

Course Unit	Semiotics and Product Communication		Field of study	Design	
Bachelor in	Art and Design - Minor in Design		School	School of Education	
Academic Year	2023/2024	Year of study	2	Level	1-2
Type	Semestral	Semester	1	ECTS credits	5.0
Code	9898-662-2105-00-23				
Workload (hours)	135	Contact hours	T -	TP 18	PL 20
			TC -	S -	E -
			OT 16	O -	

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s) Jacinta Helena Alves Lourenço Casimiro da Costa

### Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:

1. To know the phases of the historical process of construction of a new discipline
2. Identify the field of design in its relation of proximity and autonomy with other forms of culture and art
3. Recognize the particularities of different types in which the design is divided
4. To elucidate the ideological, conceptual and formal lines on which the design is sustained by rehearsing appropriate research and application methods
5. Be able to design and carry out initial product design and communication designs based on own methodology

### Prerequisites

Before the course unit the learner is expected to be able to:  
Without pre-conditions

### Course contents

1. Introduction to design and its disciplines. 2. History of design; 3. Design, products and objects; 4. The design as functional value, communicative, symbolic and ideological; 5. Methodology and design and practices.

### Course contents (extended version)

1. Introduction to design and its disciplines: fields, the specific culture and the size of the design.
2. History of design
  - Design as a reflection of world historical evolution.
  - The relation design, art and craftsmanship.
  - Movements, trends and / or design schools.
  - Today's design
3. Design, products and objects.
  - The dichotomy form / function: from functionalism to postmodernism
  - The auxiliary disciplines of design from the point of view of production
4. The design as functional value, communicative, symbolic and ideological.
  - Design as a balance between rationality and seduction and between progress and sustainability.
5. Methodology projects and practices.
  - Introduction to methodology and design
  - Elementary organizational principles of bi and three-dimensional space and perception of space
  - Composition, structure and construction, function
  - Practices and Case Studies

### Recommended reading

1. Lehrer, J. (2012). Imagine - de Onde Vem a Criatividade. Lisboa: Lua de Papel;
2. Droste, M. (2006). Bauhaus". London: Taschen;
3. Satué, E. (2004). El diseño gráfico, desde los orígenes hasta nuestros días", Madrid: Alianza Editorial;
4. Burdek, B. (2006). História, teoria e prática do design de produto". S. Paulo. Editora Edgard Blücher;
5. Bonsiepe, G. (2012). Design como prática de projeto. Edgar Bluecher LDA.

### Teaching and learning methods

Diversified readings and visualizations on design, schools, names, trends and products. Group and individual work with presentation / discussion about the functions and field of design in the past and the present. Study of cases related to the environment, the school and the business community. Elaboration of small concrete projects to be presented and developed in a creative workshop

### Assessment methods

1. CONTINUOUS ASSESSMENT - (Regular, Student Worker) (Final)
  - Intermediate Written Test - 50%
  - Practical Work - 50%
2. EXAM EVALUATION - (Regular, Student Worker) (Supplementary, Special)
  - Projects - 60% (nº 4 art. 7 Frequency and Evaluation Regulations - Classification obtained in Continuous Assessment)
  - Final Written Exam - 40%

### Language of instruction

Portuguese, with additional English support for foreign students.

### Electronic validation

Jacinta Helena Alves Lourenço Casimiro da Costa	Helena Maria Lopes Pires Genésio	António José Santos Meireles	Carlos Manuel Costa Teixeira
19-02-2024	20-02-2024	21-02-2024	25-02-2024