

1S_FB_Typography and composition

Qualification: Degree in Higher Artistic Education in Design in the specialties of graphic design, interior design, fashion design and product design.

Subject: Languages and techniques of representation and communication

Type: Training Basic

Credits: 4 ECTS

Total hours: 100h

Course: 1

Hours/week: 6.3 hours

Semester: 1r

Face-to-face hours/week: 3h

Language in which it is taught: Catalan / Spanish

Self-employed hours/week: 3.3h

Prerequisites: Have computer knowledge at a user level.

1. Presentation of the subject

Typography is one of the basic components of any visual communication system. This subject develops the fundamental features so that students, through the use of desktop publishing software, achieve the following objectives:

- Evaluate and apply the expressive dimension of typography.
- Perform composition and layout in different media with vector editing software.
- Prepare graphic and audiovisual presentations.

To train students to apply the functional, aesthetic and technical requirements necessary to produce documents intended for printing or display on screen, which facilitate the readability and comprehensibility of a text upon completion of the subject.

2. Course contents

Basic concepts.

- Font, family, series and styles.
- Anatomy of the letter. (Illustrator type software)

Typographic expressiveness.

- The word-image.
- Reinforce the meaning. (Illustrator type software)

Typographic composition

- Readability and comprehension of the text.
- Text and image composition, from typographic selection to layout. (Software such as Indesign and Photoshop)
- Organization and hierarchy of content.

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Layout and final art.

- Parts of a publication.
- The design of reticles.
- Use of layout and image editing software. (Software such as Indesign and Photoshop)
- Master pages and style sheets.
- Tables of contents.
- PDF creation according to the output device.

3. Skills worked on in the subject(Real Decret 633/2010)

Transversal skills		Subject	Subject
CT-01	Organize and plan work in an efficient and motivating way.	X	X
CT-04	Use information and communication technologies efficiently	X	X

General skills		Subject	Subject
CG-02	Master the languages and expressive resources of representation and communication.	X	X
CG-03	Establish relationships between formal language, symbolic language and specific functionality.	X	X
CG-04	Have a scientific view on the perception and behavior of form, matter, space, movement and color.	X	X

4. Learning outcomes

RA	Description of the learning outcome	Skills
RA1	Prepare graphic and audiovisual presentations. Identify expressive and communicative characteristics in the creation and presentation of works: Organize and prioritize content. Graphically compose texts and images.	CT-01 CG-02
RA2	Independently choose the appropriate technique and language for the representation and interpretation of objects and spaces according to the communicative purpose.	CT-04 CG-04
RA3	Identify the basic concepts of typography.	CG-02 CG-03 CG-04
RA4	Appreciate the expressive dimension of typography.	CG-02 CG-03 CG-04
RA5	Apply aesthetic and functional conventions in typographic composition that facilitate the readability and comprehensibility of a text.	CG-02 CG-03 CG-04
RA6	Create the layout and final art of a document according to the output device: print or screen. (Resolution and image formats, indentation, crop and fold marks).	CG-02 CG-03 CG-04 CT-04
RA7	Use the basic functions of vector editing software (such as Illustrator), layout (such as InDesign) and image editing (such as Photoshop).	CT-04

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5. Teaching methodologies of the subject

Code	Typology	Description	Apply
MD1	Conference and/or master class	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.	AF1, AF2, AF3, AF4.
MD2	Debate and/or discussion	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.	AF1, AF2, AF3, AF4.
MD3	Readings and/or comments	Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.	AF1, AF2, AF3, AF4.
MD4	Tests and/or exams	Formal and structured activity to collect evidence on the degree of achievement of knowledge, skills or competencies by students. This can be written, oral or practical and includes a variety of formats: questionnaires, problems, open questions, practical exercises, etc.	Recovery outside of continuous assessment
MD5	Workshops and/or internships	Carrying out practical activities applied in a controlled environment, oriented towards learning through experience and/or the transfer of theoretical knowledge to real or simulated situations.	AF1, AF2, AF3, AF4.
MD7	Case study	Analysis of situations or problems within the specialty with the aim of reflecting, analyzing and discussing different intervention or solution proposals through examples or references.	AF1, AF2, AF3, AF4.
MD9	Guided practice	The teacher presents and transmits theoretical knowledge applied to practical activities that take place in the classroom. The teacher guides, supervises and gives active feedback during the practice.	AF1 to AF4

