

Design in Advertising and Public Relations

Code: 103144
ECTS Credits: 6

Degree	Type	Year	Semester
2501935 Advertising and Public Relations	OB	2	1

Contact

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Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Teachers

Maria Leonor Balbuena Palacios

Jordi Olive Calvo

Prerequisites

They have not been described.

Objectives and Contextualisation

Applying the knowledge of advertising and public relations to organize information and communicate in the graphic formats.

Transmitting information through graphic messages.

Using the formal elements and adapt the graphic messages taking into account the recipients of the information.

Training professionals in advertising and public relations, prepared to organize information in graphic formats.

Discovering the functions of creativity, design and production of advertising pieces.

Introducing the basic knowledge linked to the creative direction regarding the design of pieces of advertising communication and public relations.

Introducing the basic knowledge linked to the art direction with respect to the design of pieces of advertising communication and public relations.

Competences

- Demonstrate knowledge of the structure and functions of the technological context that plays a role in the advertising communication process.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use different theories and techniques in the graphic composition of texts.
- Use one's imagination with flexibility, originality and ease.

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
3. Classify aesthetic theories and techniques that play a role in advertising's graphic design and art management.
4. Communicate using language that is not sexist or discriminatory.
5. Consider how gender stereotypes and roles impinge on the exercise of the profession.
6. Critically analyse the principles, values and procedures that govern the exercise of the profession.
7. Explain the explicit or implicit code of practice of one's own area of knowledge.
8. Identify situations in which a change or improvement is needed.
9. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
10. Propose new methods or well-founded alternative solutions.
11. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
12. Propose projects and actions that incorporate the gender perspective.
13. Propose viable projects and actions to boost social, economic and environmental benefits.
14. Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
15. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
16. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
17. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
18. Use one's imagination with flexibility, originality and ease.
19. Use technological instruments for the composition and editing of graphic messages.
20. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.
21. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

Content

TOPIC 1. PROCEDURE

Block 1 Subjects and Objects

1. Creative direction and creative idea
2. Art direction and formal idea
3. Structuring the visual message
4. work plan

Block 2 Production

1. Edition
2. Production process
3. Collation rules
4. Correction rules
5. Supports
6. Printing
7. Postpress and costs
8. Web forms

TOPIC 2. ELEMENTS

Block 3 Tipometry

1. Components
2. Variables

Block 4 Typography

1. Formal expression: graphics and contragraphics
2. Typography variables
3. Use and representation
4. Macro and micro-typography

Block 5 Color

1. Color spaces
2. Expression
3. Use and Reproduction

Block 6 Graphics

1. Variables
2. Typology
3. Expression
4. Use and representation

Block 7 Graphic architecture:

1. Formal strategy
2. Text and image: visualization
3. Visual rhetoric
4. The perceived form

TOPIC 3. FOUNDATIONS

Block 8 Design rationale

1. Design theorizing

2. Design and movement concept

Block 9 Graphic Aesthetics

1. Organic and Inorganic
2. Graphic Communication

Methodology

Theoretical sessions will be combined with practical exercises.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theory	15	0.6	
Works	37.5	1.5	18, 19
Type: Supervised			
Tutorials	7.5	0.3	18
Type: Autonomous			
Works	82.5	3.3	19

Assessment

Continuous assessment consists of carrying out the following activities:

1. Examination, 30% of the final grade
2. Theoretical-practical activities
 - 2.1 Portfolio activity, 5% of the final grade.
 - 2.2 IVM Applications 20% of the final mark
 - 2.3 Visual Image Manual (MIV) 15% of the final mark
 - 2.4 Advertising Graphic Piece: Textual (typography) 15% of the final grade
 - 2.5 Advertising Graphic Piece: Visual (graphics) 15% of the final mark.

In order to pass the course, a minimum mark of 5 must be obtained in each of the activities.

Recovery

Students will have the right to recover the course if they have been evaluated on all the activities, the weight of which is a minimum of 2/3 of the total grade of the course.

All the activities of the subject are recoverable.

Second Registration

In the case of a second registration the students can do a single proof of synthesis that will consist of a delivery, activities that had not been approved during the previous academic course.

The qualification of the subject will correspond to the qualification of the synthesis test.

Non qualified students

It will be considered that the students cannot be evaluated when the teachers detect signs of copying or plagiarism in the activities.

Copy and plagiarism

Students who commit any kind of irregularity (copy, plagiarism, identity theft...) that can lead to a significant variation of the qualification of an evaluation, will be qualified with a 0. In case of several irregularities, the final grade of the subject will be 0.

Subject Planning

The calendar will be available on the first day of class. Students will find all information on the Virtual Campus: the description of the activities, teaching materials, and any necessary information for the proper follow-up of the subject. In case of a change of teaching modality for health reasons, teachers will make readjustments in the schedule and methodologies.

In this subject there is no single evaluation.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
1. Advertising design: Visual (illustrations).	15	0.5	0.02	18, 4, 17, 16, 14, 19
2. Advertising design: text (typographic)	15	0.5	0.02	18, 4, 17, 16, 14
3. Visual Image Book	15	1	0.04	6, 2, 1, 18, 3, 4, 7, 9, 8, 21, 10, 11, 12, 13, 17, 16, 14, 19, 5, 20
4. Applications of Visual Image Book	20	1.5	0.06	6, 2, 1, 18, 3, 4, 7, 9, 8, 21, 10, 11, 12, 17, 16, 14, 15, 19, 5, 20
5. Theoretical Exam	30	3	0.12	17, 15, 19
6. Portfolio	5	1	0.04	6, 18, 11, 17, 14, 19, 20

Bibliography

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Buzzard, Nick. (1991) *Cómo combinar y elegir colores para el diseño gráfico*. Gustavo Gili. Barcelona.

Colyer, Martin. (1999) *Cómo encargar ilustraciones*. Gustavo Gili. BCN.

Landa, Robin (2004) *El diseño en la publicidad*. Anaya Multimedia. Madrid

Lewandowsky, Pina /Zeischegg, Francis (2005) *Guía práctica de diseño digital*. Parramón. BCN

March, Marion. (1988) *Tipografía creativa*. Gustavo Gili. Barcelona.

Marshall, Hugh. (1990) *Diseño fotográfico*. Gustavo Gili. Barcelona 90.

Mazzeo, Cecilia. *Diseño y sistema : bajo la punta del iceberg*. BUENOS AIRES, Ediciones Infinito, 2017
<https://ebookcentral-proquest-com.are.uab.cat/lib/uab/reader.action?docID=4870584>

Pape, Ian. (1992) *Cómo combinar y elegir tipografía para el diseño gráfico*. Gustavo Gili. Barcelona.

Perfect, Christopher (1994). *Guía completa de la tipografía*. Blume. Barcelona

Puente Balsells, Ma Luz ; Francisco Viñals Carrera. *Grafología digital, tipográfica y del diseño visual*.
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Tena, Daniel (2005) *Diseño Gráfico y Comunicación*. Pearson Prentice Hall. Madrid.

-, (2011) *Diseñar para comunicar*. Editorial Bosch. Barcelona.

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West, Suzanne (1991). *Cuestión de Estilo*. ACK Publish, Madrid.

Software

The course will use the programs Affinity Publisher, Affinity Photo and, as a reading tool, Acrobat Reader.

The teachers will spend five and two hours, respectively, in the training o

At the same time, the teaching staff will provide online resources so that