

3S_FO_GRA_Theory of graphic communication

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

Subject: Graphic design culture

Type: Training Graphic design mandatory

Credits: 6 ECTS

Total hours: 150h

Course: 2

Hours/week: 9.4h

Semester: 3r

Face-to-face hours/week: 4h

Language in which it is taught: Catalan / Spanish

Self-employed hours/week: 5.4h

Prerequisites: It is recommended to have passed the subject "Design Languages and Applications 1"

1. Presentation of the subject

Meaning, communication and interpretation play an important role in society and, for this reason, it is very interesting to know what Semiotics is. In this subject we study what the sign is and who its main authors and theories are. We also learn to use a series of tools, techniques and strategies that allow us to achieve good visual communication. With these resources, students are able to interpret and elaborate messages, using both verbal and non-verbal language, both important in the field of graphic communication.

The subject is structured in two blocks: the first is more theoretical and the second is more practical. Therefore, students, having learned the more theoretical side of communication and signs, can apply this knowledge in graphic design media, working on design in visual communication.

2. Course contents

Communication theory.

- The act of communication and its elements.
- Communicative functions of graphic design.

Theories of the sign and levels of significance.

- The linguistic studies of Ferdinand de Saussure.
- Charles Sanders Peirce: the triadic conception of the sign.
- Roland Barthes. The concept of "myth".
- The sign according to Umberto Eco: the sign as a cultural entity.

Typology of the sign.

- Peirce's trichotomy: symbol, icon, clue.
- Typology of symbolic production by Umberto Eco.

The visual rhetoric

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- Rhetorical figures.

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

Transversal skills		Subject	Subject
CT-02	Collect significant information, analyze it, synthesize it and manage it appropriately.	X	X
CT-07	Use communication skills and constructive criticism in teamwork.	X	X
CT-08	Develop ideas and arguments in a reasoned and critical manner.	X	X

General skills		Subject	Subject
CG-03	Establish relationships between formal language, symbolic language and specific functionality.	X	X
CG-06	Promote knowledge of the historical, ethical, social and cultural aspects of design.	X	X

Specific Graphic Design skills		Subject	Subject
GRA-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.	X	X

4. Learning outcomes

RA	Description of the learning outcome	Skills
RA1	Manage, organize, relate and recognize the main ideas discussed.	CT-02, CG-03
RA2	Establish perceptual connections for the creation and analysis of design. Integrate the concepts covered with design needs and objectives.	CG-03
RA3	Conceptualize the ideas discussed and interpret them in the meaning of the design. Know and apply the research methodology.	CT-02, CT-08, CG-03
RA4	Reflect on the evolution of aesthetic ideas and thought. Reasonably present one's own and others' ideas. Have a critical sense.	CT-07, CT-08, CG-03, GRA-15
RA5	Work independently and/or in a team, valuing the effort of teamwork.	CT-07
RA6	Identify the elements that are part of the communication process using specific terminology.	CT-02, CT-08
RA7	Detect, analyze and understand the typology of signs, and their meaning/s.	CT-02, CT-08
RA8	Identify the main theories of semiotics and apply them in the analysis and elaboration of messages.	CG-03
RA9	Identify, analyze and apply rhetorical resources in visual messages.	CG-03
RA10	Interrelate linguistic and visual languages to convey a specific message.	CG-03
RA11	Value and show sensitivity to the social and cultural influence of visual messages.	CG-06, GRA-15

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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 i/o 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 i/o 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.	It is applied as a recovery criterion.
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 i/o AF4
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.	AF1, AF2, AF3 i/o 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 i/o AF4

6. Training activities of the subject

Code	Description	Duration	Percentage
AF1	Activity on the communicative functions of language.	4 weeks	25%
AF2	Group activity based on the semiotic models proposed by the authors.	4 weeks	25%
AF3	Activity on the Typology of the sign.	4 weeks	25%
AF4	Activity on Rhetoric.	4 weeks	25%

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.

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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.
 - 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. It 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

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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 are included in this teaching guide.

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

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

Produces a coherent, well-structured speech with a careful presentation (RA1-RA3-RA4) - (10%-30%):

- Ability to produce a coherent speech following the work guidelines given.
- Correct use of language and relevant terminology.
- Quality in presentation.

Shows autonomy and critical thinking in the use of information and the analysis of visual messages (RA1-RA3-RA4-RA6-RA7-RA9-RA11)- (20%-40%):

- Ability to select, manage and synthesize information.
- Selection of clear examples of each of the communicative functions.
- Critical evaluation of visual messages.

Rigorously apply the key concepts of communication theory and semiotics (RA2- RA5-RA8-RA9-RA10) - (20%-40%):

- Ability to apply the principles of communication theory.
- Ability to apply the theoretical principles of sign theory and levels of significance.
- Ability to apply the theoretical principles of sign typology.
- Ability to apply the theoretical principles of visual rhetoric.

