Academic Program: Undergraduate Degree in Graphic Design

Course Name	Course Code
Introduction to Desgin	DG401
Location in the curricular map	
First Semester	

Course Description
The subject is developed by means of activities in the classroom, in addition the students with support from the isntructor, will conduct: research and design exercises extraclass work.
Design is introduced to the student as a professional activity, in addition the design foundations of the bi and tridimensional design are studied and practiced. This is the reason these subjects maintain a direct tie with the subjets of Theory of Visual Communication and Theory of Color.

General learning outcomes
To know, to understand, to analyze and to apply concepts of: design, creativity, composition and of the design process.

Thematic content:

I UNIT - INTRODUCTION TO THE DESIGN:	Hours
1.1 What is Design?	6
1,2 Difference between art and design.	6
1,3 Field and areas of the professional work.	8
1.4 Design in the present time.	24
	20
II UNIT - CREATIVITY:	
2,1 Concepts and theories on creativity.	
2,2 Creative process.	
2.3 Creative state.	
2,4 Inhibitors of my creativity.	
2,5 Lateral thought.	
2,6 Triggers of creativity.	
III UNIT - PROCESS AND METHODOLOGY OF DESIGN:	
3,1 Collection of information.	
3,2 Criteria of design.	
3,3 Creative sketches.	
3,4 Verification.	
3,5 Definitive project.	

IV UNIT - VISUAL COMPOSITION:
4,1 Visual elements.
4,2 Expression and message.
4.3 Structure of the composition.
4.4 Module
4.5 Contrast.
4,6 Concentration.
4,7 Space.
4,8 Directions.

V UNIT - THREE-DIMENSIONAL DESIGN:
5,1 Primary directions.
5,2 Drafts.
5,3 Wall structures.
5,4 Modules.
5,5 Prisms and cylinders.
5,6 Polyhedrons.

Learning Activities:
ACTIVITIES IN CLASS:
Diverse activities will be conducted such as: exercises, readings , analyses of examples, always with instructions for analysis, feedback and qualitative evaluation that allows to verify and to weigh learning and applied methods.

EXTRACLASS WORK:
The following activities will be conducted: research, surveys and interviews on the graphical design field, analysis of examples, exercises, composition and design projects.

Criteria and procedures of evaluation
The learning will be evaluated in three periods during the semester taking into account in every period of evaluation the pedagogical principles of CETYS: to learn to learn, to learn to coexist, to learn to being and to be, to learn knowledge, to learn abilities and skills. The means for evaluation will be the following: participation in class, research and activities reports, individual and team exercises, of activities and investigations, design and feedback sessions to assess the students progress in their attitudes, virtues, knowledge and skills.

Bibliography

	Type	Title	Author	Editorial	Year
1	Text	Foundations of the bi-dimensional and tri – dimensional design	Wong, Wucius	GG	1992

2	Text	The Syntax of Image	Dondis, D. A.	G G Design	2000
3	Text	Graphic Design BASIC	Arntson, Amy E.	Thomson	2003
4	Text	The Creation of Graphical Sketches	Swann, Alan	G G	1993
5	Text	How objects are born ?	Bruno Munari	GG Diseño	2002
6	Reference	What is a designer?	Potter, Norman	Paidos Aesthetic 27	1999
7	Referente	Dictionary of Advertising and Graphic Design	Safe Proenza, Rafael	3R Publishers	1999
8	Reference	Graphic Design Basics	Amy E. Arntson	Thomson	2003
9	Reference	The Lateral Thought	Edward de Bono	Paidos	1994
10	Reference	The Creative Thought	Edward de Bono	Paidos	1999
11	Reference	Handbook of Creativity	Mauro Rodríguez Estrada	Trillas	1989

Academic Program: Graphic Design Undergraduate Degree

Course name Theory of the Color	**Course Code** **DG402**
Location in the curricular map First Semester	
Course Description A theoretical and practical subject planned so that the student of the undergraduate degree in Graphic Design learns and understands the importance of the color in graphic design and at the same time applies the knowledge acquired in projects related to the professional career.	
General learning outcomes That the student learns the importance of color in the society and as well develops a perception with respect to the use of color thus to apply it in different projects.	

Thematic content

Themes and sub-themes of each unit: I UNDERSTANDING AND DEFINITION OF COLOR (20 Hours) 1.1 The importante of color in graphic design 1.2 Color is light

1.3 Chemistry of color

II BASIC ASPECTS OF COLOR   (20 Hours)
2.1 Shade, value and chrome
2.2 The chromatic circle
2.3 Color harmonies
2.4 The seven hallmarks of color

III COMMUNICATIVE ASPECTS OF COLORS (24 Hours)
3.1 The influence of color in history
3.2 Colors and Psychology
3.3 Colors in the socio-cultural context
3.3 El color en las señalización
3.4 Color and advertising

Learning Activities
 Diverse activities will be conducted such as: readings and presentations by the students and the professor, analysis of images and group discussions, elaboration of projects, visits to museums and galleries.

Criteria and procedures of evaluation
 The student will be evaluated with respect to his work inside and outside the classroom, on individual and team projects presented on due date, the participation in class will be also a factor for evaluation, and all the tests applied in this course. The applied evaluation percentages will be applied according to the following outline. This outline will be of mutual agreement between the profesor and the students:

 Participation in class   25%
 Homeworks and projects 25%
 Team work   25%
 Tests   25%

Bibliography

	Type	Title	Author	Editorial	Year
1	Text	Elements of color	Itten, Johannes	Van Nostrand R.	1985
2	Text	Languages of Color	Ferrer, Eulalio	FCE	1999
3	Reference	Color: Theory and Basic Practices for a Graphic Designer	Thesis Latin American university		1985

Academic Program: Graphic Design Undergraduate Degree

Course Name	Course Code
Drawing I	DG403

Location in the curricular map
First Semester

Course Description
A theoretical and practical subject planned so that the student of the undergraduate degree in Graphic Design learns and understands the importance of the color in graphic design and at the same time applies the knowledge acquired in projects related to the professional career.

General learning outcomes
That the student learns the basic principles of drawing and at the same time develops a manual and intellectual ability to express graphic ideas by means of drawing.

Thematic content

Themes and sub-themes of each unit:

I ANALYSIS OF THE PROCESS TO LEARN HOW TO DRAW (20 Hours)
 1.1 Definition of drawing
 1.2 The brain and its hemispheres

1.3 Expression and development cycle, brain, hand, image, eye

II BASIC ELEMENTS OF DRAWING   (24 Hours)
2.1 Line
2.2 Figure and contour
2.3 Positive and negative space
2.4 Going from the left side to the right side
2.5 Natural perspectiva, size and range

III SKETCHING (20 Hours)
3.1 Grey range
3.2 Volumen and shading
3.3 Textures

Learning activities:
Diverse activities will be conducted such as: readings and presentations by the students and the professor, analysis of images and group discussions, elaboration of projects, visits to museums and galleries.

Criteria and procedures of evaluation
 The student will be evaluated with respect to his work inside and outside the classroom, on individual and team projects presented on due date, the participation in class will be also a factor for evaluation, and all the tests applied in this course. The evaluation percentages will be applied according to the following outline. This outline will be set on a mutual agreement between the professor and the students:

Participation in class   25%
Homeworks and projects 25%
Team work   25%
Tests   25%

Bibliography

	Tipo	Title	Autor	Editorial	Year
1	Text	New to learn a to draw with the side straight of the brain	Edwards, Betty	Uranus	2000
2	Text	The Drawing (The image like means of communication)	Hanks, Kurt and Belliston, Larry	You beat	1995

Course Name:	Course ID:
Advanced Communication in Spanish	**CS400**

Location in the curricular map: First semester.

Course description:

As a workshop, this course deals with the practice of the process that implies planning different writings, discourses and oral presentations before different listeners in order to inform, motivate and convince.

General learning objectives:
At the end of this course the student is expected to:
Know and apply their abilities regarding planning, the correct and ideal structure and writing of documents to communicate in public for specific purposes.
Write information of different, trustworthy sources that support an oral presentation before a specific public.
Oral and body language for informative, motivational and persuasive discourses.
Design oral presentations that reflect the contents of the course.
Build an individual public presentation using verbal and visual support.
Develop an analysis scheme from cases, exercises, videos and other dynamic techniques that will allow students to improve their communication abilities.

Thematic Content: **1. Introduction, set up and general concepts** 1.1. The human communication process	Hours **10**

1.2. Nature and purpose of the course 1.3. The importance of the course for college students 1.4. Application video **2. Discourse creative planning** 2.1. Purpose specification. 2.2. Theme selection 2.3. Discourse planning and writing 2.4. The role of the introduction and conclusion in a discourse 2.5. Application video **3. Discourse elaboration according to different purposes** 3.1. Information discourse 3.2. Motivation discourse 3.3. Convincing discourse 3.4. Application video **4. Communicator and discourse support** 4.1. Verbal support 4.2. Visual support 4.3. Visual communication 4.4. Application video **5. Characteristics of a good communicator** 5.1. Credibility 5.2. Honesty 5.3. Know how to listen 5.4. Improvisation 5.5. Persuation ethics 5.6. Cases of application	**14** **14** **14** **12**

Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the students outside the classroom. Those carried out by the students will be held in the following way:

1. Collaborative work inside the classroom to analyze and debate over the contents directed by the instructor.

2. Case methods to apply and evaluate the scope and limitations of the course contents.

3. Cooperative work outside the classroom to analyze cases and problem solution.

4. Learning based on structured and non-structured problems so the students learn to formulate problems and apply the course contents by generating solutions, working individually as well as in teams, starting from brainstorming.

5. Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.

6. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Criteria and procedure of evaluation:
Students' performance throughout the course will be based on the following criteria:
(1) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.
(2) The commitment, honesty, seriousness, responsibility, quality, participation and creativity manifested when executing all learning activities developed throughout the course.
(3) The ability and dexterity manifested to solve specific problems throughout the course.

Considering the criteria beformentioned, an assessment form is proposed:

Form	Instrument	Percentage
Problem questioning and solution	Individual and team tasks, such as questionnaires, essays, summaries, structured problems to solve and bibliographic or internet research.	35%
Problem solving	Individual objective tests: part exams and one final exam.	45%
Product request	Application, documental or field research project and a team report of the project.	20%
	TOTAL	**100%**

Bibliography

	Type	Title	Author	Editorial	Year
1	Text	Communicate!	Rudolph F. Verderber	Thomson	1999
2	Reference	Oral communication, the art and science of speaking in public	Hielen McEntee de Madero	Alambra Mexicana	1992
3	Reference	Non-verbal communication	Mark Knapp L.	Paidós	1997

Course Name:	Course Code
Thinking Abilities	**CS401**

Location in the curricular map: First semester

Course Description:

This course's nature is theoretical and experimental and it seeks to strengthen students' cognitive abilities through specific strategies that will favor critical and creative thinking in order to solve problems, hence improving their performance in the different courses they will take throughout college, as well as in daily life. Due to its contents, this course is placed in the first semester of all majors.

General Learning Outcomes:
At the end of this course the student is expected to:

Know and Understand:
The concepts of intelligence, creativity, innovation, the basic functions of the brain, divergent thought, convergent thought, emotional intelligence, as well as the formal operations of thought.

Know:
Elaborate in an individual way a self-diagnosis on each intelligence, according to Gardner.

Elaborate a personal program to develop the components of Emotional Intelligence pointed out by Goleman.

Elaborate and present an innovation project in teams.

Apply the creative process to problem solving.

Develop the capacity to work in teams in a responsible and organized way.

	Hours
Thematic Content:	
1. Thought and brain.	**10**
1.1. Introduction and course set up.	
1.2. Intelligence background.	
1.3. Meanings of intelligence.	
1.4. Neurophisiology.	
2. Types of intelligences.	
2.1. Brain hemispheres.	**10**

2.2. Convergent thought. 2.3. Divergent thought. 2.4. Emotional intelligence. **3. Emotional intelligence.** 3.1. Factors according to Goleman: 3.1.1. Self conscience. 3.1.2. Selfcontrol. 3.1.3. Motivation. 3.1.4. Empathy. 3.2. Relationships management.	**14**
4. Convergent thought. 4.1. Instrumental enrichment program. 4.2. Organization (algorithmic thought). 4.3. Classifications. 4.4. Numerical progressions and syllogisms.	**14**
5. Divergent thought. 5.1. What is creativity? 5.2. Where is my creativity? 5.3. Daily life creativity. 5.4. The advantages of being creative. 5.5. Creativity myths. 5.6. Phases in the creative process. 5.7. Criteria to value creativity. 5.8. Perception. 5.9. Recovering the power of creativity.	**16**

Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the students outside the classroom. Those carried out by the students will be held in the following way:

1. Collaborative work inside the classroom to analyze and debate over the contents directed by the instructor.

2. Case methods to apply and evaluate the scope and limitations of the course contents.

3. Cooperative work outside the classroom to analyze cases and problem solution.

4. Learning based on structured and non-structured problems so the students learn to formulate problems and apply the course contents by generating solutions, working individually as well as in teams, starting from brainstorming.

5. Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.

6. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Criteria and procedure of evalution:
Students' performance throughout the course will be based on the following criteria:

(7) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.
(8) The commitment, honesty, seriousness, responsibility, quality, participation and creativity manifested when executing all learning activities developed throughout the course.
(9) The ability and dexterity manifested to solve specific problems throughout the course.

Considering the criteria beformentioned, an assessment form is proposed:

Form	Instrument	Percentage
Problem questioning and solution	Individual and team tasks, such as questionnaires, essays, summaries, structured problems to solve and bibliographic or internet research.	35%
Problem solving	Individual objective tests: part exams and one final exam.	45%
Product request	Application, documental or field research project and a team report of the project.	20%
	TOTAL	**100%**

Bibliography

	Type	Title	Author	Editorial	Year
1	Text	Intelligence	Howard Gardner	Basic	2000

		Reframed: Multiple Intelligences for the 21st Century		Books	
2	Reference	Six hats to think	Edward De Bono	Ediciones Garnica	1999
3	Reference	Emotional Intelligence	Daniel P. Goleman	Bantam Books	1997

Course Name Advertising writing	Course Code DG404
Location in the curricular map First Semester	

Course Description

A theoretical and practical first semester subject. This subject intents to introduce the graphic design student in the complex process of writing in advertising, it drives the student to analyze the function of copy writing in the different advertising media (mainly the printed media) understanding the link between visual languages and the link with the making of concepts and rules.

General learning outcomes
The students will develop the ability of advertising copy writing for diverse media, mainly printed, they will learn how to apply a set of ethical and creative norms using advertising writing strategies .

Thematic content

Themes and sub-themes of each unit:	Hours
Unit 1. Basic elements for copy writing in advertising 1.1. Advertising copy writing 1.2. Characteristics of an advertising ad 1.3. Headers 1.4. The copy 1.5. The slogan and the footer. 1.6. Advertising or creative strategy.	16 hrs.
Unit 2. Advertising language 2.1. Advertising mythology. 2.2. Advertising language. 2.3. The importance of the words. 2.4. The slogan.	16 hrs.

2.5. Rhetorical mechanisms in the advertising copy production. Unit 3. The image in advertising copy writing. 3.1. Basic elements of the visual communication. 3.2. Anatomy of a visual message. 3.3. Visual techniques: communication strategies. 3.4. Functions and techniques of the visual image. 3.5. Brand image.	16 hrs.
Unit 4. Advertising production. 4.1. The poster. 4.2. The radio script. 4.3. The television script. 4.4. Managing the image in an advertising campaign.	8 hrs.
Unit 5. Semiotic and advertising. 5.1. The advertising communication. 5.2. Introduction to semiotice and advertising. 5.3. Urban Semiotic and andvertising.	8 hrs.

Learning activities
Presentations by the professor, advertising copy writing and presentations, essay composition, ad production, scripts for radio and television spots and television spot production.

Criteria and procedures of evaluation
In each partial evaluation, the porcentages will be applied as follows:
Home works and exercises 40%
Tests   20%
Team work   40%

Bibliography

	Type	Title	Author	Editorial	Year
1	Book (basic)	Advertising writing	Raul Beltrán	Trillas	2001
2	Book (basic)	Advertising communication	Antonio Paoli and Caesar González	Trillas	2002
3	Book (it consults)	Advertising in printed media	Raul Beltrán	Trillas	2001
4	Book (basic)	The Language of Advertising	Eulalio Ferrer	FCE	2003
5	Book (basic)	The Syntax of Image	D. A. Dondis	GG	2002

| 6 | Book (it consults) | Language and Ideology | Olivier Reboul | FCE | 1986 |

Course Name	Course Code
Theory of Visual Communication	DG405

Location in the curricular map
Second Semester

Course Description
A theoretical and practical subject that will introduce the student of the Graphic Design degree into the complpexity of visual communication, the student will learn how to analyze images of our contemporary and past society, understanding the links between visual languages and the making of concepts and rules.

General learning outcomes
The student will develop an addecuate ability for image reading, understanding its evolution in time and in its cultural semiotic and artistic condition. This knowledge will help the student to develop a useful critical and conceptual vision to solve problems of visual communication that he will face in its performance as a graphic designer, developing a critical vision around the processes of visual communication and to his capacity of expression using images.

