Task Description

Gogol: Diary of a Madman

Course:
Contextual Design_Print

Code:
ER-GRA-BA-20212201-02

Topic leader:
Péter Simon
Adrienne Császár

Dates of the course:
Monday: 10:00am to 12.50pm
Thursday: 10:00am to 12.50pm

Location/Consultations:
B_204 Home Space

Topic

Creative book design Gogol's Diary of a Madman.
Text: https://mek.oszk.hu/00300/00393/00393.htm

The task

A visual representation of the madness and paranoia unfolding during the task, in the short story
the goal. The created graphics should reflect the process and stages of the emerging madness
using the tools of design graphics (typography, images, drawings, doodles, etc.).

The book must also work in commercial circulation, so only creative solutions can be taken into account
during the design, which can be produced in large quantities, without a significant increase in costs, can
be transported, packaged and placed on the shelves of libraries.

IMPORTANT: The graphics must be designed in such a way that the literary content of the work cannot
be damaged or impaired and must remain legible in any case.

Schedule the task

The final result of the assignment must be prepared and presented by the end of the 5-week course.
The entire period is divided into four basic periods:

1. Topic research
● Getting to know the text of the short story
● inspirations

2. Concept design
● creating a graphic frame (letters, twists, etc.)
● design of format and size
● clarification of production specifics (press consultation)
● work scheduling. timeline.

3. Execution
● the book must be produced in physical form, printed and bound!

4. Presentation
● Presentation showing the entire design process and the final result (sketches, design process, development of plans, presentation)

Scheduling

1. Task release: October 30
2. Concept design: November 2 - November 10
3. Press consultation: November 13.
4. Execution: November 16 - November 29.
5. Presentation, evaluation: November 30.

Evaluation

The evaluation takes place on the last day of the course, at the same time as the final presentations. The grade you receive here will count as a partial mark in the end-of-year grade of the course!
Evaluation criteria:
● basic professional, folding, image processing
● creativity, novelty, progressiveness
● consistent maintenance of visual and structural unity

Course description

Course title: Contextual Design 1-2. / Screen				
Course instructor(s) name and contact information: Simon Péter (simon.peter.bence@mome.hu) Császár Adrienn (csaszar.adrienn@mome.hu)				
Code: B-TG-301 Screen	Related curriculum (major/level):	Place of the subject in the curriculum: design subject BA	Credit: 5	Number of lessons: 48 Individual student hours: 102
Related codes:	Type: exercise	Can it be added as an oriented Customization? No	Special prerequisites in case of:	
Course connections (prerequisites, parallels): Visual Identity 1-2., Communication Design 1-2.				
Aim: Acquire basic graphic design skills in the professional areas of visual content delivery Principles: - Practical situations - Problem-focused approach - Process-oriented methods - Integrated professional specifications and theoretical knowledge				

Knowledge:
- Knowledge of basic methods of idea development, evaluation and selection in graphic design
- Understands the different stages/phases of the creative/design process and how these are realised in his/her own creative/design work
- In the course of his/her design/creative work, he/she steps outside the usual frameworks and develops new concepts and innovative solutions
- Have a basic level of professional and technical knowledge to realise their design/creative/ artistic ideas
- Knowledge of the main presentation tools, styles and channels used in the profession
- Basic knowledge of rhetorical forms and styles
- Has a basic knowledge of the links between parts of his/her own field of art and other fields of art and other disciplines, in particular economic, health and social, information-technology disciplines
- have a basic level of professional and technical knowledge to realise their design/creative/ artistic vision

Ability to:
- Ability to work consciously and creatively, identify and solve routine professional problems in the practice of graphic design
- Ability to integrate social, cultural, artistic, political, ecological, economic and ethical aspect in design/creative practice
- Forms well-informed opinions on graphic design concepts and solutions
- Collects and interprets relevant data to develop design/creative concepts
- Ability to use effectively the technical, material and information resources on which his/her work is based

- Is able to use the appropriate tools, methods and technologies for the design/creative process to realise his/her designs
- Ability to analyse, process and manage knowledge and to apply a critical approach within his/her own field of art, drawing on the experience acquired during his/her studies

Attitude:
- Consciously reflects on the social implications of his/her work
- Participates in the development or shaping of projects in an open and communicative way

Autonomy and responsibility:
- Independently orientates and implements his/her own artistic concepts
- Independently and autonomously expresses his/her own ideas and abilities
- Accepts and authentically communicates the social role and values of his/her field of expertise

Topics to be covered in the course:
- Signal formation
- Basic issues of visual identity
- Branding
- Basic design methodology questions
- Interactivity
- Peculiarities of the influence mechanism of online media
- Screen-based production technology

Characteristics of learning organization/process organization:

The progress of the course, the nature of the individual sessions and their schedule (in the case of several teachers, even indicating the sharing of the teacher's contribution:

- Task description, topic consultation, description of goals and expectations (seminar, consultation)
- Theoretical knowledge, methods of topic research (seminar)
- Professional and technical specifics (seminar)
- Expanding knowledge related to the topic and developing a system of criteria (lecture, seminar)
- Problem map and analysis (consultation)
- Conscious structure of the planning process (consultation)
- Concept development (consultation)
- Impact analysis, test phase (consultation)
- Outline presentation (seminar)
- Technical execution, modeling, prototype (workshop)

Students' duties and responsibilities:

- Active participation in seminars and consultations
- Independent preparation and short presentation on a topic assigned by the course instructor
- Documentation, continuous development and presentation of topic research, concept and design process in presentation form
- Professional technical preparation of plans, digital modeling

Learning environment:
- classroom
- external location
- digital lab

Evaluation:

   Requirements to be met:

● Presentation showing:
○ topic research
○ concept development
○ planning process phases
○ documentation of finished plans

● Creating and presenting a digital model/prototype
● Submitting/uploading the design documentation by the specified deadline and in accordance with the specified technical parameters
● Active participation in the lessons min. on 60%

Evaluation method:
● oral answer, presentation

Evaluation criteria:
● Coherence of the research-design-execution process
● The functional and aesthetic quality of the end result

Calculation of the grade:
● Process (content level of the entire design process and documentation) – 50%
● Product (aesthetic quality of the finished design, model/prototype and documentation) – 50%

Literature:

● Megg's History of Graphic Design, Philip B. Meggs, Alston W. Purvis, John Viley and Sons, 2016
● Logo Design Love: A Guide to Creating Iconic Brand Identities, David Airey, New Riders, 2015
● The Anatomy of Design, Steven Heller, Mirko Ilić, Rockport Publishers, 2007
● Logo Modernism, Jens Muller, R. Roger Remington, Taschen, 2015
● Pictograms Icons & Signs, Rayan Abdullah, Roger Hübner, Thames & Hudson, 2006

Other informations:

Recognition of knowledge acquired elsewhere/previously/validation principle:

Out-of-school consultation times and location: