



Unit Title	Disrupt – Type, Language and the Politics of Design
FHEQ Level	Level 5/ Term 1
Unit Code	GRA18202
Credit Value	15
Unit Type	Subject

Learning Hours			
Staff – Student Contact Hours		Independent Study Hours	
Classes	37.5	Independent Study	35
Supervised access to resources	0	Preparation for Assessment	50
		Unsupervised Access to Resources	27.5
Total			150

Unit Description

Communication and responsibility are interconnected. A piece of design can go far beyond its intended audience and circulate in different cultures and languages. The meaning of work can change and be challenged – it can disrupt and create new perspectives. In this unit students are encouraged to develop critical perspectives and enhance their skills in typography but also explore its power as a tool of miscommunication. We often think of design as a process of creating, making something visible and clear. As graphic designers we have power to evoke feelings and/or facts. Ways of hiding and obscuring are ways of communication too. Obscuring, scrambling, coding and hiding involve decisions in what a student shows, what you hide and how to specific audience(s).

The Five Principles underpin the Mindsets and Skillsets Manifesto and are the foundation upon which all course curriculum frameworks and unit specifications are based. The relevant Principles as stated below have been mapped against the Learning Outcomes relevant to each course unit and at each level (see Programme Specifications for full description of the Five Principles):

1. Cultivate / Where the individual thrives.
2. Collaborate / Where disciplines evolve.
3. Integrate / Where education engages industry.
4. Advocate / Where purpose meets practice.
5. Originate / creativity meets technology.

Unit Indicative Content

/ Developing an understanding of scripts and writing systems and their relationship to the practice of typography and design

/ Applying theories around semiotics, subversion and society to graphic design practice

/ Considering and defining the relationship between graphic design, data and politics

Unit Aims

To stimulate a critical understanding of the challenges and opportunities of visual communication practice

To define the responsibility of the designer in today's information society

To identify and propose a diverse range of visual messages that will engage, provoke and create a reaction with a specific audience

Unit Learning Outcomes

LO 2 Concept/Ideation Analyse research materials leading to the generation of the ideation and concepts that inform and lead to project development.

LO 5 Presentation /Storytelling For Influence Select and employ effective methods of presentation and communication of projects in considering the audience/client and the purpose of the work, whether in visual, oral or written form.

LO 8 Professional Identity Investigate specific professional contexts to situate your own practice

Learning and Teaching Methods

This unit will be delivered and could use a combination of: Briefings, Lectures, Project work, Workshops, Group work, VLE activities, Individual Presentations and critiques, Self-directed independent study and Other including. Peer learning activities, group discussion, guest speakers

Assessment methods and tasks

More detailed assessment tasks will be specified in the brief

Assessment tasks	Weighting (%) (one grade or multi-grade unit)
100% Practical work – Process Book (including visual and written documentation of the research and design process) and presentation of final outcome(s).	This unit is assessed holistically (100% of the unit).

Indicative Assessment Criteria

Assessment criteria are the basis on which the judgment of the adequacy of the work is made. A more detailed assessment criteria will be specified in the brief.

IAC 1: Shows evidence of analysis of typographic and visual culture research materials, leading to the generation of ideas and concepts informing innovative project development (LO2).

IAC 2: Shows evidence of selection and employment of visual communication methods of

presentation of typographic content in considering the semiotic qualities and the purpose of the work in visual form (LO5).

IAC 3: Shows investigation into the politics of design to situate your own graphic design practice (LO8).

Essential Reading list

1. Basar S (2015) *The Age of Earthquakes: A Guide to the Extreme Present*, Penguin
2. Bureau D'Etudes (2014) *An Atlas of Agendas: Mapping the Power, Mapping the Commons*, DELETED TITLES
3. McQuiston L. (2015) *Visual Impact: Creative Dissent in the 21st Century*, Phaidon Press
4. Metahaven (2015) *Metahaven - Black Transparency. The Right to Know in the Age of Mass Surveillance*, Sternberg Press
5. Pater R. (2016) *The Politics of Design: A (Not So) Global Design Manual for Visual Communication*, Bis Publishers
6. Roberts L. (2017) *Can Graphic Design Save Your Life?*, GraphicDesign&