Thematic content

Subjects and subsubjects of each unit	Hours
I IMAGE AND VISION 1.1 The eye function 1,2 Elements of perception 1,3 Time, space and movement 1.4 The spectator and image 1,5 Gestalt theory	15
II THE WORLD OF IMAGE 2,1 Genesis of the image 2,2 Process of communication 2,3 History of glance (logosphere, grafisphere and videosphera) 2.4 Technical supports 2.5 The photographic revolution.	15
III READING OF A IMAGE 3.1 The representation of images 3.2 The image as a copy 3.3 The reader of the image 3,4 Analysis of the informative image: Press and TV III LA LECTURA DE LA IMAGEN	14

IV INTRODUCTION TO SEMIOTIC	20
4,1 Definition of semiology and semiotic 4.2 Sign, meaning and significant 4,3 Theory of signs: code (meaning) production (communication). 4,4 Semiotic and communication processes. 4,5 Denotación and connotation. 4,6 Semiotic in advertising.	

Learning activities

Presentations by the professor, images projection, group discussions, teams presentations, visits to museums and galleries, readings, essays, practical exerciseses.

Criteria and procedures of evaluation

During thi course the student will be responsible to participate in discussions, to elaborate essays on his readings, to present works on due date , looking allways clarity of ideas, excellent presentation, search and effective selection of written and visual communication. The evaluation percentages will be applied according to the following outline. This outline will be set on a mutual agreement between the professor and the students:

Participation in class	25%
Homeworks and projects	25%
Team work	25%
Tests	25%

Bibliography

	Tipe	Title	Author	Editorial	Year
1	Reference	The image	Aumont, Jacques	Paidós	1992
2	Reference	Life and death of the Image	Debray, Régis	Paidós	1994
3	Reference	The reading of a Image	Vilches, Lorenzo	Paidós	1999
4	Reference	Signs: An introduction to Semiotic	Sebeok, Thomas	Paidós	1996
5	Reference	Ways to see	Berger, John	GG	2001
6	Reference	Looking around at a glance	Parini, Pine	Paidós	2002
7	Reference	Grammar of the vision/perception and thought	Kaniza, Gaetano	Paidós	1998
8	Reference	The semiológic	Barthes, Roland	Paidós	1990

		adventure			
9	Reference	Semiotic of advertising	Perez Turner, J.M.	Mitre	2000
10	Text	Signs, Symbols Marks and Signals. Elements, morphology, representation, meaning.	Frutiger, Adrián	GG Design	2000

Course Name Photography	Course Code DG406
Location in the curricular map Second Semester	

Course Description

It is important for the student of the Graphic Design Degree to study the photography as much as a mean of creative and informative expression and as an integral discipline of the areas of specialty of graphical design. This course is an introduction to the interpretation of photography covering the following aspects:

Technical. As training in the handling of professional 35mm SLR and 120 cameras, knowledge of specific materials for analogous photography and in laboratory practices (darkroom).

Conceptual. As the exposition of the meaning and functionality of images through its historical evolution, of the reflection and theoretical analysis of the specific languages of the documentary, conceptual or constructed photography.

General learning outcomes
At the conlussion of this course, it is expected that the student be conscious of the photographic activity as one of the disciplines in the visual arts and as one of the main areas of specialty in graphic design. Will develop a sufficient ability of formal and cultural semantic reading. Will increase his heuristic abilities in relation to the photographic practice, thanks to the understanding of the necessity of an endorsement for research in the development of creative works. Development of abilities in images edition to complete a visual speech. Be able to interpret, to represent and to develop visual messages.

Thematic content

Themes and sub-themes of each unit	Hours
I DISCOVERING PHOTOGRAPHY The light and the photographic act The dark camera The inventors The printed image The pictorialism of the XIX century and photographic Mexican halls. "Veintes" of the XX century Construction of a stenopeic camera Developing of negatives in paper and by positive contact in the "pinhole" technique.	24

II THE REALIST IMAGE
   2.1 The photographic realism. Roland Barthes and the Lucid Camera
   2.2 The Documentary photography.
   2.3 The camera 35mm SLR and its controls.
   2,4 Classification of films and its appropriate exhibition.
   2,5 Field depth.
   2,6 Natural illumination and basic use of the flash.
   2,7 Photosensitive and materials and accessories.
   2.8 Film developing and the positive practive in laboratory.
   2.9 The photographic speech: edition of images and the elipsis as a narrative device.
   2,10 Preparation of a photographic essay.
.
	20

III PHOTOGRAPHY AND DESIGN
   3.1 Photography as a design act.
   3.2 Constructed and conceptual photography.
   3.3 Fiction as creative factor "the kiss of Judas"
   3.4 To imagine without a camera. The experimentation.
   3.5 The 120 Camera 120 medium format and the study work
   3.6 Making a conceptual project.
	20

Learning activities

Presentation in class by the professor.

The student will be responsible to conduct research and to do presentations in class. The student will make a series of readings on history and theory of photography for reflection and analysis. The student will develop literary essays which will be discussed in class as indicated by the professor or at discussion tables.

The student will develop practices of laboratory during class hours and on assigned extraclass time.

The student will develop practical projects where he will apply the acquired knowledge.

Complementary activities:

Professional photographers will be invited to share their experiences.   Field practices, visits to galleries and museums will be organized.

Criteria and procedures of evaluation

For the evaluation of this course the following elements it will be taken into account:

The student participation in individual and team research presentations, clarity of ideas will be evaluated, the presentation, the search and effective selection of writen and visual information as well as the bibliographic references and the compliance with due dates.

The delivery of qualitative and punctual photographic projects, and the professor's criteria to evaluate the student's performance. The percentages and criteria of evaluation will be set by mutual agreement between the professor and the students and with accordance the CETYS regulations.

Bibliography

	Type	Title	Author	Editorial	Year
1	Text	Photography: Concepts and procedures	Fontcuberta, Joan	Gustavo Gili	2000
2	Text	The Lucid camera	Barthes, Roland	Paidós	1990
3	Text	The kiss of Judas (truth and fotography)	Fontcuberta, Joan	Gustavo Gili	2002
4	Reference	History of photography	Soguees, Marie-Loup	Chair Madrid	1991
5	Reference	160 years of Photography in Mexico	Compendium of CONACULTA	CONACULTA Mexico	2004
6	Reference	The photographic act. From representation to reception.	Dubois, Philippe	Paidós	1996
7	Reference	Graphic design, how	Marshall Hugh	Gustavo Gili	1993

		to prepare and direct photographies for graphic design			
8	Magazine Reference	CORNEOUS MOON	Center of the Image	CONACULTA	2000 2005
9	WEB	ZONEZERO.COM	Meyer, Pedro		2005

Course Name Typography I	**Course Code** DG0407

Location in the curricular map
Second Semester

Course description

This course is an introduction to typography. It will introduce the student into the basic technical, functional and aesthetic knowledge of typography. It will teach the interdependence between the design of letters and the written or printed applied technique. This course will make emphasis of the importance of typography in all the areas and projects of graphic design. A critical skill will be developed in order to analyze an agreement with the content and the context. First, the student will have a deep understanding of the meaning of graphic design, will use his own design materials and previously taken the Introduction to Theory and color Design.

General learning outcomes:

To value typography a an essential part of visual communication.
To use the technical , functional and aesthetic knowledge learned in this course.
To understand the interdependence of typography with history and the sociocultural aspects of our civilization.
To develop the ability to select the appropriate typography adapted to a certain message with affection, intelligence, knowledge of the context, with skills and technique, in agreement with the media and the message's own necessities.

Thematic content

1. **History and the type**	Hours
· Brief history of typography, Gutenberg, components and measures of types	10

		36
2. Design of the different typesetteing families and its variations · Parts of the letter: elements that identify them as families · Design of the different families: historical classification, technical, functional, sociocultural and psychological appreciation. · Variations in a typesetter family · Selection of families of letters appropriate to the text, context and to the media. **3. Text composition** · Horizontal and vertical movements: spaced, figure-content relation, with of columns, alignment, margins. · Values: tone and pace		18

Learning activities

Activities in the classroom: theoretical classes presented by the professor and by the students, supported with audio-visual material and the chalkboard. Short exercises and debates. Control of readings, supervision of extraclass projects and presentations by the students. Two field practices.

Extra-class activities: Readings, exercises, research, projects. 6 hrs/week

Criteria and procedures of evaluation

· Attitude, application and participation 10%
· Tests   10%
· Readings and presentations   10%
· Projects and exercises   70%

Bibliography

	Type	Title	Author	Editorial	Year
1	Book text	The Elements of Typographic Style.	Bringhurst, Robert	Hartley & Marks Publishers	1999
2	Book text	Typography. Function, forms and Design	Baines and Haslam	McGraw Hill	2000
3	Book Consults	Handbook of Publishing Design	Good, Jorge of	Santillana	2003
4	Book Consults	Types in movement	Woolma, Matt and Bellantoni, Jeff	McGraw Hill	2000
5	Book Consults	Typography/real projects of typography: from	Zappaterra, Yolanda	McGraw Hill	2000

		briefing to the final result			
6	Book Consults	Thirty Centuries of Graphic Design	Craig, James and Barton, Bruce	Watson-Guptill Publications	1987
7	Book Consults	Thirty centuries of types and letters	Loyal Martinez Laura	Editoria Tilde/UAM	1997

Course Name Drawing II	Course Code DG408
Location in the curricular map Second Semester	
Course Description A practical subject planned for the student of the Graphic Design Degree to substantialy improve his knowledge of drawing and thus applying new techniques for graphic design projects.	
General learning ouotcomes The student will improve and will continue developing his ability for observation and abstraction as well his manual and intellectual ability to represent by means of his drawing, ideas of appropriate form adapted to a diversity of graphic applications.	

Thematic content

Themes and sub-themes of each unit:

I COLOR (20 hours)
1.1 Textures
1.2 Washings
1.3 High contrast drawing

II DRAWING IN COLOR (20 Hours)
2.1 Prismacolor
2.2 The use on paper of clear colors, utilizing pastel colors.
2.3 Color markers

III ALTERNATIVE DRAWING TECHNIQUES (24 Hours)
3.1 Paper collage
3.2 Mix techniques
3.3 Printed patterns

Learning activities

Readings and demonstrations by part of the educational one, analysis of images and
group discussions, elaboration and discussion of projects, visits to museums and
galleries.

Criteria and procedures of evaluation

The student will be evaluated with respect to his work inside and outside the
classroom in individual and team projects, presentations of those projects,
participation in class and tests results will be also evaluated as much as in
equipment presenting/displaying these
precise, the participation in class also Serra factor to evaluate as well as
examinations.
The percentages and criteria of evaluation will be set by mutual agreement
between the professor and the students and with accordance the CETYS
regulations.

Participation in class	25%
Team work	25%
Homeworks and projects	50%

Bibliography

	Type	Title	Author	Editorial	Year
1	Text	New learning how to draw with the right side of the brain	Edwards, Betty	Uranus	2000
2	Text	Visual Workout Creativity Workbook	Moor, Robin and Gonella Rose	Onword press	2001

Course Name	Course Code
History of Graphic Arts I	DG409

Location in the curricular map
Second Semester

Course Description

It is important for the student of the Graphic Design Degree to study the history of visual communication from prehistory until before the industrial revolution in Mexico and in the world.

This course tries to teach the student to identify and to document the innovations in the semantic and syntactic aspects of the visual communications, conducting research, analyzing and valuing the graphic design of each period, trying to establish a difference among all the works in its cultural , ideological and formal context. This learning will help to build in the students a useful and conceptual vision to face future challenges in his professional career.

A theoretical subject that provides a frame for the understanding of design as an area of symbolic and aesthetic production.

General learning outcomes

At the conclusion of this course the students will have a clear idea of the origins and evolution of the graphic languages until before the industrial revolution, from a western and national perspective. They will develop a significant ability of semantic, formal and cultural visual reading evels. They will locate the most relevant events in each historic period in relation to the development of design and graphic communication and will be able to present by means of examples some of the techniques that were used in the past.

Thematic content

Themes and sub-themes of each unit:	Hours

I   THE VISUAL MESSAGE FROM THE PREHISTORYTO THE WORLD
 	
  1.1 Paleolíthic y Neolíthic
  1.2 Mesopotamia
  1.3 Egipt
  1.4 Asian contribution
  1.5 Greece
  1.6 Rome
	14

II THE GRAPHIC ARTS IN MIDDLEAMERICA 2,1 Preclasic horizon: Olmecs. 2,2 Classic horizon: Teotihuacans, Zapotecs and Mayans. 2,3 Postclasic horizon: Toltecs, Mixtecs and Aztecs.	14

III THE MEDIEVAL MILLENIUM 3,1 Paleochristian 3,2 Bizantine 3.3 Islamic Spanish 3.4 Romanesque 3.5 Gothic 3,6 Illuminated manuscripts	10
IV THE VISUAL LANGUAGE OF THE MODERN WORLD 4.1 The press and the Incunables 4.2 The visual arts in the Renaissance 4.3 Renaissance publishing design 4,4 The Barroco and the Rococo styles	10
V MEXICAN COLONIAL ART 5.1 The middleamerican art of the XVI century 5.2 From the European Baroque to the Mexican XVII century 5.3 The XVIII century style 5.4 The Mexican book during the colony	16

Learning activities

Presentations by the professor, individual and team presentations by the student, seminary, images analyses, research, readings, bibliographical reference, visits to museums and galleries, projection of films and documentaries.

Criteria and procedures of evaluation

During the course the student will be responsible to participate in discussions, to elaborate essays on his readings, to present works on due date, lookin always for clarity of ideas, excellent presentation, search and effective selection of written and visual communication. In addition he will take three partial examinations where the student based on an image will develop a reading from his cultural, semantic and formal perspective. The evaluation percentages will be applied according to the following outline. This outline will be set on a mutual agreement between the professor and the students:

Participation in class	20%
Homeworks and projects	20%
Team work	20%
Tests	40%

Bibliography

	Type	Title	Author	Editorial	Year
1	Text	History of Graphic Design	Meggs, Philip B.	Trillas	2000
2	Reference	History of the visual	Müuller-	GG	1998

		contact	Brockman, Josef		
3	Reference	Art, Music and Ideas	Flemming, William	Wadswort Thomson	1995
4	Reference	From the bison to the virtual reality	Gubert, Roman	Anagram	2003
5	Reference	Graphical design from its origins to the present time	Satue, Erick	Alliance forms	1996
7	Videos	Collection the soul of Mexico. Pre-Hispanic and virreinal period	Dir. Project Tajonar, Héctor	Foundation It televises and CONACULTA	2000
8	Magazine	Arts of Mexico "the Mexican book during the colony"	Several		

Course Name:	Course Code
Marketing Management	MK400

Location in the curricular map: Third semester

Course description:
Introduce the student to the field of marketing and its atmosphere. Information Systems and market research. Market segmentation and demography. Consumer's purchasing behavior and the business market. Study planning and product development. Product strategies. Brands, containers and other product characteristics. Price determination. Strategies and policies on price fixation. Distribution channels administration. Wholesale. Retail. Physical distribution administration. Promotional programs. Personal sales administration. Concept management in the advertising administration area.Service marketing and international marketing.

General learning outcomes:
At the end of the course the student is expected to:
Know and apply the important concepts of marketing in the organization context. **Design** product strategies, advertising, prices and market.
Build marketing applications on the following problems: sales, advertising, distribution channels, new products, brands, promotions, concept development market segmentation, industrial market and consumers market.
Develop a marketing mixture for a company and its products, analyzing the marketing situation and establishing it in a Marketing Plan.

Thematic Content:	Hours
Unit 1: The Essence of the Marketing Management	11
1. Today's marketing.	
2. Value creation to satisfy and keep customers.	
3. Strategic planning towards the market.	
Unit 2: Consumer satisfaction, value and retention.	18
1. Measuring market demand, market research	
2. Analysis of the marketing environment	
3. Consumer's market and behavior	
4. Business market and purchasing behavior	
5. Competitive strategies	
6. Market segmentation and goals	
Unit 3: Marketing Strategy	
1. Position during a lifetime cycle	9
2. Research and product development	
3. Global Marketing	
Unit 4: Marketing Decision-making	
1. Product lines and brands	10
2. Marketing Service	
3. Price decisions	
Unit 5: Marketing Administration.	
1. Distribution channels administration	16
2. Retail, wholesale and logistics administration	
3. Advertising, promotions and public relations administration	
4. Direct and linear marketing administration.	

Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the students outside the classroom. Those carried out by the students will be held in the following way:

1. Collaborative work inside the classroom to analyze and debate over the contents directed by the instructor.

2. Case methods to apply and evaluate the scope and limitations of the course contents.

3. Cooperative work outside the classroom to analyze cases and problem solution.

4. Learning based on structured and non-structured problems so the students learn to formulate problems and apply the course contents by generating solutions, working individually as well as in teams, starting from brainstorming.

5. Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.

6. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Criteria and procedures of evaluation:
Students' performance throughout the course will be based on the following criteria:

  (7) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.
  (8) The commitment, honesty, seriousness, responsibility, quality, participation and creativity manifested when executing all learning activities developed throughout the course.
  (9) The ability and dexterity manifested to solve specific problems throughout the course.

Considering the criteria before mentioned, an assessment form is proposed:

Form	Instrument	Percentage
Problem questioning and solution	Individual and team tasks, such as questionnaires, essays, summaries, structured problems to solve and bibliographic or internet research.	35%
Problem solving	Individual objective tests: part exams and one final exam.	45%
Product request	Application, documental or field research project and a team report of the project.	20%
	TOTAL	**100%**

Bibliography

	Type	Title	Author	Publisher	Year
1	Text 1	Marketing	Charles W. Lamb, Joseph F. Hair, Carl McDaniel	Thomson	2002
2	Text 2	Marketing Direction	Philip Kotler	Prentice Hall	2000
3	Text 3	Marketing Management	Michael R. Czinkota, Masaaki Kotabe	Thomson	2001

Course Name:	Course Code
Advanced communication in English	ID400

Location in the Curricular map: Third semester

Course Description: This course represents another space in the curriculum through which the nuances of internationalization of all majors at CETYS university are propelled. In the case of this course, its objet is the study of the English language, but from a professional practice point of view. In this class, students will have the opportunity to substantially improve their mastery of the English language, especially though an intensive approach of speaking and writing. This course involves a series of learning activities through which students will have to make use of the language in typical conditions of the practice of their major, as well as in social interaction, with the intention of improving their oral and written skills as well as the vocabulary associated to their studies. On the other hand, this course is critical for students who wish to participate in academic exchange programs with foreign universities where the official language is English. This course demands a positive attitude toward collaborative and cooperative learning from its participants, an ability to work in groups, and a commitment to Continuous Improvement in their mastery of the English language.

General Learning Outcomes:
At the end of this course the student is expected to:

Master the English language by speaking and writing correctly, in order to continue improving the use of the language.
Understand the importance of the English language in a professional sphere, and specifically in activities in which English is common in their professional life.
Use the sources of information that can help maintain technical vocabulary updated in their professional career.
Use the terminology, in English, associated to the practice of their career.
Know how to follow a job interview fluently in English, as well as work meeting and presentations.
Formulate their professional resume in English, as well as other legal and work documents related to the practice of their career.
Employ the vocabulary of their studies correctly and abundantly, in English.

Thematic Content:	Hours
Unit 1. English in the work place, people, and organizations.	16
1.1. Introduction and course overview.	
1.2. Organizational structure.	
1.3. Work, forms of work, and people at work.	
1.4. Directive styles and business leaders.	
1.5. Recruitment and personnel selection: Skills and competencies.	
Unit 2. English in the functional areas of an organization.	

2.1. Marketing, markets, and competition. 2.2. Product design, innovation, and development. 2.3. Materials, suppliers, and production. 2.4. Money in finances and economy. 2.5. Business philosophies.	**16**
Unit 3. English in people and business skills. 3.1. Time and its management. 3.2. Stress management. 3.3. Meetings, group work, and presentations. 3.4. Negotiating skills. 3.5. Telephone calls, fax, and e-mail.	**16**
Unit 4. English in organizational culture and values. 4.1. Cultures and organizational culture. 4.2. Power management and distance among cultures. 4.3. Tran cultural business practices. 4.4. Corporate acquisitions and alliances. 4.5. Corporate and product image.	**16**

Learning Activities:

The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the student outside the classroom. Those carried out by students will be held in the following way:

Collaborative work in the classroom to analyze and debate over course content under instructor supervision.

Case methods to apply and assess the scope and limitations of the course content.

Cooperative work outside the classroom to analyze cases and problem solving.

Learning based on structured and non-structured problems in order for students to learn formulate problems and the course content by generating solutions, working individually as well as in groups, after brainstorming.

Content presentation by the instructor, avoiding at all cost its becoming a custom throughout the course

Learning based on application projects in groups in order for students to apply their knowledge in these projects.

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Citeria and procedures of evaluation:
Students' performance throughout the course Hill be base don the following criteria:

The manifested willingness and cooperation with concrete actions to achieve the learning objectives of each unit of the course's general objective.

The manifested commitment, honesty, seriousness, responsibility, quality, participation, and creativity when executing all learning activities developed throughout the course.

The manifested ability and dexterity to solve specific problems throughout the course.

Considering the criteria mentioned above, the following assessment form is proposed:

Form	Instrument	Percentage
Interrogation and problem solving.	Individual and group assignments, in the form of questionnaires, essays, structured problems to solve biographical or internet research	35%
Problem solving	Individual objective tests: partial and final exam.	45%
Product Request	Application, documental or field research project and individual or group report of the project.	20%
	TOTAL	**100%**

Bibliography

	Type	Title	Author	Editorial	Year
1	Text	Business Vocabulary in Use Advanced.	Bill Mascull.	Cambridge University Press.	2004.
2	Reference	Business Vocabulary in Use intermediate.	Bill Mascull.	Cambridge University Press.	2002.
3	Reference	Common American Phrases in Everyday Contexts: A Detailed Guide to Real-Life Conversation and Small Talk.	Richard A. Spears.	McGraw-Hill, segunda edición.	2002.

Course Name: **TYPOGRAPHY II**	Course Code: **DG410**
Location in the curricular map: **Third Semester**	

Course Description

The location of this course in the curricular map, require for all students to earned the credits on Typography I.

The student will understand the technical , functional and aesthetic aspects of typography specialy with espect to visibility being appreciated like a value.

The student will develop his visual perception ability and his conceptual analysis.

The students will work different formats and substrates that will allow them to enrich their resources as a designer in the application of typography into practical design projects.

General learning outcomes

- To apply correctly the typesetting composition to the graphic design.
- To know the correct application of the typesetter marks for the different systems of printed and design formats.
- To know different systems of typesetting composition.
- To understand the legibility parameters starting from understanding the reading processes.
- To solve legibility problems starting from understanding the reading parameters.
- To apply typography in different supports.

Thematic content:

Themes and sub-themes of each unit	Hours
I UNIT - TYPOGRAPHY AND ARTISTICS TRENDS 1,1 William Morris. 1.2 Main exponents of the Cubism and the typesetting use. 1.3 Typography as a dadaísta resource. 1,4 Jan Tshihold and the New typography. 1,5 Stanley Morrison. 1,6 Adrian Frutiger and others. 1.7 The conceptual art and its written message.	14
II UNIT - MICROTYPOGRAPHY 2,1 Fundamental principles of legibility. 2.2 Legibility and the reading aptitud 2.3 The reading process. 2.4 The letter, the word, the line and the interline. 2.5 Kerning and tracking. 2.6 The paragraph and the column, text structure 2.7 The effect of the different typesetting families	16

III UNIT - SYSTEMS OF TYPESETTING COMPOSITION 3,1 Cold and hot composition 3.2.1 Linotipia and monotipia ("hot" systems). 3.2.2 " Cold" systems. Typewriters, electronic photocomposition, transferable, etcetera. 3,3 Typesetting composition, digital systems 3.3.1 Poscript system, true type or open type.	12
IV UNIT: TYPOGRAPHY AND DESIGN PROJECTS 4.1 TYPOGRAPHY Asemiotic approximation. Graphical expression and style. 4,2 Corporate identity: calligraphic and typesetting logos. 4,3 Importance of typography in advertising (poster, pamphlet, et cetera) 4,4 Typesetting hierarchy	12
V UNIT: TYPOGRAPHY IN AUDIOVISUAL MEDIA 5,1 Typography for screen. 5,2 Typography in movement. 5,3 Typography for Internet.	10

Learning activitities
Under the professor's guidance, the student will participate in presentations, exercises, practices, readings, layouts, individual and team analysis of examples. Outside the classroom the students will apply different methods to conduct research and application projects.

Criteria and procedures of evaluation
For each one of the three partial examinations:
 Report on readings: 30%
 Activities and exercises: 30%
 Tests   :   40%
For the final grade of this course, the mean of the three partial examinations will worth 60%, and the final test, 40%.

Bibliography:

	Type	Title	Author	Editorial	Year
1	Text	Around typography	Adrian Frutiger	G. Gili	2004
2	Text	The best of brochure design	Cheryl Dangel	Rockport	2001
3	Text	Handbook of Publishing Design	Jorge de Buen	Santillana	2000
4	Text	Typography: function forms and design	Baines and Haslam	G. Gili	2002
5	Text	Types in movement	Woolman and Bellantoni	McGraw Hill	2000

6	Text	Tipografismo	Sesma	Paidós	2004
7	Reference	20th Century type	Lewis Blackwell	Gingko	1998
8	Reference	Typography	Friedl, Ott and Stein	Konemann	1998
9	Reference	Typography projects: from briefing to the final result	Yolanda Zappaterra	Mc Graw Hill	2001
10	Reference	Fonts and logos	Doyald Young	Delphi Press	1999

Course Name: **Drawing of the Human Figure**	Course Code: **DG411**
Location in the curricular map: **Third Semester**	

Course Description: Practical subject, designed in order for the student to learn easily the schematic and dimensional construction of the human figure and the diverse forms to be able to express its movement and perspective.	
General learnign outcomes: To create aptitudes, abilities and skills that allow the student to establish a linkage between the theoretical, technical and practical knowledge and to be able to describe the human figure from the drawing perspective, to outline the human figure and to draw it with precision.	

Themes and sub-themes of each unit **I UNIT - THE INTENTION EVOLUTION AND THE STRUCTURAL FACTOR.** 1,1 Main factors and concepts when drawing the human figure. 1,2 Outlines and sketches of the human figure. 1.3 The figure as a structure. 1.3.1 Proportions and dimensions of the human figure. 1.3.2 Woman. 1.3.3 Man. 1.3.4 Boy. 1,4 Proportions and location of the different parts of the body.	Hours 16

II UNIT - THE ANATOMICAL FACTOR. 2.1.1 The skeleton Dimensions, proportions and forms of the skeletons. 2.1.2 The woman.'s skeleton 2.1.3 The man's skeleton. 2.1.4 The child's skeleton. 2,2 Knowledge about the muscles. 2.2.1 The woman's muscle structure. 2.2.2 The man's muscles. 2.2.3 The child's structure	16
III UNIT - THE DESIGN FACTOR. 3.1 The relation content of the human figure. 3,2 Detailed drawings and studies about the parts of the body. 3,3 Escorzos. 3,4 Drawings of memory. 3,5 Reverse poses or inverted drawing.	12
IV UNIT - THE EXPRESSIVE FACTOR: THE EMOTIONAL CONTENT OF THE HUMAN FIGURE. 4,1 Expression and representation: Understanding of the gesture. 4,2 Potential gesture. 4,3 Instantaneous pose gesture. 4,4 Contour.	10
V UNIT - THE INTERACTION FACTORS. 5,1 Groups of people. 5,2 Appreciation of the pictorial work. 5.2.1 By its composition, balanced contents, forms, light and expressive contents. 5.2.2 Artists, tendencies and trends.	10

Learning activities:
Collective work in the classroom supported by the direct demonstration of the instructor.
Review, correction and guidance of the work conducted in class.
Individual projects based on what the students learned in class
Collective works.
Free and guided critical analysis.

Criteria and procedures of evaluation:
For each one of the three partial examinations of the semester:
Attitude   10%
Work in class   25%
Homeworks   25%
Final project   40%
For the course final evaluation, the grade of the partial examinations will worth

75% and the final test and/or final project 25%

Bibliography:

	Type	Title	Author	Editorial	Year
1	Text	Practical Painting course ND 1500 C87	The ocean	The ocean	2001
2	Text	Beginner `s guide: Anatomy.	Walter T. Foster	Foster Publishing	Inc., 2004. 1998
3	Text	How to Draw the Human Body 760 NC P37	Jose Maria Parramon	Parramon institute	1980
4	Reference	The new drawing on the right side of the brain. NC-730 E38	Edwards, Betty	Penguin Inc. Putnam.	1999
5	Reference	New learning how to draw with the right side of the brain, working book NC-730 E2818	Edwards, Betty	Uranus	2003

Course name: **GRAPHIC DESIGN**	Course Code: **DG412**
Location in the curricular map: **Third Semester**	

Course Description:
The student with a degree in Graphic Design at CETYS is a professional who conducts research, organize and process information in order to develop creative projects with images, that will give optimal solution to specific needs.
Reason why, in this subjet the student will learn, develop and apply a **design methodology** that he will become his **tool** in order to solve projects of visual cmmunication. Each stage of the method will be analyzed to achieve a correct application.
The student will develop projects related to the main areas of graphic design. He will
learn the technical concepts of graphic design. The perception process, the principles of balance, the Gestalt and the use of layout; besides studying all these concepts, they are analyzed, thought it over, put on practice and evolve developing abilities that the student will need throughout his university and professional life, to elaborate and collaborate in creative, logics, expressive and aesthetic design projects of proactive and responsible form demonstrating empathy with others.

General learning outcomes:
The student will know, understand, analyze and apply technical concepts, and will develop graphic projects by means of a specific methodology that will allow him to perform quality projects.

Specific objectives:
The student will acquire general knowledge on the main areas of design: poster design, identity design, publishing design. He will understand how the perception process functions on people and its importance in visual communication. He will designed based on a methodology using tools to explain clearly the composition of his design.
The student will be able to analyze, evaluate and develop his own method.

The student will learn the importance of design taking into consideration the printing system to produce the final material.
To understand and use the foundations of visual balance.
To study the principles of Gestalt and to apply them to design projects.
To work designs based on layouts, visualizing its advantages and virtues.
To acquire the tools to explain and to clearly stand up for the composition of his design.

Thematic content: **Themes and sub-themes of each unit** I UNIT – DESIGN PROCESS AND METHODOLOGY: 1,1 Collection of information. 1,2 Design criteria. 1,3 Sketching.	Hours 8

1,4 Verification. 1.5 Final design. 1,6 Presentation to the client. 1,7 Definition and importance of the original digital design. 1,8 Link between the printer and the designer 1.9 Brief introduction to the different printing systems. **II UNIT - POSTER.** 2.1 Poster definition. 2,2 History of the poster. 2,3 Characteristics of a poster 2,4 Development of a design project: poster. 2.4.1 Research. 2.4.2 Design criteria: analysis. 2.4.3 Sketching. 2.4.4 Verification. 2.4.5 Final Dummy.	16
III UNIT - GRAPHICAL IDENTITY AND VISUAL PERCEPTION 3,1 Observation and analysis of logo and brands. 3,2 Background and figure. 3.3 Form. 3,4 Visual unit. 3,5 Balance. 3,6 Definition of identity design. 3.6.1 History. 3.6.2 Characteristics. 3.6.3 Classification. 3.6.4 Basic requirements. 3.6.5 Handbook of application. 3.7 Development of a design project: Symbol. 3.7.1 Research. 3.7.2 Design criteria: analysis. 3.7.3 Sketching. 3.7.4 Verification. 3.7.5 Final Dummy.	20
IV UNIT - PUBLISHING DESIGN 4.1 Definition and characteristics of the main formats of publishing design. 4,2 History and evolution. 4,3 Elements of publishing design. 4,4 Reticulars and layout. 4,5 Elements of design within the reticulars. 4.6 Handling of typography. 4.7 Photography and illustration. 4,8 Development of a project design: Magazine. 4.8.1 Research. 4.8.2 Design criteria: analysis. 4.8.3 Sketching. 4.8.4 Verification.	20

4.8.5 Final Dummy.	

Learning activities:
This subject is developed in the classroom by means of explanations, exercises, practices, readings, graphic analysis of ordinary examples; additionaly, outside the classroom, by means of works and tutoring, the student will apply specific methods to conduct research and different graphic design projects.
Also individual and team presentations as well as readings in English and Spanish on the subjects included in this course.

Criteria and procedures of evaluation:
Learning will be evaluated in three periods of the semester taking into account in every period of evaluation the pedagogical principles of CETYS: to learn how to learn, to learn to coexist, to learn to be, to learn knowledge, to learn abilities and skills; the following will be forms of evaluation: participation, individual reports of activities and on research, individual and team exercises, design and feedback sessions on the improvement of the students attitudes, virtues, knowledge and abilities.

Bibliography:

	Type	Title	Author	Editorial	Year
1	TEXT	Graphic Design BASIC NK 15 10 TO 75	Arntson, Amy E.	Thomson	2003
2	TEXT	Graphic Design Guide for Professionals NC - 997 - J4518	Jennigs, Simon	You beat	1995
3	Reference	Graphic Design Foundation NC-845-S8318	Swann, Alan	Manual G G of Design	
4	Reference	Creation of Graphic Sketches NC-730-S83	Swann, Alan	G G	

Course Name: **HISTORY OF GRAPHIC ARTS II**	**Course Code**: **DG413**
Location in the curricular map: **Third Semester**	
Course description: The objective of this course is to teach the student to identify and to analyze the	

innovations produced in the different artistic currents, between the industrial revolution and our days, making emphasis in the cultural, semiótics and formal aspects.
The influence that the Industrial Revolution had in the artistic activities and commercial spreading of the art, stands out.

A research is conducted to analyze and value the stages of graphic design, establishing the difference between the cultural and the ideological contexts.

One learning goal is that the students will be able to criticize art from a conceptual and useful vision from their career point of view.

The course is defined as a theoretical subject that provides a frame for the understanding of design as an area of symbolic and aesthetic production.

