Environment and shadow maps

Chapter 4. Graphics pipeline and curves

- 1.1 Clipping and clipping segments
- 1.2 Expanded graphics pipeline
- 1.3 Back face elimination
- 1.4 Curves and curves' properties
- 1.5 Cubic's and approximation curves

Chapter 5. Computer animation, building interactive graphics applications

- 5.1 Principles of animations
- 5.2 Key framing, deformation
- 5.3 Character and physics-based animation
- 5.4 Procedural techniques
- 5.5 The ball Shooting program
- 5.6 Programming models

Chapter 6. Light, colour and visual perception

- 6.1 Radiometry
- 6.2 Photometry
- 6.3 Light and light Detectors
- 6.4 Chromaticity and
- 6.5 RGB colour and approximate colour manipulation
- 6.6 vision science
- 6.7 Visual sensitivity
- 6.8 Spatial vision

Chapter 7. Global illumination and rendering

- 7.1 Particle tracing for Lambertian scenes
- 7.2 Path tracing
- 7.3 The light field
- 7.4 Creating new image
- 7.5 visualization

Chapter 8. Using computer hardware

- 8.1 What is graphics hardware
- 8.2 Geometry for the hardware
- 8.3 Processing Geometry into Pixels

Typography-II:

This part of the course builds upon the theories, concepts, information, skills, experiences, principles and techniques acquired in Typography I. The course focuses on the use of type with image and the design of three-dimensional form. Course content includes an emphasis on concept and research-based practices. The course explores inspiration sources, integration of traditional typography, transitional elements, animated textures, colour, space, type structure and grids, production layout and composition design theory, graphic design publications, typographic terminology, design mediums, type sources, motion graphics and multimedia applications. The course provides a substance knowledge about the following issues: creating shapes from text, editing techniques for graphics, animating type, exploring colour correction tools, building animated textures, creating custom vignettes, understanding lights and material settings, adding dynamic transitions, working efficiently in 3D space.

The course will cover the following topics:

1. Typographic design education: Generation of a typographic sign from gestural mark, letter/digit configuration, urban letterform studies, inventing sign system, letterform analysis, interpretive compositions, repetition and pattern making, typography and image transformations, visual organization and grid structures, unity of form and communication, typographic variations through changing parameters, experimental compositions with found typography, poem and news combinations, typographic cubes, calendar typography, interpretive typography (form and content), typeface history posters, type specimen book page, alphabet letterpress book, symphony posters, type chronology booklet, thematic exhibition posters, graphic itinerary.
2. Case studies in typographic design: The NASA visual identity system, an exhibition catalogue for Fluxus Etc., typographic film titles, the periodical format for Nautical Quarterly.
3. Type specimens: Old style, san serif, transitional, modern, Egyptian, display fonts, text column specimens, glossary, appendices, copy fitting, character count table for text type specimens, suggested working methods in typographic design, proof-reader's marks, a chronology of typeface designs.

The Recommended Text Books:

1. Typographic Design: Form and Communication by Rob Carter, Ben Day and Philip Meggs, 1985.
2. The Art of Typography: An introduction to Typo-icon-ography, by Martin Solomon, 1986.
3. Typography (Graphic Design in Context), by Denise Gonzales Crisp (Author), William F. Temple (Author) 2012

Required Software:

Adobe Photoshop, Adobe Illustrator, Adobe InDesign, Flash Macromedia, Dreamweaver, After Effects, Fireworks and FinalCut.

7. Assessment strategy, assessment methods:

تقويم الطلاب
الاساليب المستخدمة، التوقيت، توزيع الدرجات

TMA work (20%-40%)

MTA (20%-30%)

Final Exam (40%-50%)

8. Mapping of assessment tasks to learning outcomes ربط التقييم بأهداف المقرر																
Assessment tasks	Learning outcomes (Knowledge and Understanding and cognitive skills)															
	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8
TMA	X	X	X		X	X	X	X	X	X	X		X	X	X	X
MTA	X	X	X		X	X			X	X			X	X		
Exams	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

8. Mapping of assessment tasks to learning outcomes ربط التقييم بأهداف المقرر																
Assessment tasks	Learning outcomes (Practical and Professional Skills and Transferable skills)															
	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	
TMA	X	X	X		X	X	X	X	X	X			X	X	X	
MTA	X	X			X	X			X	X			X			
Exams	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

9. Teaching staff associated with the module اعضاء هيئة التدريس المرتبطين بالمقرر	
Tutor's name and contact details	Contact hours
Ph.D. Holders specialised in Graphic Design or MFA in Graphic Design TBA	TBA

11. Other indicative text (e.g. websites)

قائمة الكتب الدراسية و المراجع غير الملزمة (مثل مواقع الانترنت)
مذكرات، كتب مقترحة، دوريات علمية او نشرات

Computer Graphics and Imaging:

- Hughes, Van Dam, et al. Computer Graphics Principles and Practice 3e, Pearson, 2014
- Foley, van Dam, Feiner and Hughes, Computer Graphics: Principles and Practice in C
- Angel, Interactive Computer Graphics: A Top-Down Approach with OpenGL
- Free downloads of image editing software:
URL: <http://downloads.cnet.com/>
- The European association for computer graphics
<https://www.eg.org/>

Typography-II:

The Bauhaus Context: Typography and Graphic Design in ...

www.mitpressjournals.org/doi/pdf/10.1162/desi.2006.22.4.66

Typography (Graphic Design in Context): Denise Gonzales ...

www.amazon.com › ... › *Graphic Design* › *Typography*

Typography - Thames & Hudson

www.thamesandhudson.com/Typography/9780500290507

interview - Frere-Jones Type

www.frerejones.com/assets/Surface-Power100-2014.pdf

90 top-quality typography tutorials - Creative Bloq

www.creativebloq.com/graphic-design.../typography-tutorials-1232719

InDesign Tutorials > Beginner's Guide to Typography Tutorial

How to design your own typeface | Typography | Creative Bloq

www.creativebloq.com/typography/design-your-own-typeface-8133919

After Effects Tutorials > Typography Priorities and Pitfalls for ...

www.digitaltutors.com/tutorial/1776-Typography-Priorities-and-Pitfalls-f

Illustrator Tutorials > Fundamentals of Typography Tutorial ...

www.digitaltutors.com/tutorial/277-Fundamentals-of-Typography

Tutorial: How to Create Custom Typography - YouTube

10. Key reading list قائمة الكتب الدراسية و المراجع الملزمة كتب ملزمة				
Author	Year	Title	Publisher	Location
Computer Graphics and Imaging				
Peter Shirley, Michael Ashikhmin, Steve Marschner	2009	Fundamentals of Computer Graphics, 3rd ed	A K Peters/CRC Press	
Typography-II				
D. Gonzales Crisp; W.Temple	2012	Graphic Design in Context: Typography	Thames & Hudson	New York
Edited by Steven Heller and Philip B. Meggs.	2001	Texts on Type : Critical writings on typography	Allworth Press	New York
Gerstner, Karl.	2007	Designing Programmes : Instead of solutions for problems programmes for solution	Lars Muller Publishers	Baden
Ruder, Emil.	2001	Typographie : A manual of design	Niggli	Sulgen
Felici, James.	2003	The Complete Manual of Typography : A guide to setting perfect type	Peachpit Press	Berkeley, CA
Jost Hochuli, Robin Kinross.	2003	Designing Books : Practice and Theory	Hyphen Press	London
Rosendorf, Theodore	2009	The Typographic Desk Reference : TDR	Oak Knoll Books	New Castle, DE

5VC015, Digital and Emerging Media Design

1. Factual Information بيانات المقرر		
Course Code: 5VC015	Course Title: Digital and Emerging Media Design	Level: NQF level 4
Module tutor: Module type (Specialism): Computing and Applied Computing Sciences	Credits / points: 5 / 20 Notional learning hours:	Theory: 3 Practical: 4

2. Rationale for the module

عرض اسباب المقرر

This course consists of two complementary parts: introductory digital and emerging media design and art direction.

Introductory digital and emerging media design:

Students will engage in hands-on design practices, develop creative thinking strategies, and devise solutions to visual communication design challenges. The course familiarizes students with visual principles, essential software, and techniques that serve the basic designer needs. Students will also develop fluency in the principles of visual language to form a basis of aesthetic judgment and develop methods of analysis and inquiry for creative thinking. Students' in-studio practice combines with class critiques of work, software tutorials, and supporting lectures. The course provides a unified and dynamic experience designed to build a durable framework for all areas of study in Visual Arts.

Art Direction:

The Art Director is responsible for the creative strategy at the visual level. By transforming the concepts into images, determining the contents of the message in a television spot, a print ad, a poster, an event, in viral, guerrilla and web marketing.

On this course, students will go through the various stages of organizing a campaign and shows the relationship between art direction and different markets and brands. They will learn about the basic principles of visual communication and the importance of analysing contemporary trends and campaigns, before going on to discuss the role of the art director in different creative industries. By demonstrating the importance of bringing words and visual imagery together, also developing concept boards and working towards setting up a photo shoot.

3. Aims of the module

أهداف المقرر

This course is aimed at the students who wish to complete the Arab Open University's degree in Graphic and Multimedia Design program. The academic purpose of this course is related to its two subcomponents: Introductory digital and emerging media design and art direction:

Introductory digital and Emerging Media Design:

The students will be able to apply and understand the basic concept of design and the main principle of visual theories like composition, Line variation in Design, the mode color of different elements, the concept of Harmony, contrast, rhythm...Etc

Also, to focus on Design implementation, concept, consideration – beside the different aspects of Graphic design such as poster, flyers, Logo, Etc. to able the student to have a whole basic knowledge of the graphic design methods

The aim of the Graphic Design course is to train visual communication designers. This professional designs tools for visual communication and creates images and languages that can effectively convey messages and values both in hard copy and digital forms: tablets, Smartphone's and TV (Motion Graphic).

Art Direction:

Dedicate to the fundamentals, or to acquiring the basic tools from different cultural reference points, which distinguish and characterize a design style and to basic practical methods of digital design and digital technology through the study of specific programs dedicated to both static and moving graphics. Students concentrate on the methodology and assisted project design. The student gains knowledge and competence in the specific professional areas through actual guided practice, the study of the technical aspects, teaching about the cultural characteristics.