Cite the sources used correctly (RA1-RA3-RA4) - (10%-20%):

- Correct use and citation of information sources.

Evaluation instruments within continuous evaluation

Rubrics

Application exercises.

Individual and/or group feedback: written or oral.

Direct observations.

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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 teachers in their classroom schedule within the same semester. In the event that the teachers have not established a recovery calendar, students may submit the recovery activities during the last school week of the semester.

Specific recovery criteria within continuous assessment

The assignments to be recovered must be resubmitted with the necessary improvements, following exactly the same initial requirements and evaluation criteria. It is up to the teacher to make a trial writing or a complementary activity.

Specific recovery criteria outside of continuous assessment

Students with attendance between 60 and 80%:

- Delivery of pending work (50% value), following exactly the same requirements and initial evaluation criteria.
- Written test with the content of the entire subject (value 50%).

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

- Submission of pending work, following exactly the same requirements and initial evaluation criteria. It is up to the teacher to give a test, writing or a complementary activity.

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

Subject recovery instruments outside of continuous assessment

Delivery of pending work.

Rubrics.

Written test.

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

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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 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.

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11. Sources of information and teaching resources

Basic bibliography

Reference bibliography and other resources

- Aicher, O. I Krampen, M. (1995). Sign systems in visual communication. Barcelona: Gustavo Gili.
- Barthes, R. (2009). The Obvious and the Obtuse. Images, Gestures, Voices. Barcelona: Paidós Iberica.
- Crow, D. (2008). Don't Believe a Word. An Introduction to Semiotics. Barcelona: Promopress.
- Durand, J. (1982). Rhetoric and advertising image. In Analysis of images (pp. 81-115) Barcelona: Ediciones Buenos Aires.
- Eco, U. (2000). A Theory of Semiotics: A General Theory of Systems of Meaning and Communication. Barcelona: Lumen.
- Frutiger, A. (1997). Symbols, signs, marks, signals. Barcelona: Gustavo Gili. Groupe µ (2011) Treatise on the visual sign, Cátedra
- Hall, S. (2007). This means this, this means that. Semiotics. A guide to signs and their meaning. Barcelona: Blume.
- Jakobson, R. (1985). Linguistics and poetics. In Essays on General Linguistics. (pp. 3 - 8) Barcelona: Planeta
- Agostini. Jardí, E. (2014). Thinking with images. Barcelona: Gustavo Gili.
- Mortara, G. (1991). Manual of rhetoric. Madrid: Editorial Cátedra.
- Rom, J. (2012). Rhetoric and advertising. Barcelona: Blanquerna Faculty of Communication. Ramon Llull University.
- Ruiz, X. (1988). Design: Inform, persuade, command, name. Design Issues, no. 2, p. 101-108.

Audiovisuals

- McNabb, D. (2022a, January 31). Peirce's Semiotics [Video]. YouTube.
<https://www.lafondafilosofica.com/la-semiaotica-de-c-s-peirce-pt-1/>
- McNabb, D. [YouTube]. (2022b, January 31). Saussure, Semiology and Structuralism [Video]. YouTube.
<https://www.lafondafilosofica.com/saussure-semiologia-y-estructuralismo/>

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12. Content blocks

ACTIVITY 1	Duration: 4 weeks	Weighting: 25%
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Description of the activity

Activity on the communicative functions of language

Contents

1. Communication theory.
 - 1.1. The act of communication and its elements.
 - 1.2. Communicative functions of graphic design.

Skills

CT-02	Collect significant information, analyze it, synthesize it and manage it appropriately.
CT-07	Use communication skills and constructive criticism in teamwork.
CT-08	Develop ideas and arguments in a reasoned and critical manner.
CG-03	Establish relationships between formal language, symbolic language and specific functionality.
CG-06	Promote knowledge of the historical, ethical, social and cultural aspects of design.
GRA-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.

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.
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.
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.

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Learning outcomes

RA1	Manage, organize, relate and recognize the main ideas discussed.
RA2	Establish perceptual connections for the creation and analysis of design. Integrate the concepts covered with design needs and objectives.
RA3	Conceptualize the ideas discussed and interpret them in the meaning of the design. Know and apply the research methodology.
RA4	Reflect on the evolution of aesthetic ideas and thought. Reasonably present one's own and others' ideas. Have a critical sense.
RA7	Identify the elements that form part of the communication process using specific terminology.
RA11	Interrelate linguistic and visual languages to convey a specific message.
RA12	Value and show sensitivity to the social and cultural influence of visual messages.