6. Training activities of the subject

Code	Description	Duration	Percentage
AF1	Guided practice folder. Identification and description of the main typographic concepts.	3 weeks	20%
AF2	Applied practices folder. Typographic expressiveness	3 weeks	20%
AF3	Applied practices folder. Typographic composition with layout software.	3 weeks	20%
AF4	Guided practice folder. Portfolio Layout and final art for a printed portfolio and for presentation on screen.	7 weeks	40%

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7. Evaluation systems

Due to their typology and educational program, all subjects in the ESDAPC undergraduate design studies include continuous assessment as a procedure to regulate and qualify the learning achieved by students during the semester.

In the event of not achieving the level of sufficiency in the evaluation activities within the closing milestones set out in the subject's schedule, the activities not passed may be corrected and/or completed within the recovery procedure defined by the teaching staff in their schedule.

7.1. Continuous evaluation

General evaluation criteria

The ESDAPC sets some **general evaluation criteria** which are common to all teaching guides, without prejudice to the specific evaluation and grading criteria of each subject:

- Subject grading: A weighted average of the grades obtained in each of the training activities will be made in accordance with the percentages described in the teaching guide and classroom schedule. The subject will be passed with a grade of 5.0 (Pass). All assessment activities can be corrected and/or completed within the recovery procedure within the continuous assessment that the teaching staff defines in their classroom schedule.
- Class attendance is essential in order to guarantee that learning is progressive, flexible and allows feedback and adjustments in its achievement within the continuous assessment. For this reason, class attendance is mandatory. The teaching staff establishes the mechanisms to control it. The student who does not attend a minimum of 80% of the face-to-face hours of the subject loses the right to continuous assessment and may present for remediation outside of the continuous assessment defined in the teaching guide and classroom schedule for the subject. In cases of serious absenteeism, with attendance of less than 60% of the face-to-face hours of the subject, the student will lose the right to be evaluated and will have a grade of "Not Presented".
- The ability to organize and plan tasks is part of the learning outcomes that the student must achieve within the training process, therefore the deliverables of the evaluation activities must conform to the deadlines, the format and contents defined in the activity statement in order to be qualified. Activities submitted after the deadline, format and/or minimum content will be considered outside the continuous assessment process, will not be evaluated within it and may be resubmitted as a retake.
- In the event of a submission or exam coinciding with a force majeure situation, the student may request to submit an activity after the deadline or repeat an exam, without being considered out of continuous assessment. This submission or exam will be carried out according to the conditions and calendar determined by the teaching staff.

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- Force majeure is understood to mean: serious illness or temporary incapacity (hospitalization) of the student or a first-degree relative, coincidence with an official language level or driving license exam, inexcusable duties before the administration or death of a first- or second-degree relative must be requested in an argued and justified manner in the form of [generic application](#), addressed to the campus management, and must necessarily include the original with a stamp of the document proving the major cause alleged.
- The evaluation process is based on the student's personal work and presupposes the authenticity of the authorship and originality of the exercises carried out. Any act of copying and/or plagiarism or irregular use of Artificial Intelligence (AI) will result in the immediate and irrevocable suspension of the assessable activity, without the right to recovery.

However, and without contradicting these general criteria, each teacher may define other specific complementary conditions, which must be informed and published in writing at the beginning of the course to all students enrolled in their subject.

These complementary conditions cannot in any case result in a penalty or limitation of the qualification of an activity, nor the loss of the right to recover an activity.