4. Pre-requisite modules**المتطلبات السابقة**

To enroll in this course, students should have completed study of the following modules:

- Computing Essentials (TU170)
- Introduction to Programming and Interactivity for Media Arts (4VC014)
- Introduction to Art and Design in Context (4AD010)
- Digital Visualization Studio (5VC017)
- Visual Narrative (5VC012)
- Visual Effects and composition (5VC019)

5. Intended learning outcomes**المستهدف من تدريس المقرر**

A. Knowledge and understanding المعلومات والمفاهيم	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p> <p>A1.Conduct and perform basic aspects of graphic design and concept – both in free hand and with the use of suitable graphic software</p> <p>A2.Understand the challenges involved in designing graphics content.</p> <p>A3.Demonstrate knowledge of various design packaging procedures</p> <p>A4.Describe the various stages of organizing a campaign and shows the relationship between art direction and different markets and brands.</p> <p>A5.learn about the basic principles of visual communication and the importance of analyzing contemporary trends and campaigns</p> <p>A6.Conduct and perform Basic aspects of Art Directions.</p>	<p>Knowledge and understanding is required from specially prepared teaching texts supported by self- assessment and in-text question, reference texts, multimedia packages, directed reading, computer mediated conferencing, web- based resources and video & audio tapes.</p> <p>Students work independently with the teaching material and encouraged to form self- help groups with other students, communication face to face, by telephone, email and computer conferencing</p>

B. Cognitive skills المهارات الذهنية	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p> <p>B1.Apply key concept relevant to graphic and multimedia design.</p> <p>B2.Devise and carry out a project in graphic and multimedia design that applies and extends their knowledge & understanding</p> <p>B3.Refine specification & implementation of software tools and technologies required to undertake graphic design and multimedia projects.</p> <p>B4.Apply key concept relevant to Art direction.</p> <p>B5.Devise and carry out a project in Artistic direction that applies and extends the student knowledge & understanding</p> <p>B6.Refine specification & implementation of software tools and technologies required to undertake art direction.</p>	<p>Cognitive skills are promoted in the teaching materials via a range of activities including self- assessment exercises, multi-media tasks and computer-based investigation.</p> <p>Computer conferencing facilities provide an environment for interaction brining students, tutors & course teams members together for critical discussion & guidance.</p>

C. Practical and professional skills المهارات المهنية الخاصة بالمقرر	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p> <p>C1.Evaluate and select suitable software tools and technologies required to undertake graphic design and multimedia project.</p> <p>C2.Undertake project work involving artistic and creative graphic design technique.</p> <p>C3.Evaluate and select suitable software tools and technologies required to undertake Art direction.</p> <p>C4.Undertake project work involving artistic and creative graphic art direction theory.</p>	<p>Professional skills are developed through the teaching materials and through allowing a hands-on approach to let the students develop practical skills.</p> <p>Assessment – practical skills are assessed through the tutor marked assignments and examinable components which will help develop some professional skills.</p>

D. Key transferable skills المهارات العامة	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p> <p>D1. Undertake independent studies and practice lifelong learning in the field of digital and emerging media design.</p> <p>D2. Demonstrate efficient digital and emerging media design project planning & implementation skills.</p> <p>D3. Demonstrate efficient digital and emerging media design team work</p> <p>D4. Undertake independent studies and practice lifelong learning in the field of art design.</p> <p>D5. Demonstrate efficient project planning & implementation skills in the field of art direction.</p> <p>D6. Demonstrate efficient art direction team work</p> <p>D7. Undertake graphic art direction project work.</p>	<ul style="list-style-type: none"> - Key skills are taught and developed within the teaching materials and are supported by tutor feedback and guidance in tutor marked assignments. - Skills to be developed through related material and assessment and is in general explicit. - Tutor marked assignments & examinable component. - Skills to be developed through related material and assessment is in general explicit.

6. Indicative content:

محتوى المقرر

Support Material (Video Lectures, hands on labs, tutorials, Etc)
 ICT facilities
 E-Library and other learning recourses – Web – Link
 Student handbook, online student support SSS,
 Electronic tutorial groups

7. Assessment strategy, assessment methods:

تقويم الطلاب

الاساليب المستخدمة، التوقيت، توزيع الدرجات

Summative assessment - refers to the assessment of participants where the focus is on the outcome of a program, which summarizes their development at a particular time.

Formative assessment a range of formal and informal assessment procedures employed by tutors during the learning process in order to modify teaching and learning activities to improve student attainment.

The 25% face to face tutorial component – Tutors support students learning in tutorials, by study guides, assignment & projects, paper examinations.

Tutor marked assignments (TMAs) submitted by the 11th week

Midterm Assessment (MTA) middle of semester

Final Examination

8. Mapping of assessment tasks to learning outcomes ربط التقييم بأهداف المقرر																			
Assessment tasks	Learning outcomes																		
	A	A	A	A	A	A	B1	B2	B3	B4	B5	B6	C	C	C	C	D	D	D
TMA	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
MTA	X			X	X	X		X	X			X					X	X	X
Exams	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X

9. Teaching staff associated with the module اعضاء هيئة التدريس المرتبطين بالمقرر	
Tutor's name and contact details	Contact hours
Ph.D. Holders TBA	TBA

10. Key reading list قائمة الكتب الدراسية و المراجع الملزمة كتب ملزمة				
Author	Year	Title	Publisher	Location
Alex White	2011	The Elements of Graphic Design	Allworth Press; Second Edition	
Johannes Itten	1997	The Art of Color: The Subjective Experience and Objective Rationale of Color	John Wiley & Sons; 1 edition	
Yolanda Zappaterra	2007	Art Direction and Editorial Design	Harry N. Abrams	
steven Helle	2009	Art Direction Explained	Laurence King Publishing	

11. Other indicative text (e.g. websites) قائمة الكتب الدراسية و المراجع غير الملزمة (مثل مواقع الانترنت) مذكرات، كتب مقترحة، دوريات علمية او نشرات

TBA

5VC017, Digital Visualization Studio

1. Factual Information بيانات المقرر		
Course Code: 5VC017	Course Title: Digital Visualization Studio	Level: NQF level 4
Module tutor:	Credits / points: 5 / 20	Theory: 3
Module type (Specialism): Computing and Applied Computing Sciences	Notional learning hours:	Practical: 4

2. Rationale for the module

عرض اسباب المقرر

This course explores the digital technology available to students of design for two dimensional (2D) representations. It starts with an exploration of the Design elements such as line, value, color, shape, form, texture and space. It demonstrates the 2D design types and it also discusses the language of visual design, digital photography, digital design processes. Moreover, it introduces Raster Image Manipulation, including principles of image representation, digital color representation. Vector Illustration in 2D is also discussed including basics of typography and vector illustration. Intermediate drawing techniques and creating and manipulating complex vector shapes.

3. Aims of the module

أهداف المقرر

- Introduce basic digital media production skills
- Effectively communicate 2D and 3D compositions and products using digital media (using a computer-aided Drafting system).
- Dimensioning techniques and the development and use of prototype drawings
- Organize and follow planned procedures for solving technical problems.
- Create hard copy and/or electronic media output.
- Exhibit proper file management skills.
- Learn to utilize digital media as drafting systems to become more productive.

4. Pre-requisite modules

المتطلبات السابقة

To enroll in this course, students should have completed study of the following modules:

- Introduction to Art and Design in Context (4AD010)
- Elements, Composition and Digital Foundation (4VC013)
- Typography I (4VC016)

5. Intended learning outcomes

المستهدف من تدريس المقرر

A. Knowledge and understanding المعلومات والمفاهيم	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p> <p>A1. Develop professional visual sensitivity and competency in graphic communication through discipline of the design techniques.</p> <p>A2. Understand the Digital Medium and its implementations in 2D visual representation.</p> <p>A3. Understand the visual perception theory.</p>	<p>- Knowledge and understanding is acquired from specially prepared teaching texts supported by:</p> <ul style="list-style-type: none"> • Self-assessment • In-text questions • Reference texts • Multi -media packages • Directed reading • Computer mediated conferencing • Web-based resources • Video and audio tapes.

B. Cognitive skills المهارات الذهنية	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p> <p>B1. Utilize technical and computer skills necessary to complete design projects.</p> <p>B2. Continuing development of professional computer design skills, and to develop a series of professional portfolio pieces.</p>	<p>- Cognitive skills are acquired from specially prepared teaching texts supported by:</p> <ul style="list-style-type: none"> • Self-assessment • In-text questions • Reference texts • Multi -media packages • Directed reading • Computer mediated conferencing • Web-based resource • Video and audio tapes.

C. Practical and professional skills المهارات المهنية الخاصة بالمقرر	Learning and teaching strategy اساليب التعلم والتعليم
<p>On completion of the course students will be able to:</p> <p>C1.Generate ideas, concepts, and proposal solutions and to have thinking skills and creativity.</p> <p>C2.Projects encourage students to develop both their technical and conceptual skills while exploring how the creative process continues within the design.</p>	<p>- Practical and professional skills are acquired from specially prepared teaching texts supported by:</p> <ul style="list-style-type: none"> • Self-assessment • In-text questions • Reference texts • Multi -media packages • Directed reading • Computer mediated conferencing • Web-based resources • Video and audio tapes.

D. Key transferable skills المهارات العامة	Learning and teaching strategy اساليب التعلم والتعليم
<p>On completion of the course students will be able to:</p> <p>D1.Practical understanding of and ability to operate software that used for design and printing process.</p> <p>D2.Identifying opportunities and achievements when students critique their own work and the work of others.</p>	<p>- Key transferrable skills acquired from specially prepared teaching texts supported by:</p> <ul style="list-style-type: none"> • Self-assessment • In-text questions • Reference texts • Multi -media packages • Directed reading • Computer mediated conferencing • Web-based resources • Video and audio tapes.

6. Indicative content:

محتوى المقرر

- Computer and digital media skills for graphic design
- Building and controlling Documents
- Colour management, colour theory and applications skills for graphic design.
- Prepress, paper selection and specification, ink systems, output technology, printing presses.
- Elements and principles of Two-dimensional Design
- Introduction and advanced topics in using Graphic Design software.
- colour Adjustment
- Visual and Verbal Narrative

- Design Thinking
- Creative Meta-seeing

7. Assessment strategy, assessment methods:

تقويم الطلاب
الاساليب المستخدمة، التوقيت، توزيع الدرجات

- Assessment during course is via:
- Tutor marked assignments (TMAs)
- Weekly Assignments.
- Undeclared Written Tests and Class exams.
- Individual term project
- Midterm Assessment (MTA)
- Final Exam

8. Mapping of assessment tasks to learning outcomes

ربط التقييم بأهداف المقرر

Assessment tasks	Learning outcomes													
	A1	A2	A3	B1	B2	C1	C2	D1	D2					
TMA	X	X	X	X	X	X	X	X	X					
MTA			X		X	X	X	X	X					
Exams			X	X	X	X	X	X	X					

9. Teaching staff associated with the module

اعضاء هيئة التدريس المرتبطين بالمقرر

Tutor's name and contact details	Contact hours
Ph.D. Holders TBA	TBA

10. Key reading list قائمة الكتب الدراسية والمراجع الملزمة كتب ملزمة				
Author	Year	Title	Publisher	Location
Holtzschue, L. and Noriega, E.	1997	Design Fundamentals for the Digital Age	John Wiley & Sons, INC.	USA
Adobe Creative Team	2010	Classroom in a book – Adobe Photoshop	Adobe Press	New York, USA
Adobe Creative Team	2010	Classroom in a book – Adobe Illustrator	Adobe Press	New York, USA

11. Other indicative text (e.g. websites)
قائمة الكتب الدراسية والمراجع غير الملزمة (مثل مواقع الانترنت)
مذكرات، كتب مقترحة، دوريات علمية او نشرات

- <http://www.ndoylefineart.com/design3.html>
- <http://www.scribd.com/doc/3210755/Elements-of-Design>
- <http://hjmacademy-design.blogspot.com/>
- <http://dragonartz.wordpress.com/category/main/party/>
- <http://www.adobe.com>
- www.brusheezy.com
- www.psdutts.com
- www.ndesign-studio.com/resources/tutorials
- <http://www.tutorialized.com>

5VC019, Visual Effects, Compositing and Mixed Media Production

1. Factual Information بيانات المقرر		
Course Code: 5VC019	Course Title: Visual Effects, Compositing and Mixed Media Production	Level: NQF level 4
Module tutor: Module type (Specialism): Computing and Applied Computing Sciences	Credits / points: 5 / 20 Notional learning hours:	Theory: 3 Practical: 4

2. Rationale for the module عرض اسباب المقرر

This course consists of two complementary parts: visual effects and compositing and sound production for mixed media.

Visual effects and compositing:

This course provides theoretical, conceptual, technological, technical and methodical knowledge about visual effects and compositing. Students learn to organize and integrate visual information from multiple sources into a single and original artwork. Also, students learn how to use design principles and techniques for representing visual information of digital composition from basic visual structure to practical application in digital production and post-production. In addition, students learn how to use digital techniques for image capture, injection, transcoding, manipulation, integration, chrominance keying, image tracking, color correction and grading, editing, key frame interpolation and green screen studio production. The offered knowledge and skills are not only essential for fulfilling the objectives of this module, but, also, contribute to other modules of the curriculum, such as: Visual Narrative (5VC012), Digital Photography and Media Production (4VC015), 3D Modelling and Animation Techniques (GE301), Digital Photography and Media Production (4VC015), and Digital Media Design for Mobile Devices (6VC015).

Sound production for mixed media:

The course develops student creative abilities in audio across music production, sound design, radio, TV, film and multimedia, all supported by a robust understanding of the technologies

involved. They will be able to explore and expand as a creative artist while achieving control and experience of professional audio environment.