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:

Produces a coherent, well-structured speech with a careful presentation (RA1-RA3-RA4) - (10%-30%):

- Ability to produce a coherent speech following the work guidelines given.
- Correct use of language and relevant terminology.
- Quality in presentation.

Shows autonomy and critical thinking in the use of information and the analysis of visual messages (RA1-RA3-RA4-RA6-RA9-RA11) - (20%-40%):

- Ability to select, manage and synthesize information.
- Selection of clear examples of each of the communicative functions.
- Critical evaluation of visual messages.

Rigorously apply the key concepts of communication theory and semiotics (RA2- RA5-RA8-RA10) (20%-40%):

- Ability to apply the principles of communication theory.

Cite the sources used correctly (RA1-RA3-RA4) - (10%-20%):

- Correct use and citation of information sources.

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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. It is up to the teacher to give a written test or a complementary activity.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Students with attendance between 60 and 80%:

- Delivery of pending work (50% value), following exactly the same requirements and initial evaluation criteria.
- Written test with the content of the entire subject (value 50%).

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

- Submission of pending work, following exactly the same requirements and initial evaluation criteria.
It is up to the teacher to conduct a written test or a complementary activity.

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

Recovery instruments outside of continuous assessment

Delivery of pending work.
Rubrics.
Written test.

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ACTIVITY 2	Duration: 4 weeks	Weighting: 25%
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Description of the activity

Individual and/or group activity

Activity based on the semiotic models proposed by the authors.

Contents

2. Theories of the sign and levels of significance.
 - 2.1. The linguistic studies of Ferdinand de Saussure.
 - 2.2. Charles Sanders Peirce: the triadic conception of the sign.
 - 2.3. Roland Barthes. The concept of "myth".
 - 2.4. The sign according to Umberto Eco: the sign as a cultural entity.

Skills

CT-02	Collect significant information, analyze it, synthesize it and manage it appropriately.
CT-07	Use communication skills and constructive criticism in teamwork.
CT-08	Develop ideas and arguments in a reasoned and critical manner.
CG-03	Establish relationships between formal language, symbolic language and specific functionality.
CG-06	Promote knowledge of the historical, ethical, social and cultural aspects of design.
GRA-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.

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.
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.

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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.
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Learning outcomes

RA1	Manage, organize, relate and recognize the main ideas discussed.
RA2	Establish perceptual connections for the creation and analysis of design. Integrate the concepts covered with design needs and objectives.
RA3	Conceptualize the ideas discussed and interpret them in the meaning of the design. Know and apply the research methodology.
RA4	Reflect on the evolution of aesthetic ideas and thought. Reasonably present one's own and others' ideas. Have a critical sense.
RA5	Work independently and/or in a team, valuing the effort of teamwork.
RA9	Identify the main theories of semiotics and apply them in the analysis and elaboration of messages.
RA11	Interrelate linguistic and visual languages to convey a specific message.
RA12	Value and show sensitivity to the social and cultural influence of visual messages.

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:

Produces a coherent, well-structured speech with a careful presentation (RA1-RA3-RA4) - (10%-30%):

- Ability to produce a coherent speech following the work guidelines given.
- Correct use of language and relevant terminology.
- Quality in presentation.

Shows autonomy and critical thinking in the use of information and the analysis of visual messages (RA1-RA3-RA4-RA9-RA11)- (20%-40%):

- Ability to select, manage and synthesize information.
- Critical evaluation of visual messages.

Rigorously apply the key concepts of communication theory and semiotics (RA2- RA5-RA8-RA10) - (20%-40%):

- Ability to apply the theoretical principles of sign theory and levels of significance.

Cite the sources used correctly (RA1-RA3-RA4) - (10%-20%):

- Correct use and citation of information sources.

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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. It is up to the teacher to give a written test.or a complementary activity.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Students with attendance between 60 and 80%:

- Delivery of pending work (50% value), following exactly the same requirements and initial evaluation criteria.
- Written test with the content of the entire subject (value 50%).

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

- Submission of pending work, following exactly the same requirements and initial evaluation criteria.
It is up to the teacher to conduct a written test.or a complementary activity.

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

Recovery instruments outside of continuous assessment

Delivery of pending work.
Rubrics.
Written test.

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ACTIVITY 3	Duration: 4 weeks	Weighting: 25%
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Description of the activity

Activity on the typology of the sign.

Contents

3. Typology of the sign.

3.1. Peirce's trichotomy: symbol, icon, clue.

3.2. Typology of Umberto Eco's symbolic production.

Skills

CT-02	Collect significant information, analyze it, synthesize it and manage it appropriately.
CT-07	Use communication skills and constructive criticism in teamwork.
CT-08	Develop ideas and arguments in a reasoned and critical manner.
CG-03	Establish relationships between formal language, symbolic language and specific functionality.
CG-06	Promote knowledge of the historical, ethical, social and cultural aspects of design.
GRA-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.