General learning outcomes:
To obtain a clear idea of the origins and evolution of the graphic languages after the Industrial Revolution.
To emphasize the visual perspective of art around the world.
To develop a sufficient capacity of semantic and cultural visual reading levels.
To locate historicaly the most relevant events in relation to the development of design and graphic communication making use of examples like the techniques that were used in the past for graphic expression.

Thematic content:	Hours
Subjects and subsubjects of each unit	4
I UNIT - XIX CENTURY, AND THE INDUSTRIAL REVOLUTION.	
1,1 Neoclasicism	
1,2 Romanticism	
1,3 Realism	
1,4 Impresionism and posimpresionism	
1,5 Modernism or Art Noveau and Ukiyo-e	
(Japanese Painting of the Period Edo.)	
1.6 The Poster of the Art Nouveau	
1.7 The arts movement and occupations	
II UNIT - THE MODERN ART AND THE GÉNESIS OF GRAPHIC DESIGN.	6
2.1 The vanguards: Fauvism, Expresionism, Cubism, Futurism, New figurations, Dadaísm and Surrealism.	
2.2 The poster and the design in the first half of the XX century	
2.3 The non-objective language: Suprematism, Constructivism and Stijl.	
2.4 The Bauhaus	
2.5 The modern influence in America.	
III UNIT - THE CONTEMPORARY ART AND THE COMMUNICATION ERA.	6

3,1 Visual arts 30-40: Art Deco, Concrete Art and the social realism 3.2 The international typesetter style. 3,3 European visual art 40-50: Informalism and Spacecialism 3,4 NY design school 3,5 American visual art 40-50: Abstract Expresionism, Op art and kinetic art. 3,6 Corporative identity and visual systems. 3,7 Visual arts 60: Pop art, the Conceptual Art and Hiperalism.	
IV UNIT - THE MEXICAN GRAPHIC ART XX CENTURY 4.1 The engraving in Mexico: Inns and A workshop of Popular Graph. 4,2 Muralista movement. 4.3 The contemporary visual expressions. 4.4 The graphic design in Mexico.	6
V UNIT - POSTMODERNITY AND THE DIGITAL ERA 5.1 The postmodern design 5,2 Visual art 70-80: Transvanguards, the Neons, Facilities and/or ambientations, etc. 5.3 The digital revolution in design 5.4 The electronic art and the 90's	10

Learning Activities:
Presentations by the professor, individual and team presentations, seminars, images analysis, documentary research, bibliographical reference, visits to museums and galleries, projection of videos and documentaries and application exercises.

Criteria and procedures of evaluation:
During the course the student will be responsible to participate in discussions and seminaries, to elaborate essays from his readings, to display works, exercises of analysis and application on due date, looking always for clarity of ideas, excellent presentation, search and effective selection of written and visual information.
Three partial evaluations will be applied. The student will develop an image from a cultural perspective and a formal semantic.

The percentage of evaluation for each partial examination will be:
Participation   20%
Homeworks   20%
Team work   20%
Examination   40%

Bibliography:

	Type	Title	Author	Editorial	Year
1	Text	History of Graphic	Meggs, Philip B.	Trillas	2000

		Design			
2	Text	History of the visual contact	Müuller-Brockman, Josef	GG	1998
3	Reference	Art, Music and Ideas	Flemming, William	Wadswort Thomson	1995
4	Reference	From the bison to the virtual reality	Gubert, Roman	Anagram	2003
5	Reference	The graphic design from the origins to the present time	Satue, Erick	Alliance forms	1996
6	Reference	Brief history of painting	Peace Garci'a Ponce of Leon	Diana	2006
7	Reference	Theory of the Art	Jose Jiménez	Tecnos	2002

Course name:	Course Code:
Consumer Behavior	MK405

Location in curricular map: Fourth Semester

Course description
To develop a solid understanding of consumer's purchasing behavior through the interpretation of his desires and needs to elaborate strategies of products, services, distribution, price and distribution in harmony with the consumer's habits and reasons of purchasing towards problem solving

General learning objectives:
At the end of this course students will:

Know and apply the different systems employed to detect data and information on purchasing behavior.

Design a system to research purchasing motivations towards a determined product or service through the integration of concepts and strategies.

Construct: solutions to consumer's behavior research projects involving Internet access that allows students to acquire experience on the use of Internet while carrying out their research assignments.

Develop a mastery of the methodology to apply the process of consumer's purchase decision.

Apply solutions to consumer's behavior problems using the pertaining methodology in local and real situations

Contents:	Hours
Unit 1. Introduction to Consumer's Behavior.	14
1.1 Meaning of consumer's behavior	
1.2 Purchase system: purchase habits: what, who, when, how much, how, where they buy.	
1.3 Consumer's Behavior: Consumer and Managerial perspective.	
1.4 Consumer's right and Social responsibility	
1.5 Cases and applications	
Unit 2. The process of purchase and the experience of consumption	18
2.1 Consumer's decision making under involvement.	
2.2 Consumer's learning	
2.3 Consumer's motivation.	
2.4 Consumer's personality.	
2.5 Consumer's perception.	
2.6 Situational influences.	
2.7 Cases and applications	
.	
Unit 3. Consumer's information acquisition and processing.	20
3.1 Consumer's learning.	

3.2 Consumer's attitudes. 3.3 Change and reinforcement of attitude. 3.4 Communication. 3.5 Group communication, word of mouth communication and diffusion 3.6 How to influence on attitudes through marketing communication 3.7 Consumer's reference groups. 3.8 Influence of reference groups. 3.9 Cases and applications **Unit 4 Demographic characteristic and social class** 4.1 Social class and culture 4.2 Influence of lifestyle and personality 4.3 Culture 4.4 Transcultural and subcultural influences. 4.5 Innovation and creativity 4.6 Decision making at home. 4.7 Cases and applications.	**12**

Learning activities:

Learning experiences in this course will be of an individual and group character. Some of them will be in the classroom with the instructior and other will be independent to be carried out by students out of the classroom. Those performed by students will be in the form of:

1. Collaborative work in the classroom to analyze and debate on the contents under the instructor's supervision

2. Method of cases to apply and assess the reach and limitations of the course contents

3. Cooperative work out of the classroom for the analysis of cases and solution of problems

4. Leering based on structure and non-structured problems so students can formulate problems and apply the course contents in the generation of solutions, either from individual efforts or as a result of teamwork starting from brainstorming

5. Presentation of contents by instructor, avoiding at all cost its becoming a costume throughout the course

6. Learning based on application projects by teams so students can apply

their knowledge on projects.

Criteria and procedures of evaluation:

Students performance thought the course will be based on the following criteria

1. The manifested willingness and cooperation with concrete actions to achieve the learning objectives of each unit of the course's general objective.

2. The manifested commitment, honesty, seriousness, responsibility, quality, participation and creativity when executing all learning activities developed throughout the course.

3. The manifested ability and dexterity to solve the specific problems throughout the course.

Students performance thought the course will be based on the following criteria:

Form	Instrument	Percentage
Interrogation and problem solving	Individual and group assignments in the form of questionnaires, essays, summaries, structured problems to solve, and bibliographical or internet research.	35%
Problem solving	Individual objective tests: Partial and final exam.	45%
Product request	Application, documental or field research and individual or group report of the project.	20%

Bibliography:

	Type	Title	Author	Editorial	Year
1	Text 1	Comportamiento del Consumidor	Henry Assael	Thomson	1999
2	Text 2	Consumer Behavior	Schiffman / Lazar Kanuk	Prentice Hall	2000
3	Reference	Consumer Behavior	David Loudon, Albert Della Bitta	McGraw-Hill	2003

	Type	Title	Author	Editorial	Year
3	Text 3	Technique of the documentary Investigation	Yolanda Jurado Rojas	Thomson	2002

Course Name:	Course Code:
Research Methodology	CS402

Location in the curricular map: Fourth Semester

Course Desription:
Develop in students a solid information platform to develop basic research procedures on subjects related to the working market of their major.

General Learning Outcomes:
At the end of this course the student is expected to:

Apply fundamental research models.
Design a system to identify different cases related to areas that are susceptible to research.
Build: information analysis, discerning between relevant and non-relevant facts.
Elaborate a writing where a research problem is posed, that includes: problem definition, objectives, justification, and delimitation.
Build a theoretical framework of the proposed research from the previous paragraph.
Operate the research hypothesis, defining variables, indicators, measurement instruments, population, and samples.
Elaborate a research report.
Apply a strategy that allows them to do an adequate detection of information sources, discarding, based on their methodological foundation, those that are not reliable...
Defend the importance of scientific research for a professional. .
Elaborate an entrepreneurial project according to the class procedure following an appropriate methodology. This project will be physically carried out and will be presented on school grounds.

Thematic Content:	Hours
Unit 1 Establishing the problem	13
1.1 Science and the professional.	
1.2 Ways of approaching knowledge.	
1.3 Topics susceptible to being analyzed.	
1.4 Research approaches.	
1.5 Research Models	
1.6 Establishing a problem	
1.7 Application cases and problems.	
Unit 2 Theoretical framework of research.	13
2,1 Collection of documented information.	

2.2 Collection of empirical information. 2.3 Elaboration of the theoretical framework. 2.4 Application cases and problems. **Unit 3 Hypothesis** 3.1 Hypothesis Determination 3.2 Sampling 3.3 Elaboration of the instrument for information collection. 　　3.4 Case and applications study. **Unit 4 Final Report**. 4.1 Information processing using SPSS. 4.2 Elaboration of research reports. 4.3 Case and applications study. **Unit 5 Project: development of an enterprising model.** 5.1 Exploration of the enterprising model. 5.2 Selection of the enterprising model. 5.3 Development of the enterprising model. 5.4 Presentation of the enterprising model. 5.5 Assessment of the enterprising model.	**13** **13** **12**

Learning Activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the student outside the classroom. Those carried out by students will be held in the following way: 1. Collaborative work in the classroom to analyze and debate over course content under instructor supervision. 2. Case methods to apply and assess the scope and limitations of the course content. 3. Cooperative work outside the classroom to analyze cases and problem solving.

4. Learning based on structured and non-structured problems in order for students to learn formulate problems and the course content by generating solutions, working individually as well as in groups, after brainstorming.

5. Content presentation by the instructor, avoiding at all cost its becoming a custom throughout the course

Learning based on application projects in groups in order for students to apply their knowledge in these projects

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Criteria and procedures of evaluation:
Students' performance throughout the course Hill be base don the following criteria:

1. The manifested willingness and cooperation with concrete actions to achieve the learning objectives of each unit of the course's general objective.

2. The manifested commitment, honesty, seriousness, responsibility, quality, participation, and creativity when executing all learning activities developed throughout the course.

3. The manifested ability and dexterity to solve specific problems throughout the course.

Considering the criteria mentioned above, the following assessment form is proposed:

Form	Instrument	Percentage
Interrogation and problem solving.	Individual and group assignments, in the form of questionnaires, essays, structured problems to solve biographical or internet research	35%
Problem solving	Individual objective tests: partial and final exam.	45%
Product Request	Application, documental or field research project and individual or group report of the project.	20%

Bibliography:

	Type	Title	Author	Editorial	Year
1	Text 1	Research Methodology	Roberto Hernández S., Carlos Fernández C. Pilar Baptista L.	McGraw-Hill	2003
2	Text 2	Research Methodology	Maurice Eyssautier de la Mora	Thomson	2006
3	Text 3	Document research technique.	Yolanda Jurado Rojas	Thomson	2002

Course Name: **INTRODUCTION TO THE CAD**	Course Code: **DG414**
Location in the curricular map: **Fourth Semester**	

Course Description:
The goal of this course is to teach the student to recognize a graphic design planning process. To set-up the basis for computer understanding and its use as a tool in the production of graphic projects.
In order to take this couse, it is a must for the student to know and apply the graphic design foundation.

General learning outcomes:
The student will be able to develop graphic design projects, by means of diverse processes of planning, projection and sketshing, based on the necessities of the client and users, utilizing as a tool diverse creation of graphs programs, mainly valuing the qualities of the computer as a tool of the process of design production.

Themes and sub-theme of each unit:	Hours
I UNIT: THEORY OF GRAPHIC DESIGN BY COMPUTER	8 hrs.
1,1 Difference between planning and production.	
1.2 The importance of the computer in the production process.	
1.3 The design by computer and its branches.	
1.4 Brief.	
1,5 Design methodology.	
1,6 Types of graphs.	
1,7 Formats.	
1,8 Colors models.	
1,9 Resolution and sizes of file.	
1,10 Relation between the digital archives and the printing systems	
	8 hrs.
II UNIT: SOFTWARE FOR GRAPHIC DESIGN.	
2,1 Software for graphic design.	
2,2 Difference between platforms (MAC, Windows and others)	
2,3 Introduction to the software of vectors.	
	28 hrs.
III UNIT: PROGRAM OF VECTORS	
(ADOBE ILUSTRATOR OR SIMILAR)	
3,1 USE LOGIC.	
3.2 Tools bar.	
3,3 Menus.	
3,4 Tutorial and practices.	
3,5 application project.	20 hrs.
IV UNIT: BITMAP PROGRAM (PHOTOSHOP OR SIMILAR).	
4,1 Use logic.	
4.2 Tools bar.	
4,3 Menus.	
4,4 Tutorial and practices.	
4,5 Application project	

Learning activities:
Students presentations on the handling of formats and quality of file, given the different reproduction circumstances.
Research projects to deepen and to reinforce the subjects seen in class.
Practices in the laboratory and homeworks using the softwares Macromedia Frenad, Adobe Illustrator and Adobe Photoshop.
Consultations in "Aid" (Help) of each program as well as in Internet with the objective to reinforce the knowledge of the course and the self-taught abilities.

Criteria and procedures of evaluation:
Learning will be evaluated by means of three periods during the semester taking into account in every period of evaluation, the pedagogical principles of CETYS: learn to learn, to learn to coexist, to learn to being and to be, to learn knowledge, to learn abilities and skills; conducting the evaluation by means of: homeworks, practices, participation, individual reports of activities and research, individual and team exercises, written evaluations, designs, and the end of semester final project.

Bibliography:

	Type	Title	Author	Editorial	Year
1	Text	Adobe Illustrator 10 T 385 B68	Chris Botello		2003
2	Text	Digital Graphic design 174 TA W6518	Wucius Wong	GG Diseño	2004
3	Reference	Adobe Illustrator 10 - Classroom in a book 385 TK A36		Adobe Press	2002
4	Reference	Macroaverage Frenad 10	Paschal, Francisco	Alfaomega	2002

Course name: **TECHNICAL DRAWING**	Course code: **DG415**
Location in the curricular map: Fourth Semester	

Course Description:
This is a practical designed subject, for the student to acquire the capacity to visualize and to construct three-dimensional objects by means of projection systems, and to represent them in a bidimensional space using preferredly the perspective.

General learning outcomes:
When concluding the course the student will be able to interpret and to develop according to established norms, three-dimensional models of geometric figures and to produce ilustrative drawings of the same two colors perspectives or by hand raised, with precision instruments or using a computer drawing program.

Themes and sub-themes of each unit	Hours
I UNIT - DRAWING INSTRUMENTS AND NORMALIZATION 1,1 General definitions 1,2 Drawing instruments. Characteristics and use 1,3 Standardized lines 1,4 Scales and paper formats 1,5 Outline excersises by hand raised	8
II UNIT - GEOMETRIC FIGURES 2,1 Regular and irregular polygons. Definitions and construction by different methods 2,2 Regular and irregular polyhedrons. Definitions and construction by different methods	16
III UNIT - PROJECTIVE GEOMETRY (PROJECTION SYSTEMS) 3.1 Theory of the projection. General concepts. 3,2 Cutting system. (Measuring system) 3,3 Axonométric system, conical horseman and (representative or ilustrative Systems).	20
IV UNIT – ILLUSTRATIVE DRAWING (CONICAL PROJECTION) 4,1 Nomenclature of the perspective 4,2 Procedures to solve the perspective of one piece (conical power station and oblique conic section) 4,3 Shades. Illumination from the Solar disc. Improper point.	20

Learning activities:
Collective work in the classroom supported by the direct guidance of the professor.
Revision, correction and guide of the work done in class.
Individual works to be made as homeworks and practices relative to the

subjects seen in class.

Criteria and procedures of evaluation:
For every period:
Attitude   10%
Work in classes   30%
Homworks   30%
Final project   30%
Course final evaluation: grades of each partial examination will worth 75% and the examination and/or final project 25%

Bibliography:

	Type	Title	Author	Editorial	Year
1	Text	Technical drawing	Spencer, Henry Dygdon,	Alfaomega	2003
2	Text	Inside Solidworks	Murray, David	Onword Press Thomson	4ª. Edition.
3	Text	The drawing 456 BF D7 H35	Hanks, Kurt	YOU BEAT	1995

Course name:	**Course code**:
Signaling	**DG416**
Location in the curricular map: **Fourth Semester**	

Course Description:
During the semester the students will develop a signaling project. Each team will make the signaling of an existing place in the city. The project will consist of different stages. Each stage begins with theoretical classes, followed by short exercises. The advance of the projects will be supervised by the professor during class hours. All the students will participe in discussions and all these discussions will be guided by the professor.