This module will also develop student professional practice of the creative industries through in-depth understanding of both practical and theoretical aspects of music recording and production processes. Including mixing, remixing and mastering in stereo and surround.

Program courses include: equipment operation and maintenance, sound recording, track editing, dubbing and mixing, media production, digital recording and transmission, and amplification and modulation.

3. Aims of the module

أهداف المقرر

This course is aimed at the students who wish to complete the Arab Open University's degree in Graphic and Multimedia Design program. The academic purpose of this course is related to its two subcomponents: visual effects and compositing and sound production for mixed media:

Visual effects and compositing:

To introduce students to the digital content creation of visual effects and composing. It explores and discusses the involved concepts, technologies, techniques and skills of making digital films, video compositing, video games, special effects, effects integration into motion graphics, 3D animation, special effects and visual effects production. It develops technical and conceptual abilities that lead to content delivery in a linear, cinematic context. It, also, aesthetically reinforces a better visual storytelling in context. Professional work habits, techniques, and results are emphasized.

This course will enable the students to:

1. Acquire understanding of the basic image processing techniques and recognize the difference between a visual effect and a special effect.
2. Understand the principles of visual structure, composition, digital representation of visual information, color correction and grading and the art of editing.
3. Become aware of 3D cameras and rendering techniques.
4. Create mattes using various image processing techniques including Chroma-keying, Track motion and data.
5. Understand the compositing process and identify major techniques and applications used in industry.
6. Develop a visual effects pipeline for integration in the filmmaking process.
7. Recognize the digital aesthetics of 3-D Visual Effects.
8. Develop technical and conceptual abilities that lead to content delivery in a linear and cinematic context.

9. Learn techniques for making 3D modeling, deformations, and texturing as applied to lighting and animation requirements.
10. Learn to synthesize and communicate ideas visually in the form of digital composition and editing and develop problem-solving skill and project management skills.
11. Offer an insight into the role of a project manager, technical director and visual effects animation supervisor.
12. Acquire skills to develop a filmmaking proposal taking consideration of budgets and schedules.
13. Develop skills of self-exploration and self-reflection of the subject matter and enhance original thinking; good organization and capacity to analyze and synthesize subject matter.
14. Expanding knowledge through analysis and interpretation of issues discussed using information from a range of sources.

Sound production for mixed media:

The students will be able to work with all types of sound communication and to produce soundtracks consisting of music, speech, sound effects and other electronic manipulations, using finished products and tools to create sound – principally the computer, but also recording studios, mixers etc. The applications of sound design are infinite, with many still being actively developed,

Focusing on the creative applications of technology, theories and professional production practices- this module will develop into a study brief incorporating the construction of a radio drama, radio program, film trailer assembly and surround mix. It will also include a substantial piece of sound-to-picture work, including location recording, music and audio post for film and broadcast media.

4. Pre-requisite modules

المتطلبات السابقة

To enroll in this course, students should have completed study of the following modules:

Computing Essentials (TU170)

Introduction to Art and Design in Context (4AD010)

Typography-II and Computer Graphics (5VC013)

Critical and Contextual Issues in Art and Design (5AD008)

5. Intended learning outcomes المستهدف من تدريس المقرر	
A. Knowledge and understanding المعلومات والمفاهيم	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p> <p>A1. Identify the visual effects used in motion graphics projects.</p> <p>A2. Define and apply motion principles and theories related to the core concepts of visual effects and composing.</p> <p>A3. Recognize the principles of visual structure, composition, digital representation of visual information, colour correction and grading and the art of editing in films production.</p> <p>A4. Explain design principles, concepts, styles and terminologies related to visual effects and composing.</p> <p>A5. Understand the challenge involved in sound production and mixed media content</p> <p>A6. Demonstrate knowledge of integrating sound production and mixed media technologies into effective project work.</p> <p>A7. Demonstrate knowledge of various sound mixed procedures.</p>	<p>Knowledge and understanding is acquired from specially prepared teaching texts supported by:</p> <ul style="list-style-type: none"> • 50 % face-to-face tutorial sessions • TMA work • Course learning booklets and support material • Lectures and Case Study • Student presentations. • Demonstration, practices and discussion. • Critiques and feedback. • Self- assessment and in-text question, reference texts, multimedia packages, directed reading, computer mediated conferencing, web- based resources and video & audio tapes. • Students work independently with the teaching material and encouraged to form self- help groups with other students, communication face to face, by telephone, email and computer conferencing

B. Cognitive skills المهارات الذهنية	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p> <p>B1. Demonstrate skills in presentation and critical discussion.</p> <p>B2. Predict common pitfalls in planning visual effects sequences.</p> <p>B3. Demonstrate the ability to interpret and integrate various resources.</p> <p>B4. Demonstrate the ability to create informative content, use appropriate material with in-depth and extensive knowledge of the subject matter.</p> <p>B5. Devise and carry out a project in sound production & mixed media that applies</p>	<p>Cognitive skills are acquired through:</p> <ul style="list-style-type: none"> • 50 % face-to-face tutorial sessions • TMA work • Course learning booklets and support material • Lectures and Case Study • Student presentations. • Demonstration, practices and discussion. • Critiques and feedback.

and extends their knowledge & understanding B6. Refine specification & implementation of software tools and technologies required to undertake sound production and mixed media projects.	Cognitive skills are promoted in the teaching materials via a range of activities including self- assessment exercises, multi-media tasks and computer-based investigation.
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C. Practical and professional skills المهارات المهنية الخاصة بالمقرر	Learning and teaching strategy اساليب التعلم والتعليم
<p>On completion of the course students will be able to:</p> <p>C1. Combine techniques to create rich environments based on original thinking; good organization, analyses and synthesise; excellent and understanding of subject matter</p> <p>C2. Merge elements and techniques from various sources for emulating realistic optical effects for film making to achieve intended effects.</p> <p>C3. Demonstrate skills in the use of industry standard tools to produce rigorous organization, coherent structure, systematic composition and motion graphics.</p> <p>C4. Implement a visual effects pipeline for integration in the filmmaking process and a technical knowledge of 3D modelling, deformations and texturing as applied to lighting and filmmaking requirements.</p> <p>C5. To select, organize and implement their project within the allocated resources and budget constraints.</p> <p>C6. Perform effective presentation before a panel of experts.</p> <p>C7. Evaluate and select suitable software tools and technologies required to undertake sound production and mixed media project.</p> <p>C8. Undertake project work involving artistic and creative sound mix and design technique</p>	<p>Practical and professional skills are acquired through:</p> <ul style="list-style-type: none"> • 50 % face-to-face tutorial sessions • TMA work • Course learning booklets and support material • Lectures and Case Study • Student presentations. • Demonstration, practices and discussion. • Critiques and feedback. <p>Professional skills are developed through the teaching materials and through allowing a hands-on approach to let the students develop practical skills.</p> <p>Assessment – practical skills are assessed through the tutor marked assignments and examinable components which will help develop some professional skills.</p>

D. Key transferable skills المهارات العامة	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p> <p>D1.Demonstrate problem solving skills and project management skills in creating visual effects and composition.</p> <p>D2.Demonstrate precision in argument, well defined and reasoned points of view grounded in insightful interpretation of existing literature and films.</p> <p>D3.Use various techniques for emulating realistic optical effects for film making.</p> <p>D4.Critically analyse, evaluate the form of image composition and editing with insightful comments opening up new issues.</p> <p>D5.Undertake independent studies and practice lifelong learning.</p> <p>D6.Demonstrate efficient project planning & implementation skills.</p> <p>D7.Demonstrate efficient team work</p> <p>D8.Undertake sound production & mixed media project work</p>	<p>Key transferable skills are acquired through:</p> <ul style="list-style-type: none"> • 50 % face-to-face tutorial sessions • TMA work • Course learning booklets and support material • Lectures and Case Study • Student presentations. • Demonstration, practices and discussion. • Critiques and feedback. <p>Key skills are taught and developed within the teaching materials and are supported by tutor feedback and guidance in tutor marked assignments.</p> <p>Skills to be developed through related material and assessment is in general explicit.</p>

6. Indicative content:

محتوى المقرر

This course introduces students to the art and discipline of visual effects and composing for digital filmmaking and explore projects through case studies. The course discusses the following topics: the visual effects progress in the film, video and filmmaking technology, image processing, simulation of natural environmental effects, creating mattes, realistic compositing of film, motion tracking and match-moving. It explains the techniques and applied application of visual effects to sequences of motion graphics. The techniques of visual effects and composing include Green Screen, Motion Tracking, 3d Modelling, Matte Painting, Physical Simulators, Rot scoping, Shading and Digital Lighting. In addition, the course explores the techniques of special effects of motion, key frame interpolation, complex nurturing, basic expressions, space environments, the foundations of modelling for the creation of visual effects and composing. The course covers the following topics:

- Digital Production Process, computer graphics and modelling, essential compositing, essential visual effects, professional practice management, types of visual effects, 3D animation principles and production, visual effects in context, special effects, models, matte painting, optical and physical effects.
- Light of computer generated imagery, shadows, environmental haze and glow effects.
- Camera effects including defocus, motion blurs and lens flares.
- Generate, apply and match grain.
- Filters, geometric transforms and basic effects.
- Colour and contrast change, slot gags, sharp, dissolve, corner pins, wraps and 2D morphs.
- Particle and fluid simulation such as fire, water, smoke, particle attributes.
- Vector mathematics and motion analysis.

The course covers the following keywords:

Digital Composition, Composition Principles, Visual Structure Principles, Digital Video Production Pipeline, Digital Video Signal Connection, Post-production, Digital Video Camcorder, HD SLR, Log Curve, Digital Video Codec (a piece of equipment that codes and decodes electronic signals), Digital Video Formats, Intermediate Codec, Progressive Scanning, Interlaced Scanning, Co-sited Sampling, 3:2 Pull-down, Image Capture, Injection, Transcoding, De-log, Image Manipulation, Layer Blending, Image Integration, Alpha Channel, Mask, Roto-paint, Wire Removal, Clean Plane, Animation, Matte Painting, Chrominance Keying, Green Screen, Blue Screen, Lighting, Light Metering, Image Tracking, Image Stabilization, Lookup Table (LUT), Super White, Super Black, Color Grading, Color Correction, Color Gamut, Waveform Scope, Vector Scope, Broadcast Save, Arts of Editing, On-Line Editing, Off-Line Editing, Proxy, Autodesk Smoke/Adobe After Effects/The Foundry: Nuke, Apple Final Cut Pro, Apple Color/Blackmagic Design: DaVinci Resolve, Apple Compressor, The Foundry: Keylight, Green Screen Studio Setup & Production, Studio Lighting, Light Ratio, Apple QuickTime Movie, Apple ProRes422(HQ), Photo JPEG, H.264, H.265, Slate, Color Bar, Apple Mac Computer, Apple OS X, Canon EOS C500, Canon C-log, Canon EOS 5D MKII, AJA Ki Pro Quad.

Necessary Skills and Competencies:

For producing appropriate visual effects and compositing, students must develop the following skills and competencies:

Basics skills: reading, writing, applying arithmetic, applying mathematics, listening and speaking

Management skills: managing time, practicing self-management, managing material and facility and managing human resources.

Learning skills: participating as a member of a team, helping others to learn, exercising leadership, negotiating and working with cultural diversity.

Information skills: acquiring, evaluating, organizing and maintaining information.

System skills: understanding, monitoring, improving, correcting performance and designing systems.

Thinking Skills: thinking creatively, making decisions, solving problems, visualizing images, learning and reasoning.

Technology skills: Selecting, maintaining and applying technology to a task.

Personal Qualities: Responsibility, self-esteem, sociability and honesty.

Software applications:

The following software applications are used for producing visual effects on academic, professional and consumer level. Each of them serves a unique purpose on a visual effects pipeline: Maya, 3Ds Max, After Effects- Adobe, Cinema 4D-Maxon, Boujou, Flame-Autodesk, Maya, Flame-Autodesk, Mocha, Nuke, PFT and Syntheyes.

Assignments and projects could cover the following topics: Environmental Transition project, Underwater Effects Project, Science Fiction/Fire Project, Combo Project, Research/Deconstruction Project, Motion Tracking Project, etc.

Required Supplemental Materials

External Portable Hard Drives are highly recommended (120GB or more_, CD/DVD-R disks for backup and transfer of digital assets, Sharpie to label your CDs/DVDs. External portable drives are highly suggested. Digital still camera strongly recommended.

Support Material (Video Lectures, hands on laps, tutorials, Etc)

ICT facilities

E-Library and other learning recourses – Web – Link

Student handbook, online student support SSS,

Electronic tutorial groups

7. Assessment strategy, assessment methods:

تقويم الطلاب

الاساليب المستخدمة، التوقيت، توزيع الدرجات

TMA Work: 40%

MTA: 20%

Exam or Final Project: 40%

Summative assessment - refers to the assessment of participants where the focus is on the outcome of a program, which summarizes their development at a particular time.

Formative assessment a range of formal and informal assessment procedures employed by tutors during the learning process in order to modify teaching and learning activities to improve student attainment.

The 25% face to face tutorial component – Tutors support students learning in tutorials, by study guides, assignment & projects, paper examinations.

Tutor marked assignments (TMAs) submitted by the 11th week

Midterm Assessment (MTA) middle of semester

Final Examination

8. Mapping of assessment tasks to learning outcomes ربط التقييم بأهداف المقرر																
Assessment tasks	Learning outcomes															
	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6			
TMA	X	X	X	X	X	X	X	X	X	X	X	X	X			
MTA	X		X		X	X	X	X			X		X			
Exams	X	X	X	X	X	X	X	X	X	X	X	X	X			

8. Mapping of assessment tasks to learning outcomes ربط التقييم بأهداف المقرر																
Assessment tasks	Learning outcomes															
	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	D8
TMA	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
MTA	X			X					X		X		X	X	X	
Exams	X	X	X	X	X	X	X		X	X	X	X	X	X	X	

9. Teaching staff associated with the module اعضاء هيئة التدريس المرتبطين بالمقرر	
Tutor's name and contact details	Contact hours
Ph.D. Holders TBA	TBA

10. Key reading list قائمة الكتب الدراسية و المراجع الملزمة كتب ملزمة				
Author	Year	Title	Publisher	Location
Jeff Foster	2014	The Green Screen Handbook: Real-World Production Techniques (2nd Edition).	Sybex, John Wiley & Sons, Inc.	Hoboken, NJ, USA
Alexis Van Hurkman	2014	Autodesk Smoke Essentials: Autodesk Official Press.	SYBEX, John Wiley & Sons, Inc.	Hoboken, New Jersey, USA
Alexis Van Hurkman	2013	Color Correction Handbook: Professional Techniques for Video and Cinema (2nd Edition).	Peachpit Press	Berkeley, CA. USA
Mark Christiansen	2013	Adobe After Effects CC Visual Effects and Compositing Studio Techniques.	Adobe Press	CA, USA:
Chris Meyer	2012	After Effects Apprentice: Real World Skills for the Aspiring Motion Graphics Artist.	Focal Press	MA, USA
Bruce Block	2001	The Visual Story: Seeing the structure of Film, TV, and New Media	Focal Press	MA, USA
Ron Brinkmann	2008	The Art and Science of Digital Compositing (2nd Edition).	Morgan Kaufmann	San Diego, CA, USA
Steven Katz	1991	Film Directing Shot by Shot	Michael Wiese Productions	
Maschwitz, S.	2007	The DV Rebel's Guide	Peachpit Press	Berkeley, CA. USA
Morgan Robinson		Visual Quickstart Guide: Maya 8	(ISBN: 0321476751)	
	2005	The Art of Maya (3rd Edition): Alias	(ISBN: 1-894893-82-4)	
Daniel Gray	2004	Creating Striking Graphics with Maya and Photoshop	(ISBN: 0-7821-4274-5)	
Owen Demers		Digital Texturing and Painting	(0-7357-0918-1)	
Jeremy Birn		Digital Lighting and Rendering	(1-56205-954-8)	
Lopsie Schwartz		Adobe Photoshop for VFX Artists	(1-59200-487-3)	
Tad Crawford		Legal Guide for the Visual Artist (4th Ed.)	(ISBN# 1-58115-003-2)	

Christian Bloch		The HDRI Handbook: High Dynamic Range Imaging for Photographers and CG Artists	(ISBN:978-1-933952-05-5)	
David Gibson	2005	The Art of Mixing: A Visual Guide to Recording, Engineering, and Production	Cengage Learning	

11. Other indicative text (e.g. websites)

قائمة الكتب الدراسية والمراجع غير الملزمة (مثل مواقع الانترنت)
مذكرات، كتب مقترحة، دوريات علمية او نشرات

Autodesk: AREA: The Smoke Learning Blog (Accessed 4 Dec., 2014)

<https://area.autodesk.com/blogs/discreetuk>

YouTube: Smoke Learning Channel (Accessed 4 Dec., 2014)

<https://www.youtube.com/user/SmokeHowTos>

Mulligan, Brian (2014). Everything You Need to Learn: Autodesk Smoke 2015. The Beat:

Premium Beat: Arbour Interactive Inc: (Accessed 4 Dec., 2014)

<http://www.premiumbeat.com/blog/everything-you-need-to-learn-autodesk-smoke-2015/>

CreativeCow.net: Video-Tutorials: Adobe After Effects Basic (Accessed 4 Dec., 2014)

<https://library.creativecow.net/video-tutorials/adobeaftereffectsbasics>

The Foundry: Products: Nuke: Learn Nuke (Accessed 4 Dec., 2014)

<http://www.thefoundry.co.uk/products/nuke/learn1/>

CreativeCow.net: Video-Tutorials: Apple Final Cut Pro (Accessed 4 Dec., 2014)

<https://library.creativecow.net/tutorials/applefinalcutpro>

CreativeCow.net: Video-Tutorials: Blackmagic Design: DaVinci Resolve (Accessed 4 Dec., 2014) <https://library.creativecow.net/tutorials/davinci>

6AD001, Creative Industries and Opportunities

1. Factual Information بيانات المقرر		
Course Code: 6AD001	Course Title: Creative Industries and Opportunities	Level: NQF level 6
Module tutor:	Credits / points: 6 / 20	Theory: 4
Module type (Specialism): Applied Computing Sciences	Notional learning hours:	Practical: 2

2. Rationale for the module

عرض اسباب المقرر

This course is a unique and innovative course that investigates the historical, structural, and managerial dynamics of the creative industries around the world. It also focuses on the generic skills and attitudes valued by employers and provides opportunities for students to evaluate their own progress, taking into account peer and teacher/lecturer feedback, and to set targets to improve their employability profile.

The course focuses particularly on giving students a broad range of skills in creative industries and business management, allied to knowledge and understanding of a variety of topics relating to industrial practices and policies.

Successful completion of this course will prepare students for employment in a wide range of contexts: in creative enterprises located in the graphic design commercial sector (e.g. Animation film industries, advertising design, digital publishing, or games companies); in artistic heritage management in its broadest sense, either in museums or galleries, contributing to or overseeing project delivery in a wide variety of digital platforms; or researching the cultural and creative industries for governments, local authorities, independent consultants, or for further academic study.

This course also offers students a broad practical and academic appreciation of what it takes to work in 21st-century creative industries, engaging in current discourse related to a variety of writing and publishing practices, management skills, and industry policies.

The course provides skills not only essential for fulfilling the objectives of this module, but, also, contributes to other modules of the curriculum, such as Independent Graphic Design Practice (6VC018), Major Aspects of Visual Communication Projects (6VC019), and Graduation Project (6VC012).

3. Aims of the module

أهداف المقرر

This course aims to raise students' awareness of the employability skills and qualifications required by the creative industries. The overarching aim of this course is to increase your knowledge and understanding of the global cultural and creative industries, and to equip you with analytical and presentational skills that allow you to contribute effectively to relevant organizations and enterprises working in professional contexts.

This course aims also to equip students with the practical skills and a level of professional experience necessary for working in the creative industries. Students will operate effectively in an environment as near as possible to 'real world' employment including self-presentation, flexibility and a productive relationship with peers. Students will gain benefits from the pedagogic, social and regenerative potential of working within the creative industries and developing their interpersonal communication skills.

- **This course enables students to:**

1. To encourage students to engage with professional cultural and creative industries throughout their experience in Graphic Design fields.
2. To encourage a strategic view of the importance of the cultural and creative industries environment – including the world of international and collaborative arts.
3. To enable students to manage and direct medium-size and large-scale research projects in relation to their chosen within graphic design creative industries.
4. To support students in their ability to resolve real world problems in order to ensure the development of their autonomous practice as creative producers and managers.
5. Demonstrate the ability to organize and deploy complex and abstract ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or other forms
6. Demonstrate the ability to manage a supervised, self-directed project, and present it at a professional level to a wide audience
7. Demonstrate the ability to act with minimal direction or supervision, to engage in self-reflection, use feedback to analyze own capabilities, appraise alternatives, and plan and implement actions
8. Demonstrate personal responsibility and professional codes of conduct, while taking responsibility for their own work, learning and development, and effectiveness in professional and interpersonal communication
9. Demonstrate flexible skills that translate directly into the workplace, including the ability to plan and manage for changing contexts, audiences and levels of complexity, and advanced group or team work capacities, for example listening, contributing, leading, negotiating and proactively managing conflict as is appropriate.

4. Pre-requisite modules

المتطلبات السابقة

Students should have completed study of the following course:

Critical and Contextual Issues in Art and Design (**5AD008**)

5. Intended learning outcomes

المستهدف من تدريس المقرر

A. Knowledge and understanding المعلومات والمفاهيم	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p> <p>A1. Understand and apply aspects of business and strategic management within the creative industries.</p> <p>A2. Understand of the determinations of social, political, economic and global contexts for the creative industries.</p> <p>A3. Complex and deep understanding of the principles, concepts and practices of the cultural and creative industries</p>	<ul style="list-style-type: none"> • 50% face- to -face tutorial sessions • Tutor Marked Assignment (TMA work) • Midterm Assessment (MTA) • Course learning booklets and support materials. • PowerPoint presentations. • Lectures, discussions and demonstrations • Critiques and feedback.

<p>A4. Demonstrate knowledge and critical understanding of functional concepts and processes, including production, marketing, finance, human relations, enterprise and information management, which form part of most creative industries.</p> <p>A5. Develop and enhance specific business competence in the area of the creative industries;</p> <p>A6. Demonstrate knowledge of the key environmental factors which impact on organizational behavior, management and structure.</p>	
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<p>B. Cognitive skills المهارات الذهنية</p>	<p>Learning and teaching strategy اساليب التعليم والتعلم</p>
<p>On completion of the course students will be able to:</p> <p>B1. Demonstrate a critical awareness of current issues in business and creative industries which is informed by research and practice in the fields of graphic design.</p> <p>B2. Demonstrate an independent and critical understanding of the key theoretical approaches and debates relating to the academic study of the creative industries.</p> <p>B3. Evidence knowledge and understanding of the wider and global context in which creative industry practice occurs, including the political, judicial, cultural, and social factors.</p> <p>B4. Identify what constitutes a feasible creative industry and research it accordingly.</p> <p>B5. Demonstrate innovative and enterprise skills and appreciate the challenges inherent in entrepreneurial practice.</p> <p>B6. Demonstrate a sophisticated understanding of the application of ideas to contemporary professional writing and production processes in graphic design creative industries.</p>	<ul style="list-style-type: none"> • 50% face- to -face tutorial sessions • Tutor Marked Assignment (TMA work) • Midterm Assessment (MTA) • Course learning booklets and support materials. • PowerPoint presentations. • Lectures, discussions and demonstrations • Critiques and feedback.