Specific evaluation criteria within continuous evaluation

1. Correct use of techniques and procedures. (20%) LO3 - LO4
 - Appropriate use of typographic terminology.
 - Identification of character parts.
 - Ability to classify typographic families into large stylistic groups.
2. Selection and use of the most appropriate technique. (30-40%) LO2 - LO4 - LO7
 - Correct choice and use of digital image processing and layout software. Programs such as Photoshop, Illustrator and Indesign.
 - Correct technical application and/or representation language.
 - Coherence between the chosen source and the message to be transmitted.
 - Ability to reinforce the meaning of a text through typographic treatment.
 - It takes into account the technical aspects in the creation of the final art.
 - Correct creation of the PDF according to the output device.
3. Degree of complexity and depth of the task requested. (10-20%) LO1 - LO4
4. Correct technical application and/or representation language: (30-40%) RA1 - RA2 - RA5 - RA6

Readability:

- Correct selection of font families.
- Ability to define body, line spacing and line length according to the medium and purpose of the work. Correct articulation of paragraphs.

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Composition

- Correct structuring and hierarchy of information.
- Appropriate use of color, balance and rhythm in the composition.

Layout::

- Ability to develop a grid according to publication types.
- Appropriate use of master pages, paragraph styles.
- It correctly generates a table of contents.

5. Portfolio content. (10-25%) LO1 - LO2

- Correct structuring and organization of the content.
- Appropriate choice and prioritization of work.
- Visual coherence between the design and content of the publication.

Evaluation instruments within continuous evaluation

Rubrics.

Application exercises.

Individual and/or group feedback: written or oral.

Direct observations.

7.2. Recovery

General recovery criteria

The ESDAPC sets general recovery criteria that are common to all teaching guides, without prejudice to the specific evaluation and grading criteria of each subject:

- The ESDAPC provides for a single recovery per activity. The recovery of suspended activities will be done within the deadlines defined by the teaching staff in their classroom schedule within the same semester. In the event that the teaching staff has not established a recovery calendar, the student may submit the recovery activities during the last school week of the semester.

Specific recovery criteria within continuous assessment

The work to be recovered must be resubmitted with the necessary improvements, following exactly the same initial requirements and evaluation criteria.

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Specific recovery criteria outside of continuous assessment

Students with attendance between 60 and 80%:

- Delivery of pending work with the same initial requirements and evaluation criteria (value 60%).
- Written/practical test with the content of the entire subject (value 40%).

Students with activities that do not comply with the format and delivery deadline conditions

- Delivery of pending work with the same initial requirements and evaluation criteria.
- It is up to the teacher to decide whether or not to conduct a written test.

In all cases, submissions and tests will be made during the end-of-semester recovery week.

Subject recovery instruments outside of continuous assessment

Delivery of pending work.

Written/practical tests.

8. Educational care within the framework of an inclusive education system

This Teaching Guide takes into account educational care within the framework of an inclusive educational system that includes two reference frames that support it:

- MISU: Universal Measures and Supports to promote personal and social development in equity and equality.
- DUA: Universal Learning Design, which allows flexible learning situations to be created based on a design that detects and minimizes the barriers of the context, from the beginning, and that considers variability.

However, to ensure freedom of thought and opportunities in relation to the gender perspective, a co-educational dynamic is carried out that avoids the predisposition of differential treatment, role attributions or assumptions of abilities determined by gender.

The MISU and DUA will be applied to all ESDAPC students. Those students in need of additional measures and support will be included through an Individualized Support Plan.

9. Copying, plagiarism, and academic honesty

From a legal point of view, plagiarism is an infringement of copyright.

The ESDAPC NOFC describes in section 5.4 irregular conduct in the evaluation procedure, which includes copying or plagiarism in any academic activity.

