**SYLLABUS**

**Fall semester of the 2025-2026 academic year**

**Educational program “6B02102-Design”**

**3rd year, Russian department**

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| **ID and name of the discipline** | | **Independent student work**  **(ISW)** | | | **Number of credits** | | | **Total**  **number of credits** | Independent student work  under the guidance of a teacher (SRSP) |
| **Lectures (L)** | **Practical classes (PC)** | **Lab classes (LC)** |
| 96184  Book graphics composition | | 4 | | | 1 | 2 | 0 | 5 | 5 |
| **ACADEMIC INFORMATION ABOUT THE DISCIPLINE** | | | | | | | | | |
| **Training format** | | **Cycle,**  **component** | | **Types of lectures** | | **Types of practical classes** | | **Form and platform**  **of final assessment** | |
| *Offline* | | Basic discipline university component | | - | | Combined | | Exhibition | |
| **Lecturer(s)** | | стар. преподаватель | | | | | |
| **e-mail:** | | beisen196@mail.ru\_\_ | | | | | |
| **Telephone:** | | 8 7073588042 | | | | | |
| **Assistant(s)** | | - | | | | | |
| **e-mail:** | | - | | | | | |
| **Telephone:** | | - | | | | | |
| **ACADEMIC PRESENTATION OF THE DISCIPLINE** | | | | | | | | | |
| **The purpose of the discipline** | | Expected learning outcomes (ELO)  As a result of studying this discipline, students will be able to | | | | | | RO achievement indicators (ID) | |
| The aim of studying the discipline “Composition of Book Graphics” is to give students an understanding of the role of books in child development during childhood, their relationship with spiritual and material culture; the distinctive features and specifics of children's book publications, categorized by age group; to study the patterns of children's books in society at different stages of their development. | | 1. As a result of the practical assignment, students should learn historical and contemporary knowledge about illustration. | | | | | | 1.1. studying the history of illustration; | |
| 1.2. formation of artistic meaning; | |
| 2. Acquiring creative experience in this field of book art; | | | | | | 2.1. the practice of gathering creative experience; | |
| 2.2. mastering illustration functions; | |
| 3. Develop the ability to create an artistic image in a drawing based on solving technical and creative tasks; | | | | | | 3.1. mastering the features of technical illustrations; | |
| 3.2. developing the ability to create artistic images. | |
| 4. Develop artistic taste, attention, memory, visual thinking, and imagination. | | | | | | 4.1. mastering the psychology of color and artistic taste; | |
| 4.2. adaptation to creating a composition using one type of contrast; | |
| 5. Develop skills in working with traditional and modern art materials, as well as computer technologies, and the ability to produce printed materials. | | | | | | 5.1. п adaptation to creating a composition using one type of contrast; | |
| 5.2. adaptation of products for printing production. | |
| **Prerequisites** | | Composition of a book illustration | | | | | | | |
| **Post-requisites** | | Artistic and technical editing of publications | | | | | | | |
| Educational resources | | Literature  1. Illustrated Reader on Design / Compiled by, – Tyumen: Institute of Design, 2005. – 1056 p., 872 ill.  2. Illustrated Book: Synthesis of Words and Images. Collection of articles and materials, textbook, compiled by N.A. Goncharova, Moscow, Moscow State University of Printing Arts, 2002.  3. Karanenko T.A. Features of the Artistic Language of Miniatures in Russian Personal Chronicles of the 16th Century – Moscow, MGUP 2002.  4. Kotlyarov A.S. Compositional Structure of the Image. Textbook – Moscow, University Book, 2008.  5. Kudryavtseva E.S. Interlocutors of Poetry and Nature. The Art of Children's Book Illustrators. Moscow, 2009  List of visual and other aids, technical aids used in the teaching process:  1. slides, CDs, reproductions and originals of books necessary for demonstration during the course;  2. printmaking laboratory, providing the opportunity to perform and print basic printing techniques, etching, and lithography;  3. display classroom equipped with Pentium-4 personal computers with Adobe Photoshop 7.0, Adobe Illustrator 11, QuarkXpress 6, scanners, and color printers. | | | | | | | |
| **Academic policy of discipline** | | **Academic discipline policy is determined by the Academic Policy and Academic Integrity Policy of Al-Farabi Kazakh National University.**  **The documents are available on the main page of the Univer IS.**  **Integration of science and education. Students' research work deepens the learning process. It is organized directly in departments, laboratories, scientific and project divisions of the university, and in student scientific and technical associations. Independent work by students at all levels of education is aimed at developing research skills and competencies based on the acquisition of new knowledge using modern scientific research and information technologies. Research university teachers integrate the results of scientific activity into the topics of lectures and seminars (practical classes), laboratory classes, and into the tasks of the SROP and SRO, which are reflected in the syllabus and are responsible for the relevance of the topics of classes and assignments.**  **Attendance. The deadline for each assignment is indicated in the calendar (schedule) for the implementation of the course content. Failure to meet deadlines will result in a loss of points. Academic integrity. Practical/laboratory classes and SROs develop students' independence, critical thinking, and creativity. Plagiarism, forgery, the use of cheat sheets, and copying are not permitted at any stage of the assignment.**  **Compliance with academic integrity during theoretical training and exams is regulated by the main policies, as well as the “Rules for Final Assessment,” “Instructions for Final Assessment for the Fall/Spring Semester of the Current Academic Year,” and “Regulations on Checking Students' Text Documents for Plagiarism.”**  **The documents are available on the Univer IS main page.**  **\** Basic principles of inclusive education. The university's educational environment is designed to be a safe place where support and equal treatment are always provided by teachers to all students and by students to each other, regardless of gender, race/ethnicity, religious beliefs, socioeconomic status, physical health, etc. All people need the support and friendship of their peers and classmates. For all students, progress is more about what they can do than what they cannot do. Diversity enriches all aspects of life.  All students, especially those with disabilities, can receive counseling assistance by email at zhazira.batyrkhanova79@gmail.com or via video chat on the Zoom platform at https://us05web.zoom.us/j/9168701693? pwd=WnYrSStvVmpOdEMvWVZiOGY4MklyUT09.  Integration of MOOC (massive open online course). If MOOC is integrated into the discipline, all students must register for MOOC. The deadlines for completing MOOC modules must be strictly adhered to in accordance with the course schedule.  ATTENTION! The deadline for each assignment is indicated in the calendar (schedule) for the course content, as well as in the MOOC. Failure to meet deadlines will result in a loss of points. | | | | | | | |
| **INFORMATION ABOUT TEACHING, TRAINING, AND ASSESSMENT** | | | | | | | | | |
| **Ballot-rating**  **letter grading system for academic achievement** | | | | | | **Assessment methods** | | | |
| **Assessment** | **Digital**  **equivalent**  **of points** | | **Points,**  **% content** | Assessment according to the traditional system | | **Criterion-based assessment is the process of comparing actual learning outcomes with expected learning outcomes based on clearly defined criteria. It is based on formative and summative assessment.**  Formative assessment is a type of assessment that is conducted during everyday learning activities. It is a current indicator of academic performance. It ensures effective communication between students and teachers. It allows teachers to identify students' abilities and difficulties, help them achieve the best results, and make timely adjustments to the educational process. It assesses the completion of assignments, active participation in the classroom during lectures, seminars, and practical classes (discussions, quizzes, debates, round tables, laboratory work, etc.). It assesses the knowledge and skills acquired.  Summative assessment is a type of assessment that is conducted upon completion of a section in accordance with the course program. It is conducted 3-4 times per semester when completing the SRO. This assessment evaluates the achievement of expected learning outcomes in relation to descriptors. It allows you to determine and record the level of mastery of the discipline over a certain period. Learning outcomes are assessed.. | | | |
| A | 4,0 | | 95-100 | Excellent | |
| A- | 3,67 | | 90-94 |
| B+ | 3,33 | | 85-89 | All right | |
| B | 3,0 | | 80-84 | Formative and summative assessment | | | **Points % content** |
| B- | 2,67 | | 75-79 | Activity during lectures | | | 5 |
| C+ | 2,33 | | 70-74 | Work in practical classes | | | 20 |
| C | 2,0 | | 65-69 | Satisfactory | | Independent work | | | 25 |
| C- | 1,67 | | 60-64 | Project and creative activities | | | 10 |
| D+ | 1,33 | | 55-59 | Unsatisfactory | | Итоговый контроль (экзамен) | | | 40 |
| D | 1,0 | | 50-54 | TOTAL | | | 100 |
| **Calendar (schedule) for implementing the course content. Teaching and learning methods.** | | | | | | | | | |