C. Practical and professional skills المهارات المهنية الخاصة بالمقرر	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p> <p>C1.Plan and manage work both individually and as part of a team</p> <p>C2.Communicate and explain, using various media, strategies for approaching creative industries, and produce work of a professional standard</p> <p>C3.Identify appropriate practices within a professional and ethical framework and understand the need for continuous professional development.</p> <p>C4.Understand the mechanisms which influence group behavior and develop teamwork and some leadership skills</p> <p>C5.Be self-directed and able to act autonomously in planning and implementing projects.</p>	<ul style="list-style-type: none"> • 50% face- to -face tutorial sessions • Tutor Marked Assignment (TMA work) • Midterm Assessment (MTA) • Course learning booklets and support materials. • PowerPoint presentations. • Lectures, discussions and demonstrations • Critiques and feedback.

D. Key transferable skills المهارات العامة	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p> <p>D1.Development of enterprise and innovation skills in the fields of graphic design.</p> <p>D2.Demonstrate proficiency in written and oral communication using a variety of media.</p> <p>D3.Undertake self-development and the capacity to learn and adapting to change in the working environment.</p> <p>D4.Managing own responsibilities, including time and task management</p> <p>D5.Identifying and solving problems in familiar and unfamiliar situations</p>	<ul style="list-style-type: none"> • 50% face- to -face tutorial sessions • Tutor Marked Assignment (TMA work) • Midterm Assessment (MTA) • Course learning booklets and support materials. • PowerPoint presentations. • Lectures, discussions and demonstrations • Critiques and feedback.

6. Indicative content:

محتوى المقرر

- **The course focuses on the following topics:**
 1. Creative Industries: The Cultural Context
 2. Culture and Identity in a Globalized World

3. Practice as Research and Development
 4. Creative Industries Internship
 5. Researching the Media Industries
 6. Key terms and approaches to project work
 7. Successful team building
 8. Planning team strategy
 9. Researching and developing ideas using a range of different methodologies
 10. Implementing ideas
 11. Project and time management
 12. Management principles
 13. New and emerging design management practices
 14. New applied technologies
 15. Design appraisal applications
- **Assignments:**
 - A minimum of 4 assignments
 - The assignments types are research, report, journal reading, and essay
 - Students will be required to maintain a portfolio of assignments that should show evidence of material that they have collated and used to inform the development of their work as well as their general personal development.
 - Group critiques and presentations aid the initial assessment of work. .
 - Formative and summative tutor assessment.

7. Assessment strategy, assessment methods:

تقويم الطلاب
الاساليب المستخدمة، التوقيت، توزيع الدرجات

Assessment during course is via:

- Assignments: 40%
 - Tutor marked assignments (TMAs)
 - Weekly Assignments.
 - Individual term project
- Exams: 60%
 - Midterm Assessment (MTA)
 - Final Assessment

8. Mapping of assessment tasks to learning outcomes

ربط التقييم بأهداف المقرر

Assessment tasks	Learning outcomes																					
	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
TMA	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
MTA	x	x	x		x	x		x	x	x	x		x	x	x	x		x	x	x	x	
Exams	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

9. Teaching staff associated with the module اعضاء هيئة التدريس المرتبطين بالمقرر	
Tutor's name and contact details	Contact hours
Ph.D. Holders specialised in Graphic Design or MFA in Graphic Design TBA	TBA

10. Key reading list قائمة الكتب الدراسية والمراجع الملزمة كتب ملزمة				
Author	Year	Title	Publisher	Location
Davies, Rosamund and Gaudi Sigthorsson	2013	Introducing the Creative Industries: From Theory to Practice	SAGE	London, UK
Cottrell, Stella	2010	Skills for Success: The Personal Development Planning Handbook	Palgrave Macmillan LTD	London, UK
Moeran, Brian & Jesper Strandgaard Pedersen, eds.	2012	Negotiating Values in the Creative Industries: Fairs, Festivals and Competitive Events	Cambridge University Press	London, UK

11. Other indicative text (e.g. websites) قائمة الكتب الدراسية والمراجع غير الملزمة (مثل مواقع الانترنت) مذكرات، كتب مقترحة، دوريات علمية او نشرات
<ul style="list-style-type: none"> - Kathryn Best, 2010, The Fundamentals of Design Management, ISBN-10: 2940411077, Publisher: Fairchild Books. - Lockwood, Thomas, 2011, The Handbook of Design Management, Oxford: Berg Publishers Junginger, Sabine, Cooper, Rachel. - Preddy, Shan, 2011, How to Run a Successful Design Business: The New Professional Practice. Farnham, Surrey: Gower. - Daniels, Lawrence J., 2013, the Graphic Designer's Business Survival Guide. New York: American Management Association.

6AD002, Research Methods for Graphic Design

1. Factual Information بيانات المقرر		
Course Code: 6AD002	Course Title: Research Methods for Graphic Design	Level: NQF level 6
Module tutor: Module type (Specialism): Applied Computing Sciences	Credits / points: 6 / 20 Notional learning hours:	Theory: 4 Practical: 2

2. Rationale for the module عرض اسباب المقرر

This course provides an overview of research methods, designs, and techniques. Course content will include applying public information and research-based knowledge of issues and trends, use appropriate assessment strategies and research methodologies to address authentic issues in graphic design fields.

Students will also explore the use of action research as a means to improve researching skills.

It is a theoretical and practical course tends to a human-centered approach that is design driven, user oriented and process based. It is essentially a hands-on methods class that provides an overview of key concepts in design research and design research methodologies in an array of design areas (e.g., visual communication, advertising design, packaging design, and animation). The course covers specific design methods in the fields of graphics, as well as quantitative and qualitative research methods in a focused and systematic way and explores these during the design creative process.

The course provides skills not only essential for fulfilling the objectives of this module, but, also, contributes to other modules of the curriculum, such as Independent Graphic Design Practice (**6VC018**), Major Aspects of Visual Communication Projects (**6VC019**), and Graduation Project (**6VC012**).

3. Aims of the module أهداف المقرر

This research-based course aims to develop students understanding of the fundamentals of design research methodologies. The course provides students with a core knowledge base from which students can build conduct multi-methods design research for problem-solving skills and enhance the ability to plan, create and critically evaluate processes.

- **This course enables students to:**

1. Identify graphic design research problems and questions
2. Collect, compose, classify, describe, and analyze data that relevant to graphic design research
3. Decide on appropriate and feasible methods/tools of answering graphic design research questions
4. Use a variety of tools for data collection and analysis
5. Know how to use technology to gather and analyze data.
6. Choose, design, and pilot-test findings effectively
7. Ensure that research is valid and reliable
8. Address ethical concerns involved in conducting research
9. Know how different research methodologies may be applied to graphic design research and the uses and limitations of such methodologies.
10. Reflect on the ethical principles of research.

4. Pre-requisite modules

المتطلبات السابقة

Students should have completed study of the following course:

Critical and Contextual Issues in Art and Design (**5AD008**)

5. Intended learning outcomes

المستهدف من تدريس المقرر

A. Knowledge and understanding المعلومات والمفاهيم	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p> <p>A1. Determine the theoretical or logical rationale of the research problem.</p> <p>A2. Identify the specific research question under investigation.</p> <p>A3. Distinguish between quantitative and qualitative research designs and methods.</p> <p>A4. Evaluate the appropriateness of the research methodology for the study.</p> <p>A5. Discuss the implications of the study in view of the strengths and weaknesses of the research.</p> <p>A6. Use standard technology tools to develop instruments, organize and store data, conduct data analysis, and prepare research reports.</p>	<ul style="list-style-type: none"> • 50% face- to -face tutorial sessions • Tutor Marked Assignment (TMA work) • Midterm Assessment (MTA) • Course learning booklets and support materials. • PowerPoint presentations. • Lectures, discussions and demonstrations • Critiques and feedback.

B. Cognitive skills المهارات الذهنية	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p> <p>B1.Analyze theoretical and methodological approaches.</p> <p>B2.Prepare for writing up and presenting research in conferences and journals</p> <p>B3.Present the research subject and defend work adequately in an oral presentation</p> <p>B4.Identify and evaluate the clarity of the research problem statement.</p> <p>B5.Design a qualitative and a quantitative research study.</p> <p>B6.Be able to assess and critique a published journal article that uses one of the primary research methods in the field.</p>	<ul style="list-style-type: none"> • 50% face- to -face tutorial sessions • Tutor Marked Assignment (TMA work) • Midterm Assessment (MTA) • Course learning booklets and support materials. • PowerPoint presentations. • Lectures, discussions and demonstrations • Critiques and feedback.

C. Practical and professional skills المهارات المهنية الخاصة بالمقرر	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p> <p>C1.Apply the requisite research and writing skills and use appropriate terminology.</p> <p>C2.Fulfil the requirements related to research ethics and plagiarism</p> <p>C3.Analyse a set of data, using standard procedures of qualitative and qualitative research</p> <p>C4.Explain the relationship between theory and research.</p> <p>C5.Be able to construct an effective questionnaire that employs several types of survey questions.</p>	<ul style="list-style-type: none"> • 50% face- to -face tutorial sessions • Tutor Marked Assignment (TMA work) • Midterm Assessment (MTA) • Course learning booklets and support materials. • PowerPoint presentations. • Lectures, discussions and demonstrations • Critiques and feedback.

D. Key transferable skills المهارات العامة	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p>	<ul style="list-style-type: none"> • 50% face- to -face tutorial sessions • Tutor Marked Assignment (TMA work)

<p>D1.Appraise the thoroughness and relevance of the literature review and determine if the literature review establishes the need for conducting the research.</p> <p>D2.Establish the credibility of the research.</p> <p>D3.Assess the theoretical perspectives and/or priory assumptions of the researchers.</p> <p>D4.Use public information and research-based knowledge of issues and trends to develop a research plan</p> <p>D5.Propose a research study and justify the theory as well as the methodological decisions, including sampling and measurement.</p>	<ul style="list-style-type: none"> • Midterm Assessment (MTA) • Course learning booklets and support materials. • PowerPoint presentations. • Lectures, discussions and demonstrations • Critiques and feedback.
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6. Indicative content:

محتوى المقرر

- The course focuses on the following topics:

1. Introduction to Graphic Design Research
2. The Scientific Methods in Research
3. Research Design & Experiments
4. Planning and Conducting Design Research
5. Data and Findings
6. Ethics in Graphic Design Research
7. Introduction to Quantitative and Qualitative Research Methodologies
8. Accessing Public Information
9. Making Data-driven decision

Assignments:

- A minimum of 4 assignments
- The assignments types are research, report, journal reading, and essay

- Students will be required to maintain a portfolio of assignments that should show evidence of material that they have collated and used to inform the development of their work as well as their general personal development.
- Group critiques and presentations aid the initial assessment of work.
- Formative and summative tutor assessment.