10. Use of Artificial Intelligence (AI)

The ESDAPC recognizes the value of Artificial Intelligence (AI) in the educational field, while highlighting the risks it entails if it is not used ethically, critically and responsibly. The use of AI in the teaching and evaluation context is governed by the principles, criteria and recommendations established in the ESDAPC Guide to the

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Ethical and Responsible Use of Artificial Intelligence, which constitutes the institutional reference document in this matter.

In this sense, in each assessment activity, students will be informed about the AI tools and resources that can be used and under what conditions, recommending their use as an assistance tool during the research, analysis or conceptual exploration process, but not as a replacement for their own work or professional judgment.

For their part, students undertake to follow the instructions of the ESDAPC when carrying out the assessment activities, as well as the criteria included in the Guide for the Ethical and Responsible Use of AI. Within this framework, students must transparently cite the AI tools used and explicitly identify texts, images or other content generated with AI systems, which may not be presented as their own production.

Misuse of Artificial Intelligence can seriously affect the evaluation of assessment activities. In case of doubt, it is recommended that students consult the teacher responsible for the subject before submitting.

The specifics of the use of Artificial Intelligence in each subject—including the authorized tools, conditions of use and associated evaluation criteria— will be defined in the classroom programming, where teachers will contextualize the Teaching Guide and the Guide for the Ethical and Responsible Use of AI based on the objectives, skills and methodologies of the subject.

In all cases, students are responsible for any possible errors, omissions or biases that may be generated by the Artificial Intelligence used in the work process.

11. Sources of information and teaching resources

Basic bibliography

Reference bibliography and other resources

GORODISCHER, H; SCAGLIONE, J. (2020). Readability and typography. The composition of texts. Valencia: Editorial Campgràfic.

HOCHULI, J. (2007) Detail in typography. Valencia: Editorial Campgràfic.

JARDÍ, E (2021). Fifty and so many tips on typography. Barcelona: Gustavo Gili. KANE, J. (2004) Typography manual. Barcelona: Gustavo Gili.

K SMITH, E. (2021). How to make books. Create unique bindings by folding, cutting and sewing. Barcelona: Gustavo Gili.

MARTÍN, J.L.; MAS, M. (2005) Manual of typography, from lead to the digital age. Valencia: Editorial Campgràfic.

MARTÍNEZ DE SOUSA, J. (2005) Dictionary of editing, typography and graphic arts. Gijón: Ediciones Etea.

PUJOL, J.M., SOLÀ, J. (2011) Orthotypography. Manual for the author, the editor and the graphic designer. Barcelona: Educaula

WHITE, J. V.(2017) Design for the edition. Malaga: Editorial Jardin De Monos.

Audiovisuals

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12. Content blocks

ACTIVITY 1	Duration: 3 weeks	Weighting: 20%
Description of the activity		
Guided practice folder.		
Identification and description of the main typographic concepts.		
Contents		
Basic concepts.		
• Font, family, series and styles. • Anatomy of the letter. • Illustrator type software.		
Skills		
CT-01	Organize and plan work in an efficient and motivating way.	
CT-04	Use information and communication technologies efficiently	
CG-02	Master the languages and expressive resources of representation and communication.	
CG-03	Establish relationships between formal language, symbolic language and specific functionality.	
CG-04	Have a scientific view on the perception and behavior of form, matter, space, movement and color.	
Applied teaching methodologies		
MD1	Conference and/or master class	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.
MD2	Debate and/or discussion	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.
MD3	Readings and/or comments	Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.
MD5	Workshops and/or internships	Carrying out practical activities applied in a controlled environment, oriented towards learning through experience and/or the transfer of theoretical knowledge to real or simulated situations.
MD7	Case study	Analysis of situations or problems within the specialty with the aim of reflecting, analyzing and discussing different intervention or solution proposals through examples or references.
MD9	Guided practice	The teacher presents and transmits theoretical knowledge applied to practical activities that take place in the classroom. The teacher guides, supervises and gives active feedback during the practice.
Learning outcomes		

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RA1	Prepare graphic and audiovisual presentations. Identify expressive and communicative characteristics in the creation and presentation of works: Organize and prioritize content. Graphically compose texts and images.
RA3	Identify the basic concepts of typography.
RA7	Use the basic functions of vector editing software (such as Illustrator), layout (such as InDesign) and image editing (such as Photoshop).

