

School of Arts, Design, and Creative Industries

SYLLABUS

TITLE:	Design Principles
CODE:	DIS 110
PREREQUISITES:	N/A
CREDITS:	3 credits 45 contact hours 1 term

DESCRIPTION

Design, beyond creating aesthetic elements, is the creation of solutions that respond to the analysis of our environment and needs of a specific audience. We could also define it as an expression where aesthetic and functional elements are juxtaposed. This course presents the process of creation from the understanding of the basic elements, to the tangibilization of an idea in its different phases. Students will acquire skills that will help them combine visual and material elements through the use of two-dimensional tools. The basic elements will be studied in order to understand and use the design principles. Through presentations, practical exercises, criticism sessions and readings, the knowledge acquired will be assessed. This course requires materials and is linked to a manufacturing laboratory.

JUSTIFICATION

Understanding design from its fundamental principles helps us interpret our context and identify how to make effective use of this discipline in the development of aesthetic and functional elements. It is through design that we can develop alternatives to problems that respond to specific needs. On the other hand, knowing this discipline helps us strengthen idea conceptualization and communication skills whether orally, visually or written.

COMPETENCES

The course develops the following competences in students:

- **Critical questioning**
- **Research and exploration**

OBJECTIVES

After completion of the course, students will be able to:

1. Understand the purpose of identifying and making use of precedents.

2. Utilize design principles to create visual compositions from multiple perspectives.
3. Apply the elements and basic principles of design in the development of two-dimensional and three-dimensional compositions.
4. Harmoniously integrate tools of visual design and oral and written communication to presentations.
5. Develop problem identification and solution formulating skills in design.
6. Develop research and conceptualization skills for two-dimensional designs using technical knowledge.
7. Participate in group feedback processes.

CONTENTS

- I. Context
 - A. Design and cultural identity
 - B. Definition of design
 - C. Art and its relationship with design schools
- II. Elements and Principles of Design
 - A. Elements of design
 1. Point
 2. Line
 3. Shape
 4. Contrast
 5. Texture
 6. Volume
 7. Space
 - B. Principles of design:
 1. Hierarchy
 2. Balance
 3. Rhythm
 4. Repetition/patterns
 5. Proportion/scale
 - a) Golden ratio
 - b) The use of a grid for constructing visual elements
 6. Harmony
- III. Design Experimentation
 - A. Visual compositions
 - B. Visual presentation techniques
- IV. Problem Analysis and Identification
 - A. Elements of a problem

1. Research and collection of data
 2. Precedent analysis
 3. Idea conceptualization
 4. Visualization and visual experimentation
 5. Identification of materials
 6. Validation
 7. Presentation and process analysis
- B. Design presentation
1. Context analysis and documentation
 2. Deconstruction of everyday elements
- C. Design creation
1. Conceptualization (text)
 2. Precedents analysis and utilization
 3. Visual composition
 4. Materials exploration
 5. Presentation panels
- V. Presentation of a Three-Dimensional Design
- A. Deconstruction of everyday elements
 - B. Interior space proposal

METHODOLOGY

The following strategies from the active learning methodology are recommended:

- Project Oriented Learning -**POL**
- Research Based Learning - **RBL**
- Collaborative Learning - **CL**
- Design Thinking - **DT**

EVALUATION

Oral presentations	30%
Partial assignments	35%
Final project	30%
Participation	<u>5%</u>
Total	100%

LEARNING ASSESSMENT

The institutional assessment rubric is applied to the course's core activity.

BIBLIOGRAPHY

Albers, J. (2013). *Interaction of Color 50th Anniversary Edition*. Yale University Press.

Berger, J. (1990). *Ways of Seeing: Based on the BBC Television Series*. Penguin Books.

Ching, F. D. K. (2008). *Architecture: Form, Space, and Order* (3rd ed.). Wiley.

Frutiger, A. (1994). *Signos, Símbolos, Marcas, Señales* (3rd ed.). Gustavo Gili.

Hannah, G. G. (2002). *Elements of Design: Rowena Reed Kostellow and the Structure of Visual Relationships*. Princeton Architectural Press.

Holm, M.J., Mortensen, L. (Eds.). (2006). *Poul Kjærholm: Furniture Architect*. Louisiana Museum of Modern Art.

Iouguina, A. (2017, August 7). The Origin of Design: Designing the future by understanding the past. *Medium*. <https://medium.com/@alenaiouguina/the-origin-of-design-designing-the-future-by-understanding-the-past-295045e9384e>

Lupton, E., Abbott Miller, J. (Eds.). (2019). *The ABC's of Triangle, Square, Circle: The Bauhaus and Design Theory*. Princeton Architectural Press.

Munari, B. (2008). *Design as Art*. Penguin Group.

Wong, W. (1992). *Fundamentos del diseño bi- y tri-dimensional*. Gustavo Gili.
https://centroculturalhaedo.edu.ar/cch/actualizacion_permanente/Fundamentos%20del%20Diseno%20Bidimensional%20y%20tridimensional,%20Wucius%20Wong.pdf

For more information resources related to the course's topics, access the library's webpage <http://biblioteca.sagrado.edu/>

REASONABLE ACCOMMODATION

For detailed information on the process and required documentation you should visit the corresponding office. To ensure equal conditions, in compliance with the ADA Act (1990) and the Rehabilitation Act (1973), as amended, any student in need of reasonable accommodation or special assistance must complete the process established by the Vice Presidency for Academic Affairs.

ACADEMIC INTEGRITY

This policy applies to all students enrolled at Universidad del Sagrado Corazón to take courses with or without academic credit. A lack of academic integrity is any act or omission that does not demonstrate the honesty, transparency, and responsibility that should characterize all academic activity. Any student who fails to comply with the Honesty, Fraud, and Plagiarism Policy is exposed to the following sanctions: receive a grade of zero in the evaluation and/or repetition of the assignment in the seminar, a grade of F (*) in the seminar, suspension, or expulsion as established in the Academic Integrity Policy effective in November 2022.

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