7. Assessment strategy, assessment methods:

تقويم الطلاب
الاساليب المستخدمة، التوقيت، توزيع الدرجات

Assessment during course is via:

- Assignments: 40%
 - Tutor marked assignments (TMAs)
 - Weekly Assignments.
 - Individual term project
- Exams: 60%
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 - Final Assessment

8. Mapping of assessment tasks to learning outcomes

ربط التقييم بأهداف المقرر

Assess ment tasks	Learning outcomes																					
	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
TMA	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
MTA	x	x	x		x	x		x	x	x	x		x	x	x	x		x	x	x	x	
Exams	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

9. Teaching staff associated with the module

اعضاء هيئة التدريس المرتبطين بالمقرر

Tutor's name and contact details	Contact hours
Ph.D. Holders specialised in Graphic Design or MFA in Graphic Design TBA	TBA

10. Key reading list قائمة الكتب الدراسية والمراجع الملزمة كتب ملزمة				
Author	Year	Title	Publisher	Location
Bayazit, N.	2004	Investigating Design: A Review of Forty Years of Design Research	Massachusetts Institute of Technology	USA
Blessing, L. T.M., Chakrabarti, A., DRM	2009	A Design Research Methodology	Springer	London, UK
Collins, H.	2010	Creative Research: The Theory and Practice of Research for the Creative Industries	Lausanne: AVA	London, UK
Crilly, N., Blackwell, A. F., Clarkson, P. J.	2006	Graphic elicitation: using research diagrams as interview stimuli' Qualitative Research	University of Cambridge	vol. 6 no. 3 341-366
Gray, C., Malins, J.	2004	Visualizing Research: A Guide to the Research Process in Art and Design	Hants: Ashgate	London, UK
Curedale, R.	2012	Design Methods 1: 200 Ways to Apply Design Thinking	Topanga, CA: Design Community College Inc.	USA
Hanington, B., Martin, B.	2012	Universal Methods of Design: 100 Ways to Research Complex Problems, Develop Innovative Ideas, and Design Effective Solutions	Beverly, MA: Rockport	USA
Koskinen, I., Zimmerman, J.	2011	The Coming of Age of Constructive Design Research' in Design Research Through Practice: From the Lab, Field, and Showroom	Waltham, MA: Morgan Kaufmann	USA

11. Other indicative text (e.g. websites)

قائمة الكتب الدراسية والمراجع غير الملزمة (مثل مواقع الانترنت)
مذكرات، كتب مقترحة، دوريات علمية او نشرات

- Plowman, T., 'Ethnography and Critical Design Practice' in Design Research edited by Brenda Laurel (Cambridge, MA: MIT Press, 2003), UK
- Poelman, W., Keyson, D. (eds.), Design Processes: What Architects & Industrial Designers Can Teach Each Other About Managing the Design Process (Amsterdam: IOS Press, 2008)
- Sanders, L., Stappers, J. P., Convivial Toolbox: Generative Research for the Front End of Design (Amsterdam: BIS, 2013)

<http://www.designmethodsandprocesses.co.uk>

<http://current.ecuad.ca/the-lions-gate-hospital-foyer-project>
<http://www.dubberly.com/concept-maps>
<http://www.designcouncil.org.uk/news-opinion/introducing-design-methods>
<http://designingwithpeople.rca.ac.uk/methods>
<http://www.ideo.com/work/method-cards/>
<http://designobserver.com/>
<http://www.maketools.com/papers-0.html>
<http://www.designresearchsociety.org>
<http://opendesignnow.org>
<http://contextmapping.com/>
<http://www.fastcoexist.com>
<https://graysreadinggroup.wordpress.com/2012/12/18/the-reflective-practitioner-by-donald-schon/>
<http://www.ericdigests.org/2001-3/reflective.htm>
<http://firstmonday.org/index>

6VC012, Graduation Project

1. Factual Information بيانات المقرر		
Course Code: 6VC012	Course Title: Graduation Project	Level: NQF level 5
Module tutor: Module type (Specialism): Project	Credits / points: 6 / 20 Notional learning hours:	Theory: 2 Practical: 8

2. Rationale for the module عرض اسباب المقرر

The final year project module, which is a substantial piece of work, is based on the students own personal interests. This may be building an interactive Web application, Game Development, or 3D animation, on a theme usually associated with an industrial collaborator. Alternatively, you may wish to work on a project associated with the research of a member of the academic staff.

It is Studio-Based course culminating with an individual project and developing students' full awareness of graphic design business practices, methods and techniques relevant to their discipline. Emphasis is placed on creativity and originality of ideas.

The final project should demonstrate a clearly resolved project, with a high degree of critical thinking, skill and craft. Problems presented are representative of current visual communication needs.

3. Aims of the module

أهداف المقرر

- Advance students' ability to complete research and apply it to a graphic design project.
- Design and present a self-initiated design project.
- Students will be able to solve a complex design project with specific programming and design requirements.
- To present a proper design problem and design strategy.
- To have Clear Methodological approach of implemented designs.
- To have ability to express visually and orally work in efficient way.
- To exhibit the final year project in professional way

4. Pre-requisite modules

المتطلبات السابقة

- All level 2 (UoWH level 5) courses must be completed.
- Level 3 (UoWH level 6) courses are co-requisite

5. Intended learning outcomes

المستهدف من تدريس المقرر

A. Knowledge and understanding المعلومات والمفاهيم	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p> <p>A1. Complete a design project which demonstrates the student thesis.</p> <p>A2. Develop set of integrated graphic design drawings that reflect a deep understanding of the design problem.</p> <p>A3. Identify the relevance of graphics & media arts/design to the contemporary market through research, analysis and synthesis.</p>	<p>- Knowledge and understanding is acquired from specially prepared teaching texts supported by:</p> <ul style="list-style-type: none"> • Self-assessment • In-text questions • Reference texts • Multi -media packages • Directed reading • Computer mediated conferencing • Web-based resources • Video and audio tapes.

B. Cognitive skills المهارات الذهنية	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p>	<p>- Cognitive skills are acquired from specially prepared teaching texts supported by:</p>

<p>B1. Enhance skills in research methodology, analysing and refining of collected data – interdisciplinary thinking.</p> <p>B2. Create an innovative link between “theme and style” i.e. content and form.</p> <p>B3. Demonstrate an awareness of contextual issues surrounding graphic design and the visual art field.</p>	<ul style="list-style-type: none"> • Self-assessment • In-text questions • Reference texts • Multi -media packages • Directed reading • Computer mediated conferencing • Web-based resource • Video and audio tapes.
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<p>C. Practical and professional skills المهارات المهنية الخاصة بالمقرر</p>	<p>Learning and teaching strategy اساليب التعليم والتعلم</p>
<p>On completion of the course students will be able to:</p> <p>C1. Enhance Holistic thinking and Distinguish between functional/aesthetical, subjective/objective aspects.</p> <p>C2. Employ both convergent and divergent thinking in the process of observation, investigation, visualization and production.</p>	<p>- Practical and professional skills are acquired from specially prepared teaching texts supported by:</p> <ul style="list-style-type: none"> • Self-assessment • In-text questions • Reference texts • Multi -media packages • Directed reading • Computer mediated conferencing • Web-based resources • Video and audio tapes.

<p>D. Key transferable skills المهارات العامة</p>	<p>Learning and teaching strategy اساليب التعليم والتعلم</p>
<p>On completion of the course students will be able to:</p> <p>D1. Extend ability in solving visual communication design problems professionally.</p> <p>D2. Exercise self-judgment in selection and usage of visual data.</p>	<p>- Key transferrable skills acquired from specially prepared teaching texts supported by:</p> <ul style="list-style-type: none"> • Self-assessment • In-text questions • Reference texts • Multi -media packages • Directed reading • Computer mediated conferencing • Web-based resources • Video and audio tapes.

6. Indicative content:

محتوى المقرر

- Turning research and data into design concept
- Historic and current design concepts.
- Conceptual design and design development
- The role of the designer: philosophical and moral questions.
- **The Final Project will be divided into 4 main stages as following:**
 - **Stage 01: Choosing a design Problem**
 - weighting 10% of the course total
 - From the first week of the final semester till the 4th week, the students will introduce and discuss the subject of their final project. They will be assessed for their pre-design stage.
 - **Stage 02: Preliminary Design Project**
 - weighting 15% of the course total
 - The ideation, sketches, concepts and the working plans for the practical project are submitted.
 - **Stage 03: Practical Project and Exhibition**
 - weighting 60% of the course total
 - The Collection of Integrated Graphic design is produced and exhibited.
 - **Stage 04: Final Report**
 - weighting 15% of the course total
 - A final report (3000 – 4000 words) the final report will mainly provide a thorough reflection on the practical project.

7. Assessment strategy, assessment methods:

تقويم الطلاب

الاساليب المستخدمة، التوقيت، توزيع الدرجات

There are four assessment points for 6VC012. Students cannot pass without completing all of the assessments points. All assessments are done by either a committee or a jury panel of three members or more.

- **The 6VC012 consists of 4 main assignments as following:**

- **Stage 01: Choosing a design Problem** = 10%
- **Stage 02: Preliminary Design Project** = 15%
- **Stage 03: Practical Project and Exhibition** = 60%
- **Stage 04: Final Report** = 15%

8. Mapping of assessment tasks to learning outcomes

ربط التقويم بأهداف المقرر

Assessment tasks	Learning outcomes											
	A1	A2	A3	B1	B2	B3	C1	C2	D1	D2		
TMA	X	X	X	X	X	X	X	X	X	X		
MTA			X		X	X	X	X	X	X		
Exams			X	X	X	X	X	X	X	X		

9. Teaching staff associated with the module اعضاء هيئة التدريس المرتبطين بالمقرر	
Tutor's name and contact details	Contact hours
Ph.D. Holders TBA	TBA

10. Key reading list قائمة الكتب الدراسية والمراجع الملزمة كتب ملزمة				
Author	Year	Title	Publisher	Location
Ralph Mayer		The Artist's Handbook of Materials and Techniques. Fifth Edition		

11. Other indicative text (e.g. websites) قائمة الكتب الدراسية والمراجع غير الملزمة (مثل مواقع الانترنت) مذكرات، كتب مقترحة، دوريات علمية او نشرات
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- Cherril Doty, Suzette Rosenthal, Isaac Anderson and Jennifer McCully (Jan 1, 2014), 101 Mixed Media Techniques: Master the fundamental concepts of mixed media art.
- Wally Olins (Oct 1990), Corporate Identity: Making Business Strategy Visible Through Design
- Alina Wheeler (Aug 31, 2009), Designing Brand Identity: An Essential Guide for the Whole Branding Team.

6VC015, Digital Media Design for Mobile Devices

1. Factual Information بيانات المقرر		
Course Code: 6VC015	Course Title: Digital Media Design for Mobile Devices	Level: NQF level 5
Module tutor: Module type (Specialism): Computing and Applied Computing Sciences	Credits / points: 6 / 20 Notional learning hours:	Theory: 3 Practical: 6

2. Rationale for the module

عرض اسباب المقرر

This course consists of two complementary parts: **Digital & Emerging Media Design II** and **Interactive Media Design for Mobile Devices**.

Digital & Emerging Media Design II:

In the Digital & Emerging Media design 2 part of the course, time is dedicated to advanced project work and professional simulation, addressing the project areas covered by the Graphic Designer: from corporate image to product communication, from publishing graphics to interaction design and three-dimensional and television graphics, from a cross-media perspective.

The course also dedicated to Web Design it conceived as a creative and productive lab and makes use of professionals working in the Digital Media field: Art Directors, Web Designers, Managers, Internet Technicians and Web Agencies.

Interactive Media Design for Mobile Devices:

The Interactive Media Design course is about creating the spaces where people and computers meet. The course places the students at the heart of the experience and focuses on design and content creation in areas such as: mobile apps, games, websites, interactive guides and installations, digital comics, next generation advertising and virtual and augmented reality systems. Students learn to examine the communication of ideas in a networked world and consider the many impacts of digital media on everyday life.

Using the leading industry software, they will be involved in designing and making interactive content for delivery over the Internet, on tablets and mobile devices and for installations and public display. Interactive Media Design is about the possibilities of using computers to work, play and entertain. Using interactive digital technologies, Interactive Media Design finds new ways of enabling users to tell stories and generate new forms for expression for the online world.

3. Aims of the module

أهداف المقرر

This course is aimed at the students who wish to complete the Arab Open University's degree in Graphic and Multimedia Design program. The academic purpose of this course is related to its two subcomponents: digital & emerging media design II and interactive media design for mobile devices:

Digital & Emerging Media Design II:

The course concentrates on methodology and guided project work. The future graphic designer acquires awareness and skills in specific professional areas, through practical guided experience in three areas of visual communication.

The course addresses the needs of practitioner's students who want to be informed by first-hand knowledge of the technical possibilities of digital technology and an awareness of social, cultural and business contexts.

Interactive Media Design for Mobile Devices:

The Interactive Media Design for mobile devices component of the course offers a design-led approach to creating interactive media. This part of the course covers mobile apps, games, websites, interactive guides and installations, digital comics and virtual and augmented reality. Students will work with new devices, interfaces and emerging technologies. Students will also work both individually and as part of a team to develop a range of communication and production skills for mobile applications. Through exercise and supporting lectures students will learn how to conceptualize, design, prototype and execute interactive experiences for portable digital devices.