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.
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.
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.

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Learning outcomes

RA1	Manage, organize, relate and recognize the main ideas discussed.
RA2	Establish perceptual connections for the creation and analysis of design. Integrate the concepts covered with design needs and objectives.
RA3	Conceptualize the ideas discussed and interpret them in the meaning of the design. Know and apply the research methodology.
RA4	Reflect on the evolution of aesthetic ideas and thought. Reasonably present one's own and others' ideas. Have a critical sense.
RA5	Work independently and/or in a team, valuing the effort of teamwork.
RA8	Detect, analyze and understand the typology of signs, and their meaning/s.
RA11	Interrelate linguistic and visual languages to convey a specific message.
RA12	Value and show sensitivity to the social and cultural influence of visual messages.

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:

Produces a coherent, well-structured speech with a careful presentation (RA1-RA3-RA4) - (10%-30%):

- Ability to produce a coherent speech following the work guidelines given.
- Correct use of language and relevant terminology.
- Quality in presentation.

Shows autonomy and critical thinking in the use of information and the analysis of visual messages (RA1-RA3-RA4-RA7-RA9-RA11)- (20%-40%):

- Ability to select, manage and synthesize information.
- Critical evaluation of visual messages.

Rigorously apply the key concepts of communication theory and semiotics (RA2- RA5-RA8-RA10) - (20%-40%):

- Ability to apply the theoretical principles of sign typology.

Cite the sources used correctly (RA1-RA3-RA4) - (10%-20%):

- Correct use and citation of information sources.

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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. It is up to the teacher to give a written test or a complementary activity.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Students with attendance between 60 and 80%:

- Delivery of pending work (50% value), following exactly the same requirements and initial evaluation criteria.
- Written test with the content of the entire subject (value 50%).

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

- Submission of pending work, following exactly the same requirements and initial evaluation criteria. It is up to the teacher to conduct a written test or a complementary activity.

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

Recovery instruments outside of continuous assessment

Delivery of pending work.

Rubrics.

Written test.

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ACTIVITY 4	Duration: 4 weeks	Weighting: 25%
Description of the activity		
Rhetoric activity		
Contents		
4. The Visual Rhetoric		
4.1. Rhetorical figures.		
Skills		
CT-02	Collect significant information, analyze it, synthesize it and manage it appropriately.	
CT-07	Use communication skills and constructive criticism in teamwork.	
CT-08	Develop ideas and arguments in a reasoned and critical manner.	
CG-03	Establish relationships between formal language, symbolic language and specific functionality.	
CG-06	Promote knowledge of the historical, ethical, social and cultural aspects of design.	
GRA-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.	
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.
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.
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	Manage, organize, relate and recognize the main ideas discussed.	
RA2	Establish perceptual connections for the creation and analysis of design. Integrate the concepts covered with	

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	design needs and objectives.
RA3	Conceptualize the ideas discussed and interpret them in the meaning of the design. Know and apply the research methodology.
RA4	Reflect on the evolution of aesthetic ideas and thought. Reasonably present one's own and others' ideas. Have a critical sense.
RA5	Work independently and/or in a team, valuing the effort of teamwork.
RA10	Identify, analyze and apply rhetorical resources in visual messages.
RA11	Interrelate linguistic and visual languages to convey a specific message.
RA12	Value and show sensitivity to the social and cultural influence of visual messages.

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:

Produces a coherent, well-structured speech with a careful presentation (RA1-RA3-RA4) - (10%-30%):

- Ability to produce a coherent speech following the work guidelines given.
- Correct use of language and relevant terminology.
- Quality in presentation.

Shows autonomy and critical thinking in the use of information and the analysis of visual messages (RA1-RA3-RA4-RA9-RA11)- (20%-40%):

- Ability to select, manage and synthesize information.
- Critical evaluation of visual messages.

Rigorously apply the key concepts of communication theory and semiotics (RA2- RA5-RA8-RA9-RA10) - (20%-40%):

- Ability to apply the theoretical principles of visual rhetoric.

Cite the sources used correctly (RA1-RA3-RA4) - (10%-20%):

- Correct use and citation of information sources.

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. It is up to the teacher to give a written test or a complementary activity.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Students with attendance between 60 and 80%:

- Delivery of pending work (50% value), following exactly the same requirements and initial evaluation criteria.
- Written test with the content of the entire subject (value 50%).

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

- Submission of pending work, following exactly the same requirements and criteria as the initial evaluation. It is up to the teacher to give a written test or a complementary activity.

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

Recovery instruments outside of continuous assessment

Delivery of pending work.

Rubrics.

Written test.