	Hours
General learning outcomes: To know and to apply the concepts, methodologies, processes and specifications to make a project of signaling in a professional way.	
Thematic content **Themes and sub-themes of each unit:** I UNIT - WORK METHODOLOGY AND CRONOGRAMS. 1.1 How to organize a isgnalin project. 1.2 Functional scheme of the process. 1.3 The development stages of a signaling project. 1.4 Design of cronograms. 1.5 Making a cronogram.	8
II UNIT - THE BUDGET AND WORK PROPOSAL. 2.1 How to structure a work proposal. 2.2 How to define the contento of a professional work. 2.3 How to prepare a budget 2.4 Timelines	8 48

III UNIT - SIGNALING
3.1 Introduction to Signaling:
3.1.1 Basic principles of communication.
3.1.2 What is signaling, the roll of the signaling communication.
3.1.2 Communicational coordinates, temporary-space
       communication.
3.1.3 Functions of signaling.
3.2   Research:
3.2.1 Bibliographical research.
3.2.2 Field research: existing signs.
3.2.3 Data collection: indoor and outdoor spaces.
3.2.4 Primary research: questionnaires and interviews with the" client".
3.2.5 Organization, analysis and use of the acquired data.
3.2.6 Research report.
3.3 Signaling techniques:
3.3.1 Foundation for the making of signaling programs.
3.3.2 Areas of action.
3.3.3 The signaling and the surroundings.
3.3.4 The signaling and the individual.
3.3.5 The signaling and the ergonomics.
3.3.6 The signaling and the corporative image.
3.3.7 Adaptation to the environment.
3.3.8 Knowing the program structure.
3.3.9 Signaling: concepts and techniques.
3.4 Pictograms:
3.4.1 Abstraction and outline in the design of pictograms.
3.4.2 The modular guideline as the foundaton for a serie.
3.4.3 Styles, simplification of outlines, telegraphic language of
       pictograms.	

3.5 Signaling typography. 3.6 Normative handbook of a signaling system. 3.6.1 Structure. 3.6.2 Elements. 3.6.3 Presentation			

Learning activities:

The course begins with classes about work methodology. Each student will develop his own working program selecting a specific methodology and a cronogram. The professor will establish deadline for each stage of the project, during the course of the semester.

Each team will elaborate and develop a proposal and will do a final presentation before the class, like if this one was a formal presentation to a real client.   These projects will be develop during the course of the semester simultaneously with the theoretical classes.

Criteria and procedures of evaluation:
For the evaluation of each stage the following thing will be taken into account:
1. Attitude of the student.
2. Application of the theoretical classes to the project.
3. Participation in classroom discussions.
4. Amount and quality of the developed options.
5. Quality of the work in relation to function, aesthetic and originality.
6. Quality of the graphic presentation.
7. Quality of the oral exhibition.

Evaluation for the final grade:
1. Each one of the 4 first stages: 12,5%, making a total of 50%
2. Final project 50%

Bibliography

	Type	Title	Author	Editorial	Year
1	Text	Señalética.	Coast, J.	CEAC Barcelona.	1987
2	Text	Information Visualization, Ising Vision to Think.	Card, Stuard K., Mackinley, J. D., Shneiderman, B.	Morgan Kaufman Publishers. U. S. A.	
3	Text	Innformation visualization, perception for design	Ware, Colin.	Morgan Kaufman Publishers. U. S. A.	2000
4	Text	Perception, study of the cognitive	Forgus, R. H. and Relamed,	You beat Mexico.	1989

		development	L. E.		
5	Reference	Visual perception	Bruce, Vicky.	Paidos Spain.	
6	Reference	Ergonomics: Evaluation and design of the visual surroundings.	Lillo Jover, J.	Spain alliance.	
7	Reference	Human Dimension & Interior space.	Panero, J. and Zelnik, M.	The Architectural Press Ltd. London.	1979
8	Consultation	The Measure of Man, Human Factors in Design	Dreyfuss, H.	Whitney Publication, Inc. New York.	1966

Course Name: **Management of Visual Communication Companies**	Course Code DG429

Location in the curricular map:
Fifth Semester

Course Description:
The study for this course, under the guidance of the professor, will include: field and information research, field visits, interviews, application excercises and projects related to visual communication companies, business plans, projects to create, promote and develop visual communication companies.

General learning outcomes:
That the student knows the concepts and the tools necessary to establish, maintain and develop a company dedicated to some sort of activity related to visual communication: print, digital or multimedia formats.

Thematic content:

Themes and sub-themes of each unit:	Hours
UNIT I. - THE COMMUNICATION MARKET 1.1. - Type of companies. (businesses, types of business societes, economic importance, impacts.) 1.2. - Differences between a service and a production company, type of activities, work style. 1.3. - Visual communication companies and their market (local, regional, national and international). 1.4. - Virtual Companies, (distance companies).	14

1.5. - Unions. (associations) 1.6. – Enterprising spirit.	
UNIT II. - BUSINESS PLAN FOR A VISUAL COMMUNICATION COMPANY. 2.1. – Matrix of strenghts, weaknesses, threats and opportunities. 2.2. – Businesses plan. 2.2.1. - Strategic planning. 2.2.2. - Legal aspects. 2.2.3. – Market research studies. 2.2.4. - Technical study. 2.2.5. - Economic and financial study. 2.2.6. - Organizacional aspects. 2.3. – Company research and diagnosis.	16
UNIT III. - HOW TO MANAGE A VISUAL COMMUNICATION COMPANY? 3.1. – A visual communication company: administration, strategies and decision making. 3.2. – Organizational structure: Organizational charts. 3.3. – Work management, organizacional techniques, processes, service to the client, work orders, authorizations, quality control, etc. 3.4. - In-house activities, outsourcing, sub-contracts (photographers, illustrators, programmers, freelances, etc. 3.5. - Personal: profile, selection and training. 3.6. - Contracts: hiring the service of a communication company and hiring suppliers.	10
UNIT IV. - LEGAL ASPECTS OF THE COMMUNICATION MARKET. 4.1. – Different organizations, (government paper work institutions and associations) 4.2. – Trade marks registrations, industrial property copywrite rights, etc.	12
UNIT V. - RESOURCES AND BUDGETS 5.1. - Finances, financial techniques How to manage money. 5.2. – Cost of graphic communication services. 5.3. - Basic Types of budgets. 5.4. - Presentation of budget and proposals. 5.5. – Project negotiation. 5.4. - The accounting in a visual communicacion company.	12

Learning activities:

The subject is guided by the profesor via: explanations, exercises, practices, readings in English and in Spanish, analyses of examples, individual and team presentations; and outside the classroom the students will develop projects conducting researchs and application projects and projects related to visual communication companies: business plans, projects to establish, grow and promote companies in the visual communication field.

Criteria and procedures of evaluation:
Learning will be evaluated by means of three periods during the semester taking into account in every period of evaluation, the pedagogical principles of CETYS: learn to learn, to learn to coexist, to learn to being and to be, to learn knowledge, to learn abilities and skills; conducting the evaluation by means of: homeworks, practices, participation, individual reports of activities and research, individual and team exercises, written evaluations, designs, and the end of semester final project.

Bibliography:

	Type	Title	Author	Editorial	Year
1	Text	The Enterprising Attitude	Sérvulo Anzola Rojas	McGraw Hill	2003
2	Text	Tips and traps for entrepreneurs.	Courtney Price, Kathleen Allen	McGraw Hill	2000
3	Text	Business of Graphic Design	Gold, Ed		
4	Text	How and how much to charge for graphic design in Mexico	Saline caves , Sergio/Peypoch Joan/, Daniel	Group manuscript	1999
5	Text	How to sell Graphic Design	Sparkman, Don		1998
6	Text	The Ernest &Young Business Guide Plan	Eric Siegel, Brian Ford, and jay Bornstein	Editorial Wiley	
7	Text	How to apply the strategic planning to the small and medium company	Rodriguez Valencia, Joaquin	Thomson	2005
8	Text	The PyMEs before the challenge of XXI century	Anabella Davila ET to	Thompson	2004
9	Reference	How to obtain better professional fees	Stasiowski, Frank	GG	1996
10	Reference	A successful businessman	Rafael Alcaraz Rodriguez	Mc Graw Hill	200
11	Reference	Small and Medium businessmen	Peggy Lambing. Charles Kuehl	Pearson	
12	Reference	From your idea to your own company	Sérvulo Anzola		2005

Course Name:	Course Code:
Photography and Digital Study	DG417

Location in the curricular map:
Fifth Semester

Course description:

This it is a theoretical-practical course that looks for support in the photographic and composition abilities. It introduces to the technologies of processing of images by computer.

The course will be taught in an intelelctual background based in the digital image nature and in technical values.

General learning outcomes:
At the conclussion of this course, the stundent will**:**
  • Know the introduction to the production of computer images, the basic technology of digital photography and the different ways to save and organize digital images.
  • Learn how to use digital tools for managing computer images.
  • Be able to plan and process images apt for his design projects, at one basic level, limited by the availability of photographic and computer equipment.
  • Be able to plan and produce a digital image project using the computer.

Thematic content:
Unit I
     1. Digital images, bitmaps and vectors
     2. Digital tools
     3. Basic photographic corrections
 	
Unit II
     1. Working with selections
     2. Layers handling
     3. The use of masks
     4. Retouch and images repair
     5. Pen techniques
     6. Vectors masks, lines and forms
     7. Advanced layers techniques
     8. Special effects
	Hours
	64
	
	15

Unit III 　　1. Advanced correction and repair of images 　　2. Digital photo composition	**15**
Unit III 　　1. Correction and repair outpost of images 　　2. Digital Fotomontaje	**20**
Unit IV 　　1. Color digital systems 　　2. Production of digital images 　　3. Organization of images 　　4. Processing of images	**14**

Learning activities:

The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the student outside the classroom. Those carried out by students will be held in the following way:

1.Collaborative work in the classroom to analyze and debate over course content under instructor supervision.

2.Case methods to apply and assess the scope and limitations of the course content.

3.Cooperative work outside the classroom to analyze cases and problem solving.

4.Learning based on structured and non-structured problems in order for students to learn how to formulate problems based on the course content by generating solutions, working individually as well as in groups, after brainstorming.

5.Content presentation by the instructor, avoiding at all cost becoming a custom throughout the course

Learning based on application projects in groups in order for students to apply their knowledge in these projects

Criteria and procedures of evaluation:

Form	Instrument	Percentage
Interrogation and solution of problems (theoretical evaluation)		10%
Solution of Exercises		40%
Projects		50%
	TOTAL	**100%**

Bibliography

	Type	Title	Author	Editorial	Year

1	Text	Adobe Photoshop CS2 Classroom in a Book	Adobe Creative Team	Adobe Press	2004
2	Reference	Adobe Photoshop Restoration & Retouching (3rd Edition)	Katrin Eismann	New Riders Press; 3 edition	2006
3	Reference				2001

Course Name: ILLUSTRATION	Course Code DG418
Location in the curricular map: **Fifth Semestre**	

Course Description: In this course the student will develop and experience the methods and techniques necessary to create illustrated images. The course is defined as a practical subject of manual and digital techniques to obtain appropriate effects for different applications within visual communication and advertising. .

General learning outcomes: To develop a satisfactory creative skill and applied techniques. To learn the fundamentals of illustration. The student will examine drawing and painting techniques that make an enrichment posible of the expressive and visual sensibility in the digital illustration field. At the conclusión of this course, the student will understand and explain the illustration techniques, in addition, he will be familiarizad with visual elements which allow creativity when using technology applied to graphic design.

Thematic content

Unit 1. - Illustration.
    1.1. - Definition of Illustration.
    1.2- Function Illustration.
    1.3. – Illustration techniques.
    1.4. - Drawing and painting from the artistic to the electronic.
    1.5. - Cybergraphic: the electronic-digital language in the illustration field.
	Hours
	
	6

1.6. - Introduction to digital illustration.	

Unit 2. - Development of traditional and digital illustration.
    2.1. - Descriptive Illustration
    2.2. - Publishing Illustration.
    2.3. - Advertising Illustration.
    2.4. - Informative Illustration.
    2.5. - Technical Illustration.
    2.6. - Didactic Illustration.
    2.7. – Develop practical themes:
    The illustrated book, the fairytale, magazine, digital book…
    the poster. Comic. Humoristic. Cartoons. Newspaper Illustration
    Fantastic illustration.
    Creation and edition of the Illustration of CD of Audio
	10

Unit 3. - Technical shared in traditional and digital illustration.
    3.1. - Graphite.
    3.2. - Ink.
    3.3- Watered down
    3.4. - Watercolors
    3.5. - Gouache.
    3.6. - Acrylic
    3.7.- Oils.
    3.8. – Different ways to combine with Prism color, Markers, Pie
    techniques.
	12

Unit 4. - Digital Surroundings.
    4.1. - Manipulation and artistic modification of bidimensional
    images using the appropriate software.
    4.2. - Definition of field work .
    4.3. - Total or partial visualization of layers.
    4.4. - Mixed digital Illustration (vectorial and bitmap).
    4.5. - Illustrated of a BITMAP going through a gray scale to a
    CMYK.
	10

5-   Tools for direct illustration on a white page.
    5.1. - Brushes.
    5.2. - Pencils.
    5.3. - Aerograph
    5.4. - Erasers
    5.5. - Special Brushes.
    5.6. - Vectors and direct outline on a white page, image or
    scanned previous drawing.
    5.7. – Vecotors in 3D and manipulation and effects for
    illustration.
    5.8. - Graphic WACOM table.
    5.9. - Digital Brushes and techniques.
	12

5.10. – Simulation of traditional means: humid, traditional dry and digital opaque.
5.11. - Textures in objects and means for drawing, textures and backgrounds
 	
Unit 6. - The experimentation as foundation for illustration.
    6.1. - Scanography
    6.2. – Managing filters
    6.3. - Digital Collage.
    6.4. – Computer graphics.
 	
Unit 7. - The job market for the illustrator
    7.1. - Areas of the illustrator within the job market.
    7.2. - Presentation of a professional illustration project.
    7.3. – Estimate of an illustration project.
	8
	
	6

Learning activities:

- Collective work in the classroom guided by the profesor.
- A series of research homeworks will be made to deepen and to reinforce the subjects seen in class.
- Guiding, revision, correction of the work done in class.
- Individual projects based on the subjects seen in class.
- Collective projects done as homeworks.
- Free and guided critical analysis
- The student will make a final project where he will apply the knowledge acquiring through this course and present a subject portfolio.
- The student will apply throughout the course the knowledge acquired, he will make different projects and he will have to comply with dates and times of presentation. This work will be done among students and the course instructor.
- In order to proceed with the evaluation, the student will present a written justification for the form and content used in his project.

Criteria and procedures of evaluation:
Attitude   10%
Work in class   20%
Homeworks   20%
Final project   50%
FINAL GRADE:
Average of the first two evaluations 40%
Advances of final project   10%
Final project   50%

Bibliography

	Type	Title	Author	Editorial	Year
1	Reference	The Painter´s Handbook	Mark David Gottsegen	Watson Guptill	2000 or later
2	Text	The Encyclopedia of Illustration Techniques	Slade, Catharine	Running Press	1997
3	Reference	Professional Photoshop CS2 Design and Creativity	Daniel Giordan	Paperbak	2006
4	Reference	Illustration	Zappaterra, Yolanda	MC Graw Hill	1999

Course Name **Corporate identity**	Course Code **DG419**

Location in the curricular map
Fifth semester

Course description
The course includes the fundamental concepts of a corporate identity. The students will learn to develop a research process, creation and development, as well as the evaluation of a corporative identity program. The course will provide the theoretical and practical knowledge necessary required to be successfull to execute and communicate the fundamental values of a company. The emphasis will be in the conception of the corporative identity as a global process that requires a solid image construction. This way, the student will be able to have a leadership vision that will make its development easier in the graphic design professional field directed to corporative positioning solutions.

Previous courses required for this course are: Research methodology, Introduction to Assisted Design by Computer and Signaling.

General learning ouotcomes:

To understand the field of corporative identity development.
To obtain the theoretical, practical and aesthetic knowledge for the implementation of a corporative identity program.
To develop the intellectual and creative capacities trequired to build a corporative identity.
To generate the capacity to conceptualize corporative strategies directed to communicate the values of a company.

Thematic content

	Hours
1. Definition of corporative identity	20
a. Differentiation between graphic identity and corporative identity	
b. Analysis of the company's products and services.	
c. Analysis of enterprise communications	
d. The central idea (mission and vision) of the company	
e. The symbol	
2. Study of the audience	12
a. Research of the external and internal audience of the company	
b. Structuring a corporative identity	
3. Development and application of the identity	32
a. Strategic research, analysis and recommendations	
b. Development of arhetorical proposal	
c. Sketching	
d. Elaboration of an identity graphic speech	
e. Design of the identity graphic applications	
f. Implementation	
g. Analysis of the identity	

Learning activities:

Activities in the classroom: theoretical classes presented by the proessor and the students, supported by audio-visual material and chalkboard. Short exercises and debates. Control of readings, supervision of extra class projects and presentation of such by the students. A field visit.