4. Pre-requisite modules

المتطلبات السابقة

To enroll in this course, students should have completed study of the following modules:

- Introduction to Programming and Interactivity for Media Arts (4VC014)
- Introduction to Art and Design in Context (4AD010)
- Digital and Emerging Media design (5VC015)
- Critical and Contextual Issues in Art and Design (5AD008)
- Typography II and Computer Graphics (5VC013)

5. Intended learning outcomes

المستهدف من تدريس المقرر

A. Knowledge and understanding المعلومات والمفاهيم	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p> <p>A1. Understand the challenge involved in designing graphics and multimedia content</p> <p>A2. Demonstrate knowledge of integrating graphic design and multimedia technologies into effective project work.</p> <p>A3. Demonstrate knowledge of various design packaging procedures.</p> <p>A4. Understand the importance of artistic and creative skills in interactive media for Mobile devices content.</p> <p>A5. The ability to produce and deliver an outstanding interactive media image level that will cope new and modern mobile devices applications in all around the world</p>	<p>Knowledge and understanding is acquired from specially prepared teaching texts supported by self- assessment and in-text question, reference texts, multimedia packages, directed reading, computer mediated conferencing, web- based resources and video & audio tapes. Students work independently with the teaching material and encouraged to form self- help groups with other students, communication face to face, by telephone, email and computer conferencing</p>

A6. Conduct and perform Basic aspects of mobile visual and audio applications – with the use of suitable digital graphic software	
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B. Cognitive skills المهارات الذهنية	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p> <p>B1.Devise and carry out a project in graphic and multimedia design that applies and extends their knowledge & understanding</p> <p>B2.Refine specification & implementation of software tools and technologies required to undertake graphic design and multimedia projects.</p> <p>B3.Apply key concept relevant to interactive media.</p> <p>B4.Devise and carry out a project in mobile application that applies and extends their knowledge & understanding</p> <p>B5.Refine specification & implementation of software tools and technologies required to undertake interactive media projects.</p>	<p>Cognitive skills are promoted in the teaching materials via a range of activities including self- assessment exercises, multi-media tasks and computer-based investigation.</p> <p>Computer conferencing facilities provide an environment for interaction bringing students, tutors and course team's members together for critical discussion & guidance.</p>

C. Practical and professional skills المهارات المهنية الخاصة بالمقرر	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p> <p>C1.To select, organize and implement their project within the allocated resources and budget constraints.</p> <p>C2.Perform effective presentation before a panel of experts.</p> <p>C3.Evaluate and select suitable software tools and technologies required to undertake graphic design and multimedia project.</p> <p>C4.Undertake project work involving artistic and creative graphic design technique.</p> <p>C5.Evaluate and select suitable software tools and technologies required to undertake interactive media project.</p>	<p>Practical and professional skills are developed through the teaching materials and to allow hand on approach to let the students develop practical skills.</p> <p>Assessment – practical skills are assessed tutor marked assignments and examinable component</p>

<p>C6.Undertake project work involving artistic and creative mobile devices applications technique.</p> <p>C7.To select, organize & implement the media interactive project within the allocated resources & budget constraints.</p>	
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<p>D. Key transferable skills المهارات العامة</p>	<p>Learning and teaching strategy اساليب التعليم والتعلم</p>
<p>On completion of the course students will be able to:</p> <p>D1.Undertake independent studies and practice lifelong learning.</p> <p>D2.Demonstrate efficient project planning & implementation skills in digital and emerging media design.</p> <p>D3.Demonstrate efficient team work in digital and emerging media design.</p> <p>D4.Undertake graphic design & multimedia project work.</p> <p>D5.Undertake independent studies in digital and emerging media design and practice lifelong learning.</p> <p>D6.Demonstrate efficient project planning & implementation skills in interactive media design for mobile devices.</p> <p>D7.Demonstrate efficient team work in interactive media design for mobile devices.</p> <p>D8.Undertake interactive and mobile applications work with the use of suitable digital technique. (Adobe Flash..Etc.)</p>	<p>Key transferable skills are taught and developed within the teaching materials and are supported by tutor feedback and guidance in tutor marked assignments.</p> <p>Skills to be developed through related material and assessment is in general explicit.</p>

6. Indicative content:

محتوى المقرر

Support Material (Video Lectures, hands on labs, tutorials, Etc)

ICT facilities

E-Library and other learning recourses – Web – Link

Student handbook, online student support SSS,

Electronic tutorial groups

7. Assessment strategy, assessment methods:

تقويم الطلاب
الاساليب المستخدمة، التوقيت، توزيع الدرجات

Summative assessment - refers to the assessment of participants where the focus is on the outcome of a program, which summarizes their development at a particular time.

Formative assessment a range of formal and informal assessment procedures employed by tutors during the learning process in order to modify teaching and learning activities to improve student attainment.

The 25% face to face tutorial component – Tutors support students learning in tutorials, by study guides, assignment & projects, paper examinations.

Tutor marked assignments (TMAs) submitted by the 11th week

Midterm Assessment (MTA) middle of semester

Final Examination

8. Mapping of assessment tasks to learning outcomes ربط التقييم بأهداف المقرر																											
Assessment tasks	Learning outcomes																										
	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7		
TMA	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
MTA	X	X	X	X	X	X		X			X								X	X	X	X	X			X	
Exams	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

9. Teaching staff associated with the module

اعضاء هيئة التدريس المرتبطين بالمقرر

Tutor's name and contact details	Contact hours
Ph.D. Holders TBA	TBA

10. Key reading list قائمة الكتب الدراسية والمراجع الملزمة كتب ملزمة				
Author	Year	Title	Publisher	Location
<u>Rajesh Lal</u>	2013	Digital Design Essentials	Rockport Publishers	
David Benyon	2010	Designing Interactive Systems: A Comprehensive Guide to HCI and Interaction Design	Addison Wesley	

11. Other indicative text (e.g. websites) قائمة الكتب الدراسية والمراجع غير الملزمة (مثل مواقع الانترنت) مذكرات، كتب مقترحة، دوريات علمية او نشرات
TBA

6VC018, Independent Graphic Design Practice

1. Factual Information بيانات المقرر		
Course Code: 6VC018	Course Title: Independent Graphic Design Practice	Level: NQF level 5
Module tutor: Module type (Specialism): Training	Credits / points: 6 / 20 Notional learning hours:	Theory: 2 Practical: 8

2. Rationale for the module عرض اسباب المقرر

A designer knows he has achieved perfection not when there is nothing left to add, but when there is nothing left to take away. - Antoine de Saint Exupéry.

In this course, student will learn how to put into practice all that was learned during the program courses. Students will create various designs in different graphic design mediums that they have covered and successfully combine these skills in a final project.

3. Aims of the module**أهداف المقرر**

Using various design projects as case studies, ranging in scale, mediums and content, the aim of this module is to give insights to students into the design process focusing both on individual approaches and collaboration methodologies, putting theoretical knowledge and professional expertise into practical outcomes. The case studies will cover a broad range of topics such as human factors, contextual patterns, urban environment, culture, social diversity, legal and regulatory issues, accessibility, technologies, and sustainability.

4. Pre-requisite modules**المتطلبات السابقة**

6VC013: Elements, Composition and Digital Foundation

This course will enable students to refine their drawing skills with visual elements and compositions, through using different specialized software tools. Additional challenges are added that partner original thought with learned practices.

4VC014: Introduction to Programming and Interactivity for Media Arts

This course is an introduction to the concepts of interactivity & the field of media art. It vitally concentrates on the act of perception of Arts & Design, following the history of multimedia & and digital tools as media for artistic exploration in relation to print, media art, & interactivity. The course includes discussion of the potential ideas related to interactivity, with focus on required skills for creating interactive work.

4VC016: Typography I

Students will explore creative, historical, theoretical, and applied principles of type. Through creative projects and exercises, students will explore the communicational impact of choosing typefaces, the expressive possibilities of type in static and kinetic media, as well as the foundations for hierarchy and composition for publication design. Students will also develop skills to enhance, clarify, and support meaning and the accessibility of typographic content. Creative studio practice combines with supporting readings, lectures, and software training. Usually offered every term.

5. Intended learning outcomes**المستهدف من تدريس المقرر**

A. Knowledge and understanding المعلومات والمفاهيم	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p> <p>A1. Identify major questions and issues in both design of objects and design of</p>	<p>Two projects for this class designed to give the students the opportunity to practice aspects of the design process.</p> <p>The first project is specifically structured to break the design process into a series of</p>

<p>services as well as sustainability and human user experiences.</p> <p>A2. Demonstrate an understanding of design vocabulary, concept development, processes and creative strategies that are used when designing.</p> <p>A3. Communicate design ideas through effective visuals, paralleled with focused written papers and oral presentations.</p> <p>A4. Become articulate in self-analysis of their work and be able to communicate the results of this analysis to their audience.</p>	<p>steps covering the main activities of the visual communication practices.</p> <p>The first project is assigned to be worked on individually, and to direct the students to articulate and demonstrate their learning curve.</p> <p>The second project is assigned to be worked on collaboratively in a workshop mode during class time, with a direct supervision from the class instructor.</p>
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B. Cognitive skills المهارات الذهنية	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p> <p>B1. Articulate how to think in new ways about their lives, the objects they use, their role as users of these objects, the environments they live in as ecosystems and their responsibilities as designers.</p> <p>B2. Demonstrate abilities to select critically evaluate and apply relevant methodologies to the design of visual communication projects.</p> <p>B3. Articulate required processes ending up with concept driven outcomes, from researching, sketching, thinking, prototyping, exploring alternatives, evaluating, selecting, developing, presenting, to critiquing, testing, revising and improving.</p>	<p>Maintain a notebook for lectures, sketches, and critiques.</p> <p>Students are expected to attend all classes and demonstrate an active participation in all the phases, lectures, demonstrations and critiques.</p> <p>Preparation for class includes completion of outside classes assigned work. Students are responsible to schedule collaborative work time with team members and work together to complete assigned work.</p>

C. Practical and professional skills المهارات المهنية الخاصة بالمقرر	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p> <p>C1. Define their future roles as designers and plan accordingly their career taking into consideration issues that are central to the discipline of visual communication design.</p>	<p>Students will work individually and collaboratively outside of class to advance and complete their projects.</p> <p>Projects covered in class will address complex issues, introducing new design technologies, and increasing expectations for levels of achievement.</p>

<p>C2.Value a real design studio educational environment advantageous to learning all happening through carefully crafted simulations between class studio and real-life situations.</p> <p>C3.Develop their critical and analytical skills, their application of the design process as well as learn how this can be applied in real life design projects.</p> <p>C4.Demonstrate abilities that they can continue leaning afterwards to improve the quality of their personal growth.</p>	<p>Will include lectures, slides, videos, assigned reading, writing, and class discussions as well as on hand studio exercises exploring the diversity of visual content and expressions.</p> <p>A paper presentation is also required.</p> <p>Individual midterm and final class presentations are required.</p>
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D. Key transferable skills المهارات العامة	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p> <p>D1.Develop tolerance for fellow students' diverse backgrounds and respect their relative educational and professional experiences, specially their individual approaches to design.</p> <p>D2.Students should demonstrate the ability to collaborate in order to bring about a successful outcome when they walk out to real life situations.</p> <p>D3.Recognize and acknowledge that the design process affects, and is affected, by political, social, cultural, economic, and ethical dimensions.</p>	<p>Build students' thinking to ask the right questions and make proposals that echo with today's knowledge and address tomorrow's challenges.</p> <p>Students will prepare and present all pre-assigned development phases.</p> <p>The learning strategy is structured to encourage critical discourse which is based on collaboration, creativity, and learning through making.</p>

6. Indicative content:

محتوى المقرر

Students are expected to think creatively and critically as well as participate fully and thoughtfully in class. Mostly this module is based on critique of student work, so it is expected from all students to participate in all dialogues and design conversations to allow all attendees to benefit from the class collective learning process.

7. Assessment strategy, assessment methods:

تقويم الطلاب الاساليب المستخدمة، التوقيت، توزيع الدرجات

The instructor will be monitoring the development of each project. Any project submitted

without any previous follow-ups will not be accepted for assessment. Students will be evaluated on their accomplishments of the research contents, participation in class discussion and their ability to express and understand design concept and techniques.