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| --- | --- | --- | --- | --- | --- |
| **Week** | **Topic title** | **Number of hours** | **Max.**  **score** | | **Forms/platforms of learning** |
| **MODULE 1**  **Stylistic trends and artistic techniques in children's book design and illustration** | | | | | |
|  | . PZ1. Practical assignment by hand on the topic “Book page and initial letters.” Sketches | 3 | 0 | | Offline |
| PZ 2-3. Practical assignment by hand on the topic “Complete book design – double-page spread and full cover layout.” Sketches. | 6 | 0 | | Offline |
| PZ 4. Practical assignment in a graphics editor on the topic “Creating a book spread using an image as a background.” | 3 | 0 | | Offline |
| **SRSP 1. Consultations on the implementation of SRSP 1.** |  |  | |  |
| PZ 5. Creation of illustration sketches and composition diagrams. Composition of text materials. Illustration sketches. | 3 | 15 | | Offline |
| **SRC 1. Execution of the finished sketch in a graphics program.** |  | 20 | |  |
| **PZ 6. Creation of illustration sketches and composition diagrams. Composition of text materials. Illustration sketches.** | 3 | 15 | | Offline |
| **PZ 7. Computer processing of illustrations, scaling. Compositional schemes of their special rhythmic placement in the publication of literary and artistic works.** | 4 | 15 | | Offline |
| SRSP 2. Consultations on the implementation of SRSP 2. |  |  | |  |
| **PZ 8. Thematic illustrations, executed using graphic techniques approved in advance and reflecting the color and tonal scheme of the illustration series. Binding design with spine, dust jacket, if required by the theme of the publication.** | 4 | 15 | | Offline |
| **SRC 2. Execution of the finished sketch in a graphics program.** |  | 20 | | Offline |
| **Milestone control 1** | **26** | **100** | |  |
| **MODULE 2**  **The concepts of “book” and “children's book.” Features of defining a children's book.** | | | | | |
|  | PZ 9. Thematic illustrations, executed using graphic techniques approved in advance and reflecting the color and tonal scheme of the illustration series. Binding design with spine, dust jacket, if required by the theme of the publication. | 4 | | 10 | Offline |
| **SRSP 3. Consultations on the implementation of SRSP 3.** |  | |  |  |
| PZ 10-11. Features of children's perception of books. Font and background color. Book size and weight. Visual load. Various types of visual elements. Initial letters as a distinctive feature in children's book printing. Practical task – creating a book spread using initial letters. | 6 | | 20 | Offline |
| SRSP 4. Consultation on the implementation of SRSP 3. |  | |  |  |
| PZ 12. Thematic illustrations created using graphic techniques approved in advance and reflecting the color and tonal scheme of the illustration series. | 4 | | 10 | Offline |
| **SRC 3. Execution of the finished sketch in a graphics program.** |  | | 15 | **Offline** |
| PZ 13. Creation of illustration sketches and compositional diagrams. | 4 | | 10 | Offline |
| **SRSP 5. Consultations on the implementation of SRSP 4.** |  | |  |  |
| PZ 14-15. Design of the binding with spine, dust jacket, if required by the subject matter of the publication. Pasting in the layout of the author's book. | 6 | | 20 | Offline |
| **SRC 4. Execution of the finished sketch in a graphics program.** |  | | 15 |  |
| **Milestone control 2** | | **24** | |  | **100** |
| **Final assessment (exam)** | |  | |  | **100** |
| **TOTAL for the subject** | | **50** | | **100** | **100** |