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Delivery of the activity within the time frame and in the manner specified in the statement (100%)

It will be assessed:

1. Correct use of techniques and procedures. RA3 - RA4

- Appropriate use of typographic terminology.
- Identification of character parts.
- Ability to classify typographic families into large stylistic groups.

Evaluation instruments within continuous evaluation

Rubrics.

Application exercises.

Individual and/or group feedback: written or oral.

Direct observations.

Specific recovery criteria within continuous assessment

The work to be recovered must be resubmitted with the necessary improvements, following exactly the same initial requirements and evaluation criteria.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Students with attendance between 60 and 80%:

- Delivery of pending work with the same initial requirements and evaluation criteria (value 60%).
- Written/practical test with the content of the entire subject (value 40%).

Students with activities that do not comply with the format and delivery deadline conditions

- Delivery of pending work with the same initial requirements and evaluation criteria.
- It is up to the teacher to decide whether or not to conduct a written test.

In all cases, submissions and tests will be made during the end-of-semester recovery week.

Recovery instruments outside of continuous assessment

Delivery of pending work.

Written/practical tests.

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ACTIVITY 2	Duration: 3 weeks	Weighting: 20%
Description of the activity		
Applied practices folder. Typographic expressiveness.		
Contents		
2. Typographic expressiveness. • The word-image. • Reinforce the meaning. • Illustrator type software.		
Skills		
CT-01	Organize and plan work in an efficient and motivating way.	
CT-04	Use information and communication technologies efficiently	
CG-02	Master the languages and expressive resources of representation and communication.	
CG-03	Establish relationships between formal language, symbolic language and specific functionality.	
CG-04	Have a scientific view on the perception and behavior of form, matter, space, movement and color.	
Applied teaching methodologies		
MD1	Conference and/or master class	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.
MD2	Debate and/or discussion	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.
MD3	Readings and/or comments	Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.
MD5	Workshops and/or internships	Carrying out practical activities applied in a controlled environment, oriented towards learning through experience and/or the transfer of theoretical knowledge to real or simulated situations.
MD7	Case study	Analysis of situations or problems within the specialty with the aim of reflecting, analyzing and discussing different intervention or solution proposals through examples or references.
Learning outcomes		
RA1	Prepare graphic and audiovisual presentations. Identify expressive and communicative characteristics in the creation and presentation of works: Organize and prioritize content. Graphically compose texts and images.	
RA2	Independently choose the appropriate technique and language for the representation and interpretation of objects and spaces according to the communicative purpose.	
RA4	Appreciate the expressive dimension of typography.	
RA7	Use the basic functions of vector editing software (such as Illustrator), layout (such as InDesign) and image	

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editing (such as Photoshop).

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Delivery of the activity within the time frame and in the manner specified in the statement. The following will be assessed:

1. Selection and use of the most appropriate technique. (70 - 80%)RA2 - RA4 - RA7

- Basic use of vector drawing software. Illustrator type program.
- Correct technical application and/or representation language.
- Coherence between the chosen source and the message to be transmitted.
- Ability to reinforce the meaning of a text through typographic treatment.

2. Degree of complexity and depth of the task requested. (20 -30%)RA1 - RA4

Evaluation instruments within continuous evaluation

Rubrics.

Application exercises.

Individual and/or group feedback: written or oral.

Direct observations.