Activities extra-classes: Readings, exercises, research projects. 6 hrs/week

Criteria and procedures of evaluation

· Attitude, application and participation   10%
· Readings and presentations   30%
· Exercises and projects   60%

Bibliography

	Type	Title	Author	Editorial	Year
1	Book text	The new guide to Identity	OLINS, Wolff	The University Press, Cambridge	1995
2	Book text				

3	Book Reference	Stationery store and corporative identity	FOGES, Chris	McGraw Hill	1999
4	Book Reference	Redesign of the corporative image	FISHEL, Catherine	Gustavo Gili, Mexico	2000
5	Book Reference				
6	Book Reference				
7	Book Reference				

Course Name: Globalization and Economical Development	Course Code: EC400

Location in the curricular map: Fifth Semester

Course description:

In this course students will be introduced to Globalization, in its theoretical fundamentals, as well as in its essential conditions such as: economical growth, free international trade, short term capital movement, direct foreign investment, migration phenomena, communication technology development and its cultural effect, among others.

The student will judge the advantages and disadvantages of globalization and its diverse forms. As part of the learning activities, students will carry on **application projects** through field research, application of knowledge, problem identification, methodology development, creativity and problem solving. The topics to consider are the following:

- The importance of international capital flux for development (riches and severe crisis)
- Commercial liberalization (beneficial o crisis provoker?)
- Does globalization reduce real wages or does it provoke job loss?
- How to record international activities of merchandise, services and capital?
- Changes in technology are reflected in globalization.

- The capability of national economies to generate competitive advantages.

General learning objectives:
At the end of this course the student will be able to:
Know:
What is globalization? What is the role of comercial liberalization currently? What is sustainable development? How does technology development affect communication and what is its cultural effect? What is international free trade, and direct foreign investment? When do migration phenomena occur?
Understand:
What are the advantages and disadvantages of globalization? What are the key economic variables? How can a country reach a sustainable development? What is the role of cultural differences?
Apply your knowledge on globalization and sustainable development in the analysis of cases, discussions on economical politics and course project application.
Develop the students' capacity to work in teams in a responsible and organized way.

Thematic Content:	Hours
1. Globalization.	**10**
1.1. Globalization before the 20th century.	
1.2. Globalization during the 20th century.	
1.3Globalization in the 20th century.	
1.4. Defining globalization.	
1.5. Real and virtual globalization.	
2. Who regulates Globalization?	**11**
2.1. Regulating institutions in Free Trade	
2.2. The International Financial Fund system (FMI).	
2.3. The gold standard system.	
2.4. Foreign currencies.	
2.5. The payment balance.	
2.6. International investment (financial rules).	
2.7. International business barriers.	
2.8. Paretian activities.	
3. Economical growth and development.	**10**
3.1. Production possiblities.	
3.2. Classical theories of growth.	
3.3. Modern theories of growth.	
3.4. The Harrod-Domar model.	
3.5. The Solow model.	
3.6. The limits of growth.	
3.7. Concepts of economical convergence.	
3.8. The dependence theory.	

	10
4. Globalization and poverty. 4.1. Globalization and knowledge. 4.2. University and globalization. 4.3. The world of poverty. 4.4. The underdevelopment visciuos circle.	
5. Cultural globalization. 5.1. Culture and development 5.2. Tourist globalization 5.3. Globalization and its effects in migration activities. 5.4. Demography and development. 5.5. The effects on globalization on the role of women and children's rights in traditional societies. 5.5 The role of the U.S in globalization.	10
6. Globalization: Growth and development (study cases). 6.1 Savings, productivity and structured growth. Case of Study: Singapore 6.2. Gradual transition from a planned economy. Case of Study: China 6.3. Import substitution. Case of Study: India 6.4 Chile's economical miracle and its politic dependance in transnational companies. Case of Study: Chile 6.5 A new American century? Iraq and the hidden war between the dollar and the euro. Case of Study. 6.4. About the origin, use and content of "sustainable". Case of Study. 6.5 Social movements in the globalization era. Case of Study. 6.6 Globalization, empire or imperialism? A contemporary debate. Case of Study. 6.7 "The Argentinean political crisis in a globalized context and one of its consequences: urban poverty" Case of Study. 6.8 "Political economy of globalization politics" Case of Study.	13

Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out

individually by the students outside the classroom. Those carried out by the students will be held in the following way:

1. Collaborative work inside the classroom to analyze and debate over the contents directed by the instructor.

2. Case methods to apply and evaluate the scope and limitations of the course contents.

3. Cooperative work outside the classroom to analyze cases and problem solution.

4. Learning based on structured and non-structured problems so the students learn to formulate problems and apply the course contents by generating solutions, working individually as well as in teams, starting from brainstorming.

5. Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.

6. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Criteria and procedures of evaluation:
Students' performance throughout the course will be based on the following criteria:

- (7) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.
- (8) The commitment, honesty, seriousness, responsibility, quality, participation and creativity manifested when executing all learning activities developed throughout the course.
- (9) The ability and dexterity manifested to solve specific problems throughout the course.

Considering the criteria beformentioned, an assessment form is proposed:

Form	Instrument	Percentage
Problem questioning and solution	Individual and team tasks, such as questionnaires, essays, summaries, structured problems to solve and bibliographic or internet research.	35%
Problem solving	Individual objective tests: part exams and one final exam.	45%
Product request	Application, documental or field research project and a team report of the project.	20%
	TOTAL	**100%**

Bibliography

	Type	Title	Author	Editorial	Year
1	Text	Globalization: A Very Short Introduction (Very Short Introductions)	Manfreb B. Steger	Oxford University Press	2003
2	Reference	Globalization & Growth: Case Studies in National Economic Strategies	Richard H. K. Vietor	South-Western College/West	2004
3	Reference	International Economics: Theory & Policy	Paul Krugman y Maurice Obstfeld	Addison-Wesley	1998

Course Name	Course Code
Image of Mark	DG420

Location in the curricular map
Sixth Semester

Course description
The course presents the fundamental aspects for the understanding of the concept denominated *branding*. The students will acquire theoretical and practical knowledge around the strategies that are used to build a brand image. During this course the main concepts of 'branding' will be studied as an essential tool in the development of an organization. Emphasis will be done in the aspects of graphic communication to determine the successful creation of a brand. This way, the student will be able to develop a project of brand image, that would include different stages, from the advertising strategy to the creative application of graphic materials. This will enhance his leadership as a professional in his fied and able to contribute to strategic solutions. As requirements to take this course, the student must have a domain of the theoretical and practical concepts studied in the Corporative Identity course.

General learning outcomes:
To identify *branding* as a unique concept that implies a complex domain of graphic communication. To obtain the theoretical and practical knowledge for the implementation of strategies for creation of brand image. To understand *branding* as a research process of the human emotions of a society, with the intentional focus to the generation of image. To develop the ability to discuss speeches that will persuade the final consumer through graphic applications.

Thematic content

UNIT I. – From graphic identity to brand image	18 hours
1.1. - Differentiation between graphic identity and brand image.	
1.2. - The power of brands	
1.3. - The creation of life styles	
1.4.- *Emotional Branding*	
1.5.- *Cultural Branding*	
1.6. – *Mythological Branding*	
UNIT II. - The process of building a brand	22 hours
2.1. - Research and analysis	
2.2. – Building a brand strategy	

UNIT III. - Design of graphic communication	24 hours
3.1. - Rhetorical Proposal 3.2. - Sketching 3.3. - Elaboration of the graphic speech for a brand 3.4. - Design of the personality for a brand 3.5. - Design of the graphic applications of a brand 3.6. – Brand analysis 3.7. - Focus group	

Learning activities

Activities in the classroom: Theoretical presentations by the professor and the students, supported with audio-visual material and the chalkboard. Short exercises and debates. Control of readings, supervision of projects extra class and presentation of such by the students. A field visit.

Activities extra-class: Readings, exercises, research, projects. 6 hrs/week

Criteria and procedures of evaluation

· Attitude, application and participation   10%
· Readings and presentations   30%
· Exercises and projects   60%

Bibliography

	Type	Title	Author	Editorial	Year
1	Book text	Citizen Brand	GOBÉ, Marc	Alworth Press	2003
2	Book text	Emotional Branding	GOBÉ, Marc	Alworth Press	2001
3	Book Reference	Advertising & Promotion	BELCH, George and BELCH, Michael.	McGraw Hill	2000
4	Book Reference	How brands become icons	HOLT, Douglas	Harvard University Press	2004
5	Book Reference	The origin of brands	RIES, Laura	Activa company	1999
6	Book Reference	The new guide to identity	OLINS, Wolff	Cambridge University Press	1995
7	Book Reference	Designing Brand Identity	WHEELER, Flavors	Wiley	2001

Course Name: PRINTING SYSTEMS	Course Code DG421

Location in the curricular map:
Sixth Semester

Course description:
The student will know the process that once follows the approval of a design, which happens after the final prototype: pre-printing, and printing. He will know the different printing systems available in the market. Parallelly to the theoretical content of this course, the student will do practices at the silk-screen process workshop.

General learning outcomes
- To understand printing requirements, to develop an original for printing.
- To know the most common printing materials and processes.
- To develop a personal conscience of the importance to follow-up a methodology throughout the production process.
- To understand what are the possibilities that the regional market offers: clients and suppliers.
- To know the most common way of silk-screen process.

Thematic content:

	Hours
Unit 1 Methodology of production Introduction to the production process. Basic concepts: Films, Positive, negative Screens Lines Dot density Halftone Continuous tone Dual tone Polycrom Panton Photography Illustration Managing colors.	14 hrs.
Unit 2 Digital original for printing: Definition Characteristics Resolution Managing colors Delivery of the required material Prepress control sheets CTP. From computer to metal sheet Formation Imposition	14 hrs.

Printing and internet **Unit 3** Printing systems: Silk screen (workshop) Engraving Typography or Letterpress Offset Flexography Rotogravure Digital Offset Vynil labeling	16 hrs.
Unit 4 Finishing: UV varnish Polyester Engraving Thermoengraving Hotstamping Binding	10 hrs.
Unit 5 Materials Paper: Qualities Characteristics Weight Caliber Measures Considerations to take when printing Other materials Inks	10 hrs.

Learning activities:
Research done by the students
Round tables
Visits to printing companies
Individual presentations
Team presentations
Interviews

Criteria and procedures of evaluation
First evaluation:
Examination 1: 60%
Presentations, homeworks and participation: 40%
Second evaluation:
Examination 2: 60%
Presentations, homeworks and participation: 40%
Final grade:
First evaluation 20%

Second evaluation 20%
Final Project   40%

Bibliography

	Type	Title	Author	Editorial	Year
1		Designers Prepress companion	Jessica Berlin, Christina Kim, Jennifer Talcott	NAPL	2002
2		Designers Printing companion	Jessica Berlin, Christina Kim, Jennifer Talcott	NAPL	2003
3		Getting it printed	Mark Beach Erik Kenly	North Light Books	1998
5	DVDs 1 2 3 4 5	IPA WEBINAR Introduction to Color Management. Color Fundamentals Scanner, double bed and monitor profiling Printer, press proffers profiling Putting it all to together. Practical color	Abhay Sharma	The association of graphic solutions providers	2006

Course name: EDITORIAL DESIGN	**Course Code**: DG422

Location in the curricular map: Sixth Semester

Course description:
The student will acquire theoretical-methodologic background in the field of editorial design using the knowledge acquired in previous subjects such as: typography and graphic design that will qualify him to identify and create editorial materials.

General learning outcomes:
To understand the theoretical and technical requirements of design.
To become aware of the importance of having a methodology throughout the process of editorial design.
To understand the common way in the use of specialized software as a tool in editorial design.
To know the differences and necessities of design for different applications that exist within the editorial design: books, magazines, newspapers, etc.

Thematic content:

Unit I. - ELEMENTS OF THE EDITORIALDESIGN.
1. - Definition of editorial design.
1.2. - Basic Concepts:
1.2.1. - Structure:
   - Graticules and styles
   - Margins
   - Typesetter spot
1.3. – Editorial design elements
1.4. - Use of the typesetter spot
1.5. - Sections and parts of a publication
   - Outer elements, cover and back cover
   - Inner elements
	10 hrs.

Unit II. - BOOK DESIGN. 2.1. - Methodology 2.2. – Style handbooks 2.3. – Books design 2.4. – Application project.	**10 hrs.**
Unit III. - SOFTWARE FOR EDITORIAL DESIGN. 3.1. - Alternative of digital programs for editorial design. 3.2. – Program tools. 3.3. – Application project.	**14 hrs.**
Unit IV. – MAGAZINES DESIGN 4.1. - Methodology 4.2. – Style handbooks 4.3. - Design of magazines 4.4. – Application project	**10hrs.**
Unit V. - NEWSPAPER DESIGN 5.1. - Methodology 5.2. – Style handbooks 5.3. - Design of magazines 5.4. – Application project	**20hrs.**

Learning activities: Research done by the students Team presentations Editorial design projects
Criteria and procedures of evaluation First evaluation: Examination 30% Exhibitions, homeworks and participation: 30%

Project: 40%
Second evaluation:
Projects: 100%
Final grade:
First evaluación   30%
Second evaluación 30%
Final project   40%

Bibliography

	Type	Title	Author	Editorial	Year
1	Text	Handbook of publishing design	Good, Jorge		
2	Reference	*System of graticules*	Josef Müller Brockman	G. Gilli	1988
3	Reference	*The creation of graphic sketches*	Alan Swann	G. Gilli	1990
4	Reference	*Graphic communication*	Arthur T. Tumbull, Russell N. Baird	Trillas	1999

Course Name: **Package, Label and Display**	Course Code **DG423**

Location in the curricular map: Sixth Semester

Course description:
The student will know the history, the existing materials in the market, specific language, printing processes and special considerations to take in the designs for packages, packing, labels and displays.

General learning outcomes:
The student will understand the functions of the package, packing, labels and display.
He will know the variety and basic characteristics of the different materials existing in the market.
He will review the printing processes and will understand its compatibility with different materials.
He will know the printing process to use in package, packing, for labels and display.
He will apply a methodology throughout the design process , always taking in account the production process.
He will understand the most common possibilities that the regional market offers: clients and suppliers.
He will develop projects based on real problems.

Thematic content:

	Hours
Unit I. - The package.	16 hours
1.1. - Definition	
1.2. - History	
1.3. - Function	
1.4. - Marketing research and consumption	
1.5. - General Considerations of graphic design	
1.6. - General Considerations of industrial design	
Unit II. - Materials:	20 hours
2.1. - Glass	
Basic history, characteristics, manufacturin process, applications, advantages and disadvantages.	
2.2. - Paper and cardboard	
Basic history, characteristics, manufacturing process, applications, advantages and disadvantages.	
2.3. - Metal	
Basic history, characteristics, manufacturing process, applications, advantages and disadvantages.	
2.4. - Terta Pak®	
Basic history, characteristics, manufacturing process, applications, advantages and disadvantages.	
2.5. - Plastic	
Basic history, characteristics, manufacturing process, applications, advantages and disadvantages.	
2.6. - Labels	
Basic characteristics, applications, advantages and disadvantages.	
2.7. - Laminations and coverings	
Basic characteristics, applications, advantages and disadvantages.	
Unit III. – Printing processes for packages, packing, labels and displays:	18 hours
3.1. - Typography	
3.2. - Flexography	
3.3. – Silk screen	
3.4. - Offset	
3.5. - Rotogravure	
3.6. - Engraving	
3.7. - Digital Impression	
	10 hours
Unit IV. - Safety in packages and packing:	
4.1. – Types of closing	
4.2. - Function	
4.3. - Characteristic	
4.4. - Material.	

Learning activities:
Field research
Visits to companies displaying problematic of packing.
Development of projects to solve real necessities of these companies.
Application of the knowledge in design projects
Readings and tests

Individual presentation
Team presentation
Work on sketching at class

Criteria and procedures of evaluation:
First evaluation:
Examination: 40%
Team presentation: 40%
Work in class: 20%
Second evaluation:
Work in class: 40%
Design project: 60%
Final grade:
First evaluation: 25%
Second evaluation: 25%
Design Project   50%

Bibliography

	Type	Title	Author	Editorial	Year
1	Text	The world of the package, handbook for design and production of packages and packing	Maria Dolores the Vidals	Gustavo Gili	2003
2	Reference	Total The package	Thomas Hine	Back Bay Paperback	1995
3	Reference	Packaging prototypes 3 thinking green	Edward Denison and Guang Yu Ren	Broken Vision	2001
4	Reference	The packaging to designer' s Book of Patterns	Lazlo Roth and Goerge L. Wybenga	John Wiley and Sons	2000
5	Reference	Packaging. Packages and their developments.	Richard Cawthray Edward Denison	Mc.Graw Hill	1999
6	Reference	www.envapack.com			

Course Name:	Course Code
Man and Environment	HU400

Location in the curricular map: Sixth semester

Course description:
This course is focused on the reflection of how men are related to their natural environment and it analyzes the changes in the environment as a result of men's activities. Students are expected to look for and develop mechanisms to improve these changes, perceive the planet's self regulatory capacity and value themselves as capable of modifying the environment in different directions. The fundamental values to promote are: observation, tolerance, communication and respect for those who are different from us.