Below is an A-F scale, so students can map their own progress.

A=90 - 100 B=80 - 89 C=70 - 79 D=60 - 69 F=below 60

A • reflects the learning and outcomes accomplished to the degree of leadership. Your learning and accomplishments are exemplary.

B • reflects the learning and outcomes accomplished to the degree of productiveness. You have accomplished good work.

C • reflects the learning and outcomes have been accomplished to the degree of minimal standards. Your learning is adequate.

D • reflects the learning and outcomes accomplished to the degree of too little done for significant learning to occur. Your learning needs improvement.

F • reflects the learning and outcomes accomplished to the degree of too little done to justify presence as a student in the learning community. Your lack of learning is not acceptable.

Projects Grade Distribution

Project grades are the result of four major categories of evaluation: Research methodology and process development, Realization, Professionalism and Instructor evaluation.

8. Mapping of assessment tasks to learning outcomes ربط التقييم بأهداف المقرر															
Assessment tasks	Learning outcomes														
	A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	
TMA	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
MTA			X	X		X	X	X	X	X	X	X	X	X	
Exams															

9. Teaching staff associated with the module اعضاء هيئة التدريس المرتبطين بالمقرر	
Tutor's name and contact details	Contact hours
Ph.D. Holders TBA	TBA

10. Key reading list قائمة الكتب الدراسية والمراجع الملزمة كتب ملزمة				
Author	Year	Title	Publisher	Location
Anne Meyer and David H. Rose	2013	Universal Design for Learning: Theory and Practice		
David Dabner and Sandra Stewart	2013	Graphic Design School: The principles and practice of graphic design.		
Isabel Meirelles	2013	Design for information: An introduction to the histories, theories, and best practices behind effective information		
Abbie Bron and Timothy D. Green	2010	The essential of instructional design: connecting fundamental principles with process and practice. 2 nd edition.		

11. Other indicative text (e.g. websites) قائمة الكتب الدراسية والمراجع غير الملزمة (مثل مواقع الانترنت) مذكرات، كتب مقترحة، دوريات علمية او نشرات
<ul style="list-style-type: none"> Icograda.org/icsid.org/ifi.org/aiga.org

6VC019, Major Aspects of Visual Communication Projects

1. Factual Information بيانات المقرر		
Course Code: 6VC019	Course Title: Major Aspects of Visual Communication Projects	Level: NQF level 6
Module tutor: Module type (Specialism): Applied Computing Sciences	Credits / points: 6 / 20 Notional learning hours:	Theory: 1.5 Practical: 4.5

2. Rationale for the module عرض اسباب المقرر

This is an advanced course covers the theory and practice of visual design, it's a studio –based course exploring the relationship of form and communication in graphic design through advanced projects. An in-depth investigation of theoretical and practical issues related to the

making and manipulation of meaning and form. Focus will be on the application of theoretical information related to semiotics and communication theory in the design solutions.

Students are expected to cultivate and demonstrate a high level of comprehension about the interrelationship between visual form and meaning. Conceptual thinking; visual organization; relationship of visual form to meaning; information hierarchy, type - image relationships; semiology and typography as major components of graphic statements are key aspects of this course.

This Course will allow students to explore graphic communication in specific work contexts, with a clear focus on the application of their skills and knowledge in producing effective, relevant and creative solutions and in supporting the activities of those contexts.

Students will develop a deeper understanding of the broad roles, contributions and responsibilities of those working in a graphic discipline to analyze, problem solve, present, innovate and create visual solutions to specific technological, informational or complex commercial graphic needs and requirements.

Students will be exposed to advanced projects such as identity systems, environmental graphic design, advertising design, layout design, families of package design, and series of form design or poster designs.

The course provides skills not only essential for fulfilling the objectives of this module, but, also, contributes to other modules of the curriculum, such as Independent Graphic Design Practice (6VC018), and Graduation Project (6VC012)

3. Aims of the module

أهداف المقرر

- The aims of this advanced course are to develop students' skills in communicating using graphic media, and in interpreting, understanding and critically evaluating graphic media.
- The course aims to improve students' ability to solve problems with technology using a systematic approach and higher order-thinking skills. It provides an in-depth working understanding of universal principles of visual communication, a range of analogue and digital skills and competencies. It develops students' ability to communicate ideas through exploration, production, analysis and synthesis, to fully resolve a body of work to a professional level.
- **This course enables students to:**
 1. Applying graphic communication design principles and techniques in the various contexts of commercial activity
 2. Understanding of the impact of advanced graphic communication technologies and activities on our environment and society

3. Gain skills in the use of software applications in producing creative, meaningful and effective graphic items and solutions to contextualized problems and challenges
4. Gain skills in creatively applying graphic presentation work and animation techniques to satisfy the needs of commercial activities and those of their audiences
5. Acquire the ability to demonstrate independence in learning and thinking
6. Acquire the knowledge and enterprise skills to successfully enter the visual communication industries as a creative practitioner.
7. Have effective research and study skills to underpin the development of imaginative visual work.
8. Appropriate conditions to engage and contribute to a creative community of reflective practice.
9. Produce a series of design projects and develop them from concept to final production.
10. Utilize digital and traditional media to complete graphic design projects.

4. Pre-requisite modules

المتطلبات السابقة

Students should have completed study of the following course:

Visual Effects, Compositing and Mixed Media Production (5VC019)

5. Intended learning outcomes

المستهدف من تدريس المقرر

A. Knowledge and understanding المعلومات والمفاهيم	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p> <p>A1. Developing and presenting effective graphic communications which support and inform business, industrial and/or built environment sectors</p> <p>A2. Create visual works that communicate complex issues in concise and attractive ways, using specific media formats</p> <p>A3. Manage a creative process individually and in teams and have ability to create visual works speaks to certain audiences / users</p>	<ul style="list-style-type: none"> • 50% face- to -face tutorial sessions • Tutor Marked Assignment (TMA work) • Midterm Assessment (MTA) • Course learning booklets and support materials. • PowerPoint presentations. • Lectures, discussions and demonstrations • Critiques and feedback.

<p>A4. Know the key aspects of visual communication, including underlying concepts and established principles.</p> <p>A5. Know the broad critical and contextual dimensions of visual communication.</p>	
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<p>B. Cognitive skills المهارات الذهنية</p>	<p>Learning and teaching strategy اساليب التعليم والتعلم</p>
<p>On completion of the course students will be able to:</p> <p>B1. Make sound judgments in accordance with the theories and concepts of visual communication subjects.</p> <p>B2. Communicate an understanding of the key principles of practice in written and oral presentation.</p> <p>B3. Demonstrate creative thinking skills.</p> <p>B4. Have the ability to source, synthesis and apply research, to work independently and develop and articulate ideas.</p> <p>B5. Have creative thinking skills to develop a range of strategies using appropriate materials and processes, to achieve outcomes in a variety of contexts to defined audiences.</p>	<ul style="list-style-type: none"> • 50% face- to -face tutorial sessions • Tutor Marked Assignment (TMA work) • Midterm Assessment (MTA) • Course learning booklets and support materials. • PowerPoint presentations. • Lectures, discussions and demonstrations • Critiques and feedback.

<p>C. Practical and professional skills المهارات المهنية الخاصة بالمقرر</p>	<p>Learning and teaching strategy اساليب التعليم والتعلم</p>
<p>On completion of the course students will be able to:</p> <p>C1. The ability to source and apply research in visual communication, to work independently and confidently apply</p>	<ul style="list-style-type: none"> • 50% face- to -face tutorial sessions • Tutor Marked Assignment (TMA work) • Midterm Assessment (MTA) • Course learning booklets and support materials. • PowerPoint presentations.

<p>practical and technical knowledge in an appropriate and professional manner.</p> <p>C2.Demonstrate efficient and reliable working practices in relation to the subject and / or profession/s.</p> <p>C3.Generate a range of potential ideas and visual developments and apply this to the production of creative work.</p> <p>C4.Application of information technology to demonstrate an understanding of media, software and recognized competencies.</p>	<ul style="list-style-type: none"> • Lectures, discussions and demonstrations • Critiques and feedback.
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D. Key transferable skills المهارات العامة	Learning and teaching strategy اساليب التعليم والتعلم
<p>On completion of the course students will be able to:</p> <p>D4. Communicate ideas, information, problems and solutions in visual, written and oral forms.</p> <p>D5.Negotiation and planning skills</p> <p>D6.Exhibition, portfolio and presentation skills to a professional standard</p> <p>D7.Apply interpersonal and social skills to interact with others</p>	<ul style="list-style-type: none"> • 50% face- to -face tutorial sessions • Tutor Marked Assignment (TMA work) • Midterm Assessment (MTA) • Course learning booklets and support materials. • PowerPoint presentations. • Lectures, discussions and demonstrations • Critiques and feedback.

6. Indicative content:

محتوى المقرر

- **The course focuses on the following topics:**
 1. Advanced design systems
 2. Environmental Design
 3. Making and manipulation of meaning and form
 4. Interrelationship between visual form and meaning
 5. Corporate identity systems, environmental graphic design
 6. Ways of analyzing and creating meaning in graphic and typographic messages

7. Aspects of image making, information design, visual narrative and semiotics
8. Families of package design

Assignments:

- Semester Sketchbook
- Students are expected to keep a sketchbook where design exercises and thought processes will be recorded. This book will be reviewed weekly and discussed on a one on one basis with the instructor.
- A minimum of five studio assignments
- Final Portfolio Projects
- Students will be required to maintain a portfolio of practical that should show evidence of material that they have collated and used to inform the development of their creative work as well as their general personal development.
- Group critiques and presentations aid the initial assessment of work.
- Formative and summative tutor assessment.

7. Assessment strategy, assessment methods:

تقويم الطلاب

الاساليب المستخدمة، التوقيت، توزيع الدرجات

Assessment during course is via:

- Assignments: 40%
 - Tutor marked assignments (TMAs)
 - Weekly Assignments.
 - Individual term project
- Exams: 60%
 - Midterm Assessment (MTA)
 - Final Exam
 - Undeclared Written Tests and Class exams.

8. Mapping of assessment tasks to learning outcomes

ربط التقييم بأهداف المقرر

Assessment tasks	Learning outcomes															
	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2
TMA	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
MTA	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x
Exams	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

9. Teaching staff associated with the module اعضاء هيئة التدريس المرتبطين بالمقرر	
Tutor's name and contact details	Contact hours
Ph.D. Holders specialised in Graphic Design or MFA in Graphic Design TBA	TBA

10. Key reading list قائمة الكتب الدراسية والمراجع الملزمة كتب ملزمة				
Author	Year	Title	Publisher	Location
Paul Martin Lester	2006	Visual Communication: Images with Messages	WADSWORTH	USA
Linda, Robin	2001	Graphic Design Solutions	Thomson Learning	Boston, USA
Reznick, Elizabeth	2003	Design for Communication	John Wiley & Sons	Boston, USA
White, Alexander	2002	Elements of Graphic Design	Watson-Guptill	USA
Dabner David	2013	Graphic design school: The principles and practice of graphic design	Thames & Hudson	London, UK
Tappenden Curtis, Jefford Luke, Farris Stella	2006	Foundation course: Graphic Design	Cassell Illustrated	London, UK

11. Other indicative text (e.g. websites) قائمة الكتب الدراسية و المراجع غير الملزمة (مثل مواقع الانترنت) مذكرات، كتب مقترحة، دوريات علمية او نشرات

justcreative.com/2008/02/25/99-graphic-design-resources
<http://psd.tutsplus.com/articles/web/16-great-graphic-design-blogs-and-sites/http://psd.tutsplus.com/articles/web/16-great-graphic-design-blogs-and-sites/>
<http://blog.fidmdigitalarts.com/>
<http://www.slideshare.net/rschaff1/class-3-principles-6583866>
<http://www.slideshare.net/alexawheeler/publication-design-chapter-02>
<http://www.slideshare.net/alexawheeler/publication-design-chapter-02>
www.designcouncil.org.uk