Specific recovery criteria within continuous assessment

The work to be recovered must be resubmitted with the necessary improvements, following exactly the same initial requirements and evaluation criteria.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Students with attendance between 60 and 80%:

- Delivery of pending work with the same initial requirements and evaluation criteria(value 60%).
- Written/practical test with the content of the entire subject(value 40%).

Students with activities that do not comply with the format and delivery deadline conditions

- Delivery of pending work with the same initial requirements and evaluation criteria.
- It is up to the teacher to decide whether or not to conduct a written test.

In all cases, submissions and tests will be made during the end-of-semester recovery week.

Recovery instruments outside of continuous assessment

Delivery of pending work.

Written/practical tests.

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ACTIVITY 3	Duration: 3 weeks	Weighting: 20%
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Description of the activity

Guided practice folder.

Typographic composition with layout software.

Contents

3. Typographic composition

- Readability and comprehension of the text.
- Text and image composition, from typographic selection to layout.
- Programari tipus Indesign i Photoshop.
- Organization and hierarchy of content.

Skills

CT-01	Organize and plan work in an efficient and motivating way.
CT-04	Use information and communication technologies efficiently
CG-02	Master the languages and expressive resources of representation and communication.
CG-03	Establish relationships between formal language, symbolic language and specific functionality.
CG-04	Have a scientific view on the perception and behavior of form, matter, space, movement and color.

Applied teaching methodologies

MD1	Conference and/or master class	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.
MD2	Debate and/or discussion	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.
MD3	Readings and/or comments	Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.
MD5	Workshops and/or internships	Carrying out practical activities applied in a controlled environment, oriented towards learning through experience and/or the transfer of theoretical knowledge to real or simulated situations.
MD7	Case study	Analysis of situations or problems within the specialty with the aim of reflecting, analyzing and discussing different intervention or solution proposals through examples or references.

Learning outcomes

RA1	Prepare graphic and audiovisual presentations. Identify expressive and communicative characteristics in the creation and presentation of works: Organize and prioritize content. Graphically compose texts and images.
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RA2	Independently choose the appropriate technique and language for the representation and interpretation of objects and spaces according to the communicative purpose.
RA5	Apply aesthetic and functional conventions in typographic composition that facilitate the readability and comprehensibility of a text.
RA7	Use the basic functions of vector editing software (such as Illustrator), layout (such as InDesign) and image editing (such as Photoshop).

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Delivery of the activity within the deadline and in the manner specified in the statement. The following will be assessed:

1. Selection and use of the most appropriate technique (10-20%).RA2 - RA4 - RA7

- Correct choice and use of digital image processing and layout software. Programs such as Photoshop, Illustrator and Indesign.
- It takes into account the technical aspects in the creation of the final art.
- Correct creation of the PDF according to the output device.

2. Correct technical application and/or representation language (50-70%).RA1 - RA2 - RA5 - RA6

Readability:

- Correct selection of typographic families.
 - Ability to define body, line spacing and line length according to the medium and purpose of the work.
- Correct articulation of paragraphs.

Composition:

- Correct structuring and hierarchy of information.
- Appropriate use of color, balance and rhythm in the composition.

3. Degree of complexity and depth of the task requested (20-30%).RA1 - RA4

Evaluation instruments within continuous evaluation

Rubrics.

Application exercises.

Individual and/or group feedback: written or oral.

Direct observations.

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Specific recovery criteria within continuous assessment

The work to be recovered must be resubmitted with the necessary improvements, following exactly the same initial requirements and evaluation criteria.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Students with attendance between 60 and 80%:

- Delivery of pending work with the same initial requirements and evaluation criteria(value 60%).
- Written/practical test with the content of the entire subject(value 40%).

Students with activities that do not comply with the format and delivery deadline conditions

- Delivery of pending work with the same initial requirements and evaluation criteria.
- It is up to the teacher to decide whether or not to conduct a written test.

In all cases, submissions and tests will be made during the end-of-semester recovery week.

Recovery instruments outside of continuous assessment

Delivery of pending work.