SUMMATIVE ASSESSMENT RUBRIC CRITERIA FOR EVALUATING LEARNING OUTCOMES

Assignment title (points, % of 100% of the course content, copy from the calendar (schedule) for implementing the course content, teaching and learning methods)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criterion | **«**Excellent  Max. weight in % | “Good”Max. weight in % | “Satisfactory”Max. weight in % | “Unsatisfactory”Max. weight in % |
|  | 95-100 | 85-89 | 65-69 | 25-49 |

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**Head of Department Рамазан А.А.**

**Senior Lecturer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Серикбай Б.Ф.**

SRC. Execution of the final sketch in a graphics programme. (25% of 100% of the work)

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| --- | --- | --- | --- | --- |
| Criterion | **«Excellent»**  20-25 % | ‘Good’  15-20% | **«** **Satisfactory »**  10-15% | **«Unsatisfactory»**  0-10% |
| Understand the principles of how graphic editors work. | A deep understanding of theories and concepts of professional identity and professionalism in teaching. An understanding of the principles of graphic editorial content. | Understanding the concepts of professional identity and professionalism of a teacher. Understanding the principles of graphic editorial content. | .  Limited understanding of theories, concepts of professional identity and professionalism of a teacher. Understand the principles of graphic editorial content. | A superficial understanding of theories and concepts of professional identity and professionalism in teaching. Understanding the principles of graphic editorial content. |
| Proficiency in various graphic editors; artistic visual and spatial thinking, artistic taste and creativity. | A deep understanding of artistic and spatial thinking, artistic intuition, creativity.Artistic imagination, spatial thinking, artistic intuition, and creativity. | Understanding artistic and spatial thinking, artistic intuition, creativity.Artistic imagination, spatial thinking, artistic intuition and creativity. | . Limited understanding of artistic and spatial thinking, artistic intuition, creativity. | Negligible or absent connection between understanding, artistic imagination, spatial thinking, artistic intuition, and creativity. |
| Identify compositional techniques and stylistic features of the designed object. | A deep understanding of compositional techniques and stylistic features of design objects. | Understanding compositional techniques and stylistic features of design objects. | . Limited understanding of compositional techniques and stylistic features of design objects | There are few or no practical recommendations, or the recommendations are of very low quality. |
| Analyse compositional principles and techniques in children's book illustration. | A deep understanding of the principles and techniques of composition in children's book illustration. | Understanding the principles and techniques of composition in children's book illustration. | . principles and techniques of composition in children's book illustration | There are few or no practical recommendations, or the recommendations are of very low quality. |