General learning outcomes:
At the end of this course the student is expected to:
Know the impact that the human being has on the environment with the dominating development and **apply** an environmental-educational proposal that will improve the relation man-society-nature in a specific time.
Design alternate development models to value and achieve an adequate social sustainability towards natural spaces.
Build a commitment formula that reflects a personal and professional responsibility when transforming the environment.
Develop a serious and profound review of the context and establish priorities freely as an individual that is part of a society, always pursuing the well being of others in order to get closer to society and the environment.

Thematic Content:	Hours
Unit 1 Getting close with regional environment	20
1 Natural landscaping	
▪ The region's ecosystems	
▪ The value of the regional ecosystems	
2 Transforming landscapes	
▪ The city's first decades	
▪ Expansion and development	
▪ Current situation	
3 Environmental crisis	
▪ Population growth	
▪ Economical diversity and environment	
▪ Environmental impact	
4 Solutions to the environmental crisis	
▪ Protected Natural Areas (PNA)	
Unit 2 Serious Environmental Problems of Modern Life	
1 Historical appropriation of natural spaces	
▪ Upper Paleolithic	28
▪ The Neolithic and the beginning of the environmental crisis	

- The message of Chief Seattle - Entering modern life 2 Modern Life's Environmental Crisis - Human Population - Human Consumption - The Loss of Bio-diversity - Climatic Demonstrations 3 Habitability - Characteristics - Cases of habitable cities **Unit 3 Environmental Education for Sustainable Development** 1 Environmental education - International encounters - Characteristics of environmental education - Environmental projects 2 Sustainable Development - Focus on sustainability: economical, ecological and social-political - The role of the government - The case of a sustainable culture: the Mayas 3 Environmental Values	16

Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the students outside the classroom. Those carried out by the students will be held in the following way:

1. Collaborative work inside the classroom to analyze and debate over the contents directed by the instructor.

2. Case methods to apply and evaluate the scope and limitations of the course contents.

3. Cooperative work outside the classroom to analyze cases and problem solution.

4. Learning based on structured and non-structured problems so the students learn to formulate problems and apply the course contents by generating solutions, working individually as well as in teams, starting from brainstorming.

5. Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.

6. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Criteria and procedures of evaluation:
Students' performance throughout the course will be based on the following criteria:

(7) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.
(8) The commitment, honesty, seriousness, responsibility, quality, participation and creativity manifested when executing all learning activities developed throughout the course.
(9) The ability and dexterity manifested to solve specific problems throughout the course.

Considering the criteria before mentioned, an assessment form is proposed:

Form	Instrument	Percenta
Problem questioning and solution	Individual and team tasks, such as questionnaires, essays, summaries, structured problems to solve and bibliographic or internet research.	35%
Problem solving	Individual objective tests: part exams and one final exam.	45%
Product request	Application, documental or field research project and a team report of the project.	20%
	TOTAL	**100%**

Bibliography

	Type	Title	Author	Editorial	Year
1	Text 1	Environmental Sciences. Ecology and Sustainable Development	Bernard Nebel, Richard Wright	Pearson Prentice Hall	1999
2	Text 2	Environmental Science and Sustainable Development	Ernesto Enkerlin	Thomson	1997
3	Text 3	Environmental Science Preserving Herat	G. Tyler Miller	Thomson	2002
4	Referente	Ecology and Environment	G. Tyler Miller	Iberoamericana	1994

Course Name:	Course Code:
The Human Being, History, and Society	HU401

Location in the curricular map: Seventh Semester

Course description:
Develop in students an recognition of the Human Being as a being that participates in history and society; in history in different eras and spaces and with diverse cultural traits to understand the collective experience that precedes us; and in society where it is placed as a social subject in search of evaluating some contemporary social manifestations and its predictable future consequences, all this with the idea that the student can reflect on this and help locate themselves in reality in order to become responsible for their future.

General Learning Outcomes:
At the end of this course the student is expected to:

Apply mechanisms that will allow identification and reconstruction of vision about mankind and contemporary and future society through study and reflection of diverse sociological thinking.

Design a system to identify the most outstanding traits of historical development in a micro and macro environment.

Build: social analysis procedures with more elements than current employees, in order to allow participation in social planning procedures.

Elaborate an essay where specific time periods are recognized, fundamentally identifying the role of human beings in history

Build a serious and profound critique of the context, freely establishing priorities as an individual and as part of a society, always in favor of a common good.

Operate in the performance of their profession, a more intimate closeness with society.

Elaborate an outline that demonstrates the importance of historical knowledge for their Being and what to do as a social subject.
Apply a strategy that allows them to know and understand the difference and similarities of diverse cultures, in order to perform positively, locally, regionally, and in any other part of the world.

Elaborate a community intervention Project that will be defined by the instructor	

Thematic Content::	Hours
Unit 1 Society, Humanism, and School.	14
1.1 Exploration of the concept of Society.	
1.2 The bases that make it tangible.	
1.3 The specialty and temporality of the concept.	
1.4 Basic categories for its analysis.	
1.5 Mankind in Society	
1.6 Humanism, Society, School.	
1.7 Humanism concept	
1.8 The role of individual education and humanism.	
1.9 Humanized society vs. Dehumanized society.	
1.10 Socially accepted values and humanism.	
1.11 Humanism and university	
1.12 Cases and application problems	
Unit 2 Human Being and History	14
2,1 Why History?	
2.2 Immediate history and the 90's decade	
2.3 40's and 50's decade and the postwar.	
2.4 Convulsions in the beginning of the 20th century.	
2.5 19th century life and development	
2.6 From modernism to the contemporary.	
2.7 Cases and application problems	
Unit 3 Contemporary paradigms: the visions of today's actors. Los	14
3.1 Today's actors	
3.1.1 Alvin Toffler and his theory of change	
3.1.2 Carlos Fuentes and the internationalization of cultures through a inclusive progress.	
3.1.3 Erich Fromm: Where are we and where are we going?	
3.1.4 Perry Anderson and his postmarxism view.	
3.1.5 Paulo Freyre and his vision of Latin-American thinking.	
3.1.6 Francis Fukuyama and confidence as a central value.	
3.2 The crisis of the everyday	
3.2.1 Major problems vs. notable topics.	
3.2.2 Basic forms of reality knowledge.	
3.2.3 The role of velocities of time.	
3.2.4 The social role of a company	
3.2.5 Education as a central element in society.	
3.3 Cases and applications study.	
	14
Unit 4 Contemporary society as a trampoline for a future society.	
4.1 Regional social manifestations.	
4.2 The role of hope in the dreams of mankind.	
4.3 Social responsibility of mankind and youth.	
4.4 Social values that should remain.	
4.5 Intervention projects with the purpose of returning to a more just	

society. 4.6 Cases and applications study. **Unit 5 Social Intervention project in the community.** 5.1 Project definition and justification. 5.2 Project planning. 5.3 Project implementation. 5.4 Project assessment.	**8**

Learning Activities:

The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the student outside the classroom. Those carried out by students will be held in the following way:

1. Collaborative work in the classroom to analyze and debate over course content under instructor supervision.

2. Case methods to apply and assess the scope and limitations of the course content.

3. Cooperative work outside the classroom to analyze cases and problem solving.

4. Learning based on structured and non-structured problems in order for students to learn formulate problems and the course content by generating solutions, working individually as well as in groups, after brainstorming.

5. Content presentation by the instructor, avoiding at all cost its becoming a custom throughout the course

Learning based on application projects in groups in order for students to apply their knowledge in these projects

Criteria and procedures of evaluation:

Students' performance throughout the course will be based on the following criteria:

1. The manifested willingness and cooperation with concrete actions to achieve the learning objectives of each unit of the course's general objective.

2. The manifested commitment, honesty, seriousness, responsibility, quality, participation, and creativity when executing all learning activities developed throughout the course.

3. The manifested ability and dexterity to solve specific problems throughout the course.

Considering the criteria mentioned above, the following assessment form is proposed:

Form	Instrument	Percentage
Interrogation and problem solving.	Individual and group assignments, in the form of questionnaires, essays, structured problems to solve biographical or internet research	35%
Problem solving	Individual objective tests: partial and final exam.	45%
Product Request	Application, documental or field research project and individual or group report of the project.	20%

Bibliography:

	Type	Title	Author	Editorial	Year
1	Reference	Esbozo de Historia de México	Juan Brom	Grijalva	1996
2	Reference	Esbozo de Historia Universal	Juan Brom	Grijalvo	1990
3	Reference	Introducción a la sociología	Peter Berger	Limusa	1996
4	Reference	Valores en la Educación	Pedro Ortega, Ramón Mínguez	Ariel	2001
5	Reference	Historia Mínima de México	Daniel Cossío Villegas	El Colegio de México	1994
6	Reference	Anatomía del Mexicano	Roger Bartra	Plaza Janés	2002

Course Name: Advertising	Course Code: PU400
Location in the curricular map: Seventh Semester	

Course description:
To develop in the students a solid understanding of the advertising functions that will enable them to carry out an advertising campaign starting from a marketing situation of a product or service offered by an organization or identified sponsor.

General learning outcomes:
At the conclusion of this course it is expected that the student will:
Know and apply the different systems used to determine the necessities and desires of the targeted consumer.

Design a system for research that allows him to determine the mass media moe convenient for a determined advertising campaign.

Build: solutions to problems of market segmentation, strategy of brand positioning in the mind of the consumer.
Elaborate an advertising plan , including the media plan.
Apply techniques that allow him to prepare and to manage a promotional budget.

Select a local, nearby client and defines the objectives of an advertising campaign. To make a campaign proposal – that will evaluate the client objectives, describes the market, the product, the target market, develops advertising strategy, develops the commercials: TV with storyboard, radio, flyers, newspapers. Formulate a media plan and budget, scheduling and calendar. Use benchmarking to evaluate the advertising campaign.

Thematic content:	Hours
Unit 1. The dimensions of Advertising. 1.1 The concept of promotion and advertising. Meaning. 1.2 From the process of human communication to advertising. 1.3 Functions of advertising. 1.4 Ethical, economic, social and legal aspects of advertising. 1.5 Mexican legal ordenance for advertising. 1.6 The Advocate Office for the Defense of the Consumer, the Law of Health and advertising. 1.7 Application cases	10
Unit 2. The advertising range 2.1 The advertising industry 2.2 The advertising agency. 2,3 Organization of an advertising agency or department. 2.4 Functions of advertising account executive. 2.5 The creative department in an advertising agency 2.6 The media department in an advertising agency. 2.7 World-wide advertising agency, in Mexico and locally. 2.8 Application cases .	10
Unit 3. Advertising Planning. 3,1 Exchanges, perception and satisfaction. 3,2 Market segmentation and advertising. 3.3 Advertising and its relation with the product, place and price. 3,4 Brand advertising and communication. 3,5 Application cases	8
Unit 4 Advertising Planning 4.1 The Marketing plan 4,2 Integral marketing communication 4.3 The advertising Plan 4,4 Planning of the media strategy 4.5 The Media Plan.	12

4,6 Elaboration of advertising budget . 4,7 Application cases **Unit 5 Creative Strategy and Creative Process** 5,1 Content of a great advertising 5,2 Formulation of the advertising strategy. 5.3 The creative process. 5,4 Creative execution, the art and the advertising text 5,5 Practices	**12**
Unit 6 Advertising Production 6,1 Managing the production process of advertising 6.2 The production process of print advertising 6.3 The production process of electronic advertising 6,4 Practices	**12**

Learning activities:

Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the students outside the classroom. Those carried out by the students will be held in the following way:

1.Collaborative work inside the classroom to analyze and debate over the contents directed by the instructor.

2.Case methods to apply and evaluate the scope and limitations of the course contents.

3.Cooperative work outside the classroom to analyze cases and problem solution.

4.Learning based on structured and non-structured problems so the students learn to formulate problems and apply the course contents by generating solutions, working individually as well as in teams, starting from brainstorming.

5.Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.

6.Learning based on application projects in teams, for the students to apply their knowledge in projects of their own interest.

Criteria and procedures of evaluation:
The performance of the students throughout the course will be based on the following criteria
1. The availability and cooperation showed with concrete actions, to obtain the learning outcomes of each unit included in this course.
2. The commitment, the honesty, seriousness, the responsibility, the quality, the participation and creativity displayed in the execution of all the learning activities developed during this course.
3. The ability and skill showed for problem solving throughout this course.

Taking into account the criteria previously mentioned, the following will be the evaluation procedure:

Form	Instrument	Percentage
Interrogation and problem solving.	Individual and group assignments, in the form of questionnaires, essays, structured problems to solve biographical or internet research	35%
Problem solving	Individual objective tests: partial and final exam.	45%
Product Request	Application, documental or field research project and individual or group report of the project.	20%

Bibliography

	Type	Title	Author	Editorial	Year
1	Text 1	Advertising	Maria Townsley	Thomson	2004
2	Text 2	Advertising and integral brand communication	Thomas C.O' Guinn, Chris T. Allen	Thomson	2006
3	Text 3	Advertising	Ricardo Fernandez Valiñas, Rodolfo Urndiain Farcug	Thomson	2004

Course name	Course Code
Digital Pre-printing	DG424

Location in the curricular map
Seventh Semester

Course Description
This course presents the fundamental aspects for the understanding of digital pre-printing. The students will acquire theoretical and practical knowledge useful for problem solving. During this course, they will learn the importance of color accuracy, to prepare projects where they will define the adequate printing system and to create a work flow pattern.

General learning outcomes:
To develop the ability to communicate with the printing shops
To learn the theoretical concepts and apply them to quality projects.

Thematic content

	Hours

1. Introduction
   a. Why pre-printing?
   b. Work flow
   c. Color
   d. *Images*
   e. *Typographies*
   f. *Graphics*
	16

2. Printing	30
a. Color calibration	
b. PostScript	
c. The use of software for originals production	
d. Working with color	
e. Color guide	
f. Working with images	
g. PDF work flow	
3. Finishing	18
a. Types of paper	
b. Varnish	
c. Stamp in a die	
d. Cutting and shapping	
e. Foil stamping application	

Learning activities

Activities in the classroom: theoretical classes by the professor, supported with audio-visual material and chalkboard. Exercises. control of readings, supervision extra class projects and presentation by the students. A field visit.

Extra-class activities: readings, exercises, research, projects. 6 hrs/week

Criteria and procedures of evaluation

• Attitude, application and participation   10%
• Readings and presentations   10%
• Exercises and projects   80%

Bibliography

	Type	Title	Author	Editorial	Year
1	Book Reference	Graphic Designer Production Handbook	Norman Sanders William Bevington	Editions G. Gili, S.A. of C.V.	1992
2	Book Reference	Essentials of Digital Photography	Akira Kasai Russell Sparkman	New Riders	1997
3	Book Reference	Packaging	Richard Cawthray Edward Denison	McGraw Hill	1999

4	Book Reference	To different breed the designers guide to foil stamping and embossing	Foil Stamping & Embossing Association	Foil Stamping & Embossing Association	2004
5	Book Refrence	Color management with Mac OS X Tiger	Apple Computers	Apple Computers	2005

Course Name	Course Code
Design by Internet	DG425

Location in the curricular map
Seventh Semester

Course description
This course displays the Internet as the way to graphically communicate concepts through design and construction of websites. During this course some schematic technologies will be introduced, the technique to build a website, optimizing this knowledge and applying it in different types of cumputers and the application of graphic design in this new tool. It is requered for all the students, previoulsy to taking this course, to have the domain of the production of digital images and the use of a computer as a graphic design tool.

General learning outcomes:
To identify to Internet as a tool with special characteristics useful and applicable to different forms of graphic expression. To acquire theoretical and practical knowledge for the implementation and development of websites in Internet. To understand the basic function of technologies that will allow the functioning of Internet. To develop the basic ability to design and build websites

Thematic content

	Hours

4. Unit I – Internet
 	
   a) History of Internet
 	
   b) What is Internet
 	
   c) Hypertext
	Hours
	8

5. Unit II - How the Internet works
 	
   a) Pages servers
 	
   b) Navigators
 	
   c) Websites categories
	Hours
	8

6. Unit III – HTML
 	
   a) Document structure
 	
   b) Labels
 	
   c) Links
 	
   d) Tables
 	
   e) Internet typography
 	
   f) Style sheets
	Hours
	24

7. Unit IV - Process of web site design
 	
   a) Project definition
 	
   b) Structure development
 	
   c) Visual design and Tests
 	
   d) Production
 	
   e) Launching
	Hours
	24

Learning activities

Activities in the classroom:

Theoretical presentations by the professor and the students, supported with audio-visual material and chalkboard. Short exercises and debates. Control of readings, supervision of extra-class projects class and presentations by the students.

Practical workshop.