Written/practical tests.

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ACTIVITY 4	Duration: 7 weeks	Weighting: 40%
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Description of the activity

Applied practice folder
Portfolio

Layout and final art for a printed portfolio and for presentation on screen.

Contents

3. Layout and final art.

- Parts of a publication.
- The design of reticles.
- Use of layout and image editing software.
- Programari tipus Indesign i Photoshop.
- Master pages and style sheets.
- Creating PDFs based on output device

Skills

CT-01	Organize and plan work in an efficient and motivating way.
CT-04	Use information and communication technologies efficiently
CG-02	Master the languages and expressive resources of representation and communication.
CG-03	Establish relationships between formal language, symbolic language and specific functionality.
CG-04	Have a scientific view on the perception and behavior of form, matter, space, movement and color.

Applied teaching methodologies

MD1	Conference and/or master class	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.
MD2	Debate and/or discussion	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.
MD3	Readings and/or comments	Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.
MD5	Workshops and/or internships	Carrying out practical activities applied in a controlled environment, oriented towards learning through experience and/or the transfer of theoretical knowledge to real or simulated situations.
MD7	Case study	Analysis of situations or problems within the specialty with the aim of reflecting, analyzing and discussing different intervention or solution proposals through examples or references.
MD9	Guided practice	The teacher presents and transmits theoretical knowledge applied to

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practical activities that take place in the classroom. The teacher guides, supervises and gives active feedback during the practice.

Learning outcomes

RA1	Prepare graphic and audiovisual presentations. Identify expressive and communicative characteristics in the creation and presentation of works: Organize and prioritize content. Graphically compose texts and images.
RA2	Independently choose the appropriate technique and language for the representation and interpretation of objects and spaces according to the communicative purpose.
RA6	Create the layout and final art of a document according to the output device: print or screen. (Resolution and image formats, indentation, crop and fold marks).
RA7	Use the basic functions of vector editing software (such as Illustrator), layout (such as InDesign) and image editing (such as Photoshop).

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Delivery of the activity within the deadline and in the manner specified in the statement. The following will be assessed:

1. Selection and use of the most appropriate technique (10-30%).RA3 - RA4

- Correct choice and use of digital image processing and layout programs. Programs such as Photoshop, Illustrator and Indesign.
- Takes into account technical aspects in the creation of the final art. Correct creation of the PDF according to the output device.

2. Correct technical application and/or representation language: (20-50%).RA1 - RA2 - RA5 - RA6

Readability:

- Correct selection of typographic families.
 - Ability to define body, line spacing and line length according to the medium and purpose of the work.
- Correct articulation of paragraphs.

Composition

- Correct structuring and hierarchy of information.
- Appropriate use of color, balance and rhythm in the composition.

Layout::

- Ability to develop a grid according to publication types.
- Appropriate use of master pages, paragraph styles.
- It correctly generates a table of contents.

3. Portfolio content (20-50%).RA1 - RA2

- Correct structuring and organization of the content.

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- Appropriate choice and prioritization of work.
- Visual coherence between the design and content of the publication.

Evaluation instruments within continuous evaluation

Rubrics.

Application exercises.

Individual and/or group feedback: written or oral.

Direct observations.

Specific recovery criteria within continuous assessment

The work to be recovered must be resubmitted with the necessary improvements, following exactly the same initial requirements and evaluation criteria.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Students with attendance between 60 and 80%:

- Delivery of pending work with the same initial requirements and evaluation criteria (value 60%).
- Written/practical test with the content of the entire subject (value 40%).

Students with activities that do not comply with the format and delivery deadline conditions

- Delivery of pending work with the same initial requirements and evaluation criteria.
- It is up to the teacher to decide whether or not to conduct a written test.

In all cases, submissions and tests will be made during the end-of-semester recovery week.

Recovery instruments outside of continuous assessment

Delivery of pending work.

Written/practical tests.