Extra-class activities: Readings, exercises, research, projects. 6 hrs/week

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Criteria and procedures of evaluation

• Attitude, application and participation   10%
• Readings and exhibitions   30%
• Exercises and projects   60%

Bibliography

Musciano, Chuck
HTML the complete guide
McGraw Hill
ISBN: 970-10-2141-X

Harris, Stuart
Official HTML publishing for Netscape
Netscape press
ISBN: 1-56604-288-7

Siegel, David
Creating to killer Web sites (Second edition)
Hayden Books
ISBN: 1-56830-433-1

Pérez, César
Administración de sitios y páginas Web con Macromedia Dreamweaver MX
Alfaomega
ISBN: 970-15-0873-4

Goto, Kelly
Web ReDesign: Workflow that works
New Riders
ISBN: 0-7357-1062-7

Kahn, Paul
Mapas de webs
McGraw Hill
ISBN: 970-40-3353-1

Killian, Crawford
Escribir para la web
Ediciones Deusto S.A.
ISBN: 84-234-1780-8

Links:

Maricopa center for learning & instruction
Writing HTML a tutorial for creating web pages
http://www.mcli.dist.maricopa.edu/tut/lessons.html

Goto, Kelly
Website production management techniques
http://www.macromedia.com/resources/techniques/

A list apart
http://www.alistapart.com/

Guillespie, Gil
Web page design for designers – Reference Menu
http://www.wpdfd.com/reference.htm

Nielsen, Jakob
Alertbox: Jakob Nielsen's Column on Web Usability
http://www.useit.com/alertbox/

Course Name	Course Code
Audio-visual media	DG426

Location in the curricular map
Seventh Semester

Characteristics of the course

This course presents the fundamental aspects for the understanding and practice of audio-visual product design . Through this course, the students will acquire the knowledge necessary to develop communication strategies with sound and movement images.

The course will provide concepts that will allow the students to apply their previous knowledge in the design of mass media based on sequential images, such as television, cinema and interactive kiosks. Emphasis will be made on graphic communication aspects that successful will support the creation of an audiographic media product.

The intention is that the student develops a project with images and sound in all the stages of production, from the design of the literary script, to its post-production.

CETYS commitment is to generate graphic design professionals that will enhance the development of the region through the production of high quality audio-visual products.

Requirements for all the students, previously to taking this course, is the domain of photography theorical and practical concepts.

General learning outcomes:
1. To provide theoretical, practical and communicational knowledge necessary for the implementation of an audiographic project.
2. To provide the necessary concepts for the production of an audio-visual script.
3. To encourage the composition of images in movement.
4. To provide the knowledge and practice for the edition and the audio-visual post-production.

Thematic content

8. **Introduction to the audio-visual language**	Hours 10
g. Principles of the audio-visual narrative h. The premise as conceptual axis i. Managing of the audio-visual time j. Th characters and their interaction	

9. Elaboration of the audio-visual script	10
h. managing resources and audiographic trade shows	
i. Perception theories: realist and semiotic	
j. Psychology of the characters	
k. The fundamental role of sound in the narrative	
l. Paradigm of Syd Field	
10. Audio-visual production	24
f. Locations and camera movements	
g. Layout fragmentation, scenes and sequences	
m. Soun environment design	
h. Managing of lighting	
11. Elaboration of the technical script	10
a. S*toryboards design*	
b. Camera positioning templates	
c. Post-production notes	
12. Audio-visual Post-producción	10
a. Fundamentals of edition	
b. Transitions and titles design	
c. Distribution in digital media and audio-visual supports	

Learning activities

Activities in the classroom: theoretical classes by the professor and the students supported with audio-visual material and chalkboard. Short exercises and debates. Control of readings, extra-class supervision of projects and presentations by the students.

Extra-class activities: Readings, exercises, research, projects. 6 hrs/week.

Criteria and procedures of evaluation

• Attitude, application and participation   10%
• Readings and presentations   30%
• Exercises and projects   60%

Bibliography

	Type	Title	Author	Editorial	Year
1	Book text	45 Characters Masters	SCHMIDT, Victoria	Writer' s Digest Books	2001
1	Book text	European Theory Film and CInema	AITKEN, Ian	Indiana University Press	2001
2	Book text	Cinema Studies	HAYWARD, Susan	Routledge	2000
3	Book Reference	Mouse Morality	WARD, Annalee	University of Texas Press	2002
4	Book Rference	Latin New American Cinema	MARTIN, Michael	Wayne State University Press, Detroit	1997

Internet sites:
- http://www.notodofilmfest.com
- http://www.hollywoodcamerawork.us
- www.foroalfa.com
- www.imdb.com
- http://solocortos.com
- http://twitchfilm.net/site
- http://victorian.fortunecity.com/muses/116/narrar.html

Course Name: MANAGEMENT OF VISUAL PROJECTS	**Course Code**: DG430
Location in the curricular map: Eight Semester	
Course Description: During this course Isignificant learning will be conducted through: readings, mental maps, analysis, reports, views, interviews, application exercises and projects of visual communication.	
General learning outcomes: The student will know and apply the terms, techniques and tools necessary to promote, manage, contract, plan, direct, develop, execute and to evaluate projects of visual communication.	

Thematic content:

Themes and sub-themes of each unit:	Hours
UNIT I. - ADMINISTRATION OF PROJECTS. 1.1. - What is a project? Goals, objectives, project lifetime. 1.2. - Characteristic and benefits of a professional visual design project. 1.3. – Types of projects of visual communication. 1.4. - Processes of the development of a project: beginning, planning, execution, control and closing. 1.5. - Areas in the administration of projects: range, time, cost, quality, resources, communication, risk. 1.6. - Techniques and tools: mental maps, planning, diagrams, budgets, reports, cronograms, etc. 1.7. - Portafolios of company projects. 1.8. - Management of projects in a company and participants. 1.9. – Projects leadership, abilities and characteristics. 1.10. - Qualifications to participate in a project.	18
UNIT II. - PROMOTION OF PROJECTS NEGOTIATION AND HIRING. 2.1. - Contact and promotion strategies to win contracts. 2.2. - Ethics and social and union responsibility in visual communication projects. 2.3. - Discretion, industrial secrets, and confidentiality agreements. 2.4. - Types of negotiations. 2.5- Negotiation strategies. 2.6. - Planning and forms of the negotiation. 2.7. – Project formalization and advance payments,	16
UNIT III. – PROJECT ORGANIZATION AND DEVELOPMENT. 3.1. – Planning the project: brief, objectives, background, agreements and specifications, times, resources, personnel, evaluation, etc. 3.2. - Declaration of range. 3.3. - WBS, work breakdown structure. 3.4. – Roles and functions matrix. Work categorie 3.5. – Time administration: critical route, pert, Gantt chart, etc. 3.6. – Costs estimation, budgets and cash flow. 3.7. – Risk management, risk mapping. 3.8. – Supplyings management: subcontracts, resources, materials, equipment. 3.9. - Control of exchange rates, follow-up and verification lists. 3.10. – Project execution. 3.11. – Managing problems, conflicts and deviations. 3.12. - Systems, work guides, forms, tasks master index, worksheets and times. 3.13. - Software for projects adminsitration.	22

		UNIT IV. – PROJECT EVALUATION.			8

UNIT IV. – PROJECT EVALUATION. 8
4.1. – Project settlement.
4.2. - Goals, objectives and expectations.
4.3. - Binnacles, minutes, records and analysis of projects
revision.
4.4. – Evaluation as a learning tool.
4.5- Projects audits
4.6. - Evaluation and recommendations reports.
4.7. – Managing the sucess or failure of a project.

Learning activities:
The matter is developed in the classroom via explanations, exercises, practices, readings in English and in Spanish, analysis of examples, individual and team presentations; and outside the classroom homeworks and projects.

Criteria and procedures of evaluation:
Learning will be evaluated by means of three periods during the semester taking into account in every period of evaluation, the pedagogical principles of CETYS: learn to learn, to learn to coexist, to learn to being and to be, to learn knowledge, to learn abilities and skills; conducting the evaluation by means of: homeworks, practices, participation, individual reports of activities and research, individual and team exercises, written evaluations, designs, and the end of semester final project.

Bibliography:

	Type	Title	Author	Editorial	Year
1	Text	*Professional administration of projects, the guide.*	Chamoun, Yumal	Mc Graw Hill	2002
2	Text	*Project Management in practice*	Table cloth, Samuel J. Jr.	Editorial Wiley	2005
3	Text	*Management of multiple projects*	Tobis, Irene	Mc Graw Hill	2003
4	Text	*Legal and business formats for graphic designers*	Crawford, Tad	Divine egg	1999
5	Text	*How to obtain better professional fees*	Stasiowski, Frank	GG	1996
6	Text	*How to sell Graphic Design*	Sparkman, Don	Allworth press	1999
7	Text	*How and how much to charge for graphic design in Mexico*	Saline caves, Sergio/Peypoch Joan/, Daniel	Written by hand group	1999
8	Refrence	*Administration of successful projects*	Graham, Robert J.	Prentice Hall	1999
9	Referente	*The designer´s*	Ganim, Barbara		

		commonsense Business book			

Course Name	Course Code
Professional Portfolios	DG427

Location in the curricular map
Eight Semester

Characteristics of the course
This is a theoretical-practical course in which the student will learn how to file in a professional portfolio all the work done throughout his academic program. He wil document evidences of his graphic designer abilities, strenghts and accomplishements. This portfolio will show how the student will continue to improve in each semester of his academic program and he will use it as a self-evaluation tool.

General learning outcomes:
The students learn the presentation techniques of portafolios and project selection. To finally elaborate their own portfolios.

Thematic content

	Hours
Unit 1 i. Selection criteria for portafolios themes.	8
Unit 2 j. Portafolio to look for a job versus portafolio for client presentations.	12
Unit 3 k. Elaboration of promotional piece.	8
Unit 4 l. How to make a Digital portfolio.	24
Unit 5 m. How to make a hard copy portfolio	12

Learning activities
Audio-visual presentations using samples of work done by professional companies. Conversations with students on work experiences and clients.

Projects done by the student

Supervision of extra-class projects and presentations by the students.

Exploration and search of materials for portafolio.

Portfolio reviews by a team of professional graphic designers.

Criteria and procedures of evaluation

• Attitude, application and participation   10%
• Readings and presentations   30%
• Exercises and projects   60%

Bibliography

1	Book Reference	Portfolio design	Harold Linton	Norton	2003
1	Book Reference	How to create Design Portfolios ISBN 978-84-96309-60-9	Sara Eisenman	Index Book	2006
2	Book Reference	Designers portfolios 100% Personal Projects	Pedro Guitton	Index Book	2006
3	Book Reference	Portfolios Design ISBN: 978-84-252-1770-8	Harold Linton	Gustavo Gili	

Course Name	Course Code
Multimedia	DG428

Location in the curricular map
Eight Semester

Course description:
One of the most innovating disciplines within graphic design is the multimedia, due to the confluence of different supports within a visual communication project . This course unfolds a series of contents that will help the student to develop complex designs including the most advanced digital technology tools. Students will acquire abilities to design digital graphic proposals, from audio-visual presentations, internet sites with annimation and sounds, kiosks and interactive programs. This course will encourage experimentation by the students of the creative processes that will lead to the product creation and graphic communication using digital tools.
This academic program is directed to satisfy the technological needs of the new trends of design, image and sound.
Before starting this course, all the students must have the domain of typesetting, the psychology of color, photography, illustration, as well as the manipulation of images in *Photoshop*, *Freehand* or *Illustrator*.

General learning outcomes:
5. To provide theoretical, practical and communicational knowledge necessary for the implementation of a multimedia project.
6. To provide the necessary concepts for the planning of multimedia projects.
7. To encourage the domain of images in movement composition.
8. To provide the knowledge and the practice to publish, animate and produce

contents based on *Flash CS3 technology*.

Thematic content

13. **Fundamental concepts of Multimedia**	10
k. The usability concept	
l. Communication strategies for multimedia	
m. Trade shows and interfaces agreements	
n. Interfaces design	
14. **Vectorial illustration**	5
n. Vectorial and illustrations designs	
or. Combination of vectors with images in bit maps	
p. Vectorial illustration in *Flash CS3*	
15. **Design of elements and groups multimedia**	10
n. Typesetting design for digital devices	
or. Design of elements for the graphic interface	
q. Buttons behavior and sensible areas	
p. Design of interfaces and graphic templates	
16. **Handling of *Flash CS3***	34
d. Timeline and 'frames' domain.	
e. Management and organization of graphic elements through symbols, bookstores and *layers*	
f. Animation of vectorial images and bit maps	
g. Design and interactivity programming	
h. Incorporation of sounds	
17. **Product distribution multimedia**	5
d. Elaboration of feasible programs	
e. Optimization production of multimedia for Internet	
f. Distribution in digital media	

Learning activitites:
Activities in the classroom: theoretical classes by the professor and the students, supported with audio-visual material and chalkboard. Short exercises and debates. Control of readings, supervision of extra-class projects and presentations by the students.
Extra-class activitites: Readings, exercises, research, projects. 6 hrs/week

Criteria and procedures of evaluation

• Attitude, application and participation   10%
• Readings and presentations   30%
• Exercises and projects   60%

Bibliography

	Type	Title	Author	Editorial	Year
1	Book text	The Essential Guide to User Design Interface: An Introduction to GUI Design Principles and Techniques	GALITZ, Wilbert	Wiley	2007
2	Book text	Apple Human Guidelines Interface	Apple Inc.	Apple Inc.	2008
3	Book text	Storyboards: Motion in Art	SIMON, Mark	Focal Press	2000
4	Book text	Adobe Flash CS3 Professional Classroom in a Book	Adobe Creative Team	Adobe Press	2007
5	Book Referente	Digital Multimedia	CHAPMAN, Nigel	Wiley	2004
6	Book Reference	Don't Make Me Think: To Common Sense Approach to Web Usability	KRUG, Steve	New Riders Press	2005

Internet sites:
• http://developer.apple.com/documentation/UserExperience/Conceptual/OSXHIGuidelines/XHIGIntro/chapter_1_section_1.html
• www.foroalfa.com
• http://www.atsf.co.uk/manmult/manbooks.html
• http://www.k10k.net/
• http://flashkit.com/
• http://www.adobe.com/support/documentation/en/flash/
• http://www.adobe.com/support/flash/action_scripts/actionscript_dictionary/
http://www.d.umn.edu/is/support/Training/Online/webdesign/flash.html

Course name	Course Code
Human Being and Ethics	HU 402

Location in curricular map:

This course is located in the seventh or eighth semester of all majors in CETYS

Universidad, it doesn't require continuity regarding other courses but it is recommended as the last course of general formation.

Course description:

Human Being and Ethics is the third of a series of courses that CETYS has implemented in its three campuses for students of all majors at a Bachelor Degree level. The aim of these courses is to impress a distinctive characteristic in all CETYS students, through a reflection on Human Beings and the way they relate to their surroundings, past, society and with themselves.

  This course reflects on some anthropological conceptions to later establish the fundamental criteria to consider for the best ethical discerning from an approach focused on human beings. It covers the field of personal and social values, which are adopted within certain margins of freedom. It ends with the recognition of the responsibility in the world of work to establish some reflections upon professional ethics.

  Students reading comprehension, essay and report writing skills are required, as well as the capacity of oral communication in front of an audience and tolerance to work in groups. At a knowledge level it is recommendable that students have a clear understanding of anthropological reflection given in the course Human Being, History and Society.

General learning outcomes:

At the end of this course students will:

- Write an essay discussing the different visions on Human Being and Ethics
- Create a graphic organizer integrating all unit contents.
- Present a written assignment presentation the reflection of his/her own values.
- Construct an ethical code according to his profession

Contents:

	Hours
Unit I: Relationship Human Being with the world.	16
1.1. Some visions on man	
1.2. The world of man	
1.3. Problems to cover ethics	
1.4 Types of ethics	
1.5 Ethics and Mexico's problems	
1.6 Ethics in CETYS Mission	
Unit II: Human freedom and conscience	16

2.1. Human acts and Man acts 2.2. Amoralism 2.3. Freedom 2.4 Types of freedom 2.5 Responsibility modifiers 2.6 Determinism 2.7 Proofs of freedom 2.8 Types of conscience 2.9 Formation of conscience **Unit III: Values** 3.1. What is good? 3.2 Good as a value 3.3 What are values? 3.4 Axiological subjectivism and objectivism 3.5 Synthetic position 3.6 Characteristics of values 3.7 Alumni values and profile **Unit IV: Professional ethics and social responsibility** 4.1. Professional ethics 4.2. Basic criteria an professional Ethics 4.3. Ethics code 4.4 Relation inside organizations 4.5 Relation Society-Organization 4.6 Social responsibility	 16 16

Learning activities: *Under instructor's direction:*

- Group discussions
- Team discussions
- Presentations by instructors
- Collaborative work using diverse didactic strategies
- Presentation by students
- Creation of graphic organizers

Independent activities:
- Carry out research
- Resolve assignment based on questions
- Solution of cases
- Preparation of presentations
- Recovering of situations of a moral nature
- Searching of information on the internet
- Solution of moral dilemmas
- Elaboration of their own ethical code

Criteria and procedures of evaluation:

Each of the for units in this course will have a value of 25%.

In each one of them, as the case may be, the following elements will be observed:
   a) Individual assignments (reading reports, research, final project)
   b) Group work (presentations, creation of graphic organizers, discussions, solution of cases)
   c) Performance self-assessment
   d) Co-assessment

Bibliography

	Type	Title	Author	Editorial	Year
1	Book	Ética, Teoría y Aplicación	FAGOTHEY, Austin	McGraw-Hill	1994
2	Book	Ética en los Negocios, Conceptos y Casos	VELÁSQUEZ, Manuel G	Pearson Educación	2002
3	Book	Dilemas Éticos de la Empresa Contemporánea	LLANO Cifuentes, Carlos	F.C.E.	1997