**Course Discipline and Number: ART 117**　　　　　　　　**Year: 2022-2023**

**Course Title:　Design Foundations I**　　　　　　　　　　**Credit Hours 3**

## I. Course Description:

This course introduces the principles and elements of two-dimensional design and the foundations of visual communication through digital design and media. Conceptual and aesthetic problem-solving are explored through creative and practical applications of digital media in the course. Vector software is the main application utilized in the creation of projects but raster graphics are also introduced. Typography and typographic layouts are explored in the course. ART 117 fulfills the SUNY General Education requirement for The Arts. Prerequisites: Prior completion of, or concurrent enrollment in, ENGL 100 or ESL 120/121/122. 3 Cr. (2 Lec. 2 Lab.) Fall and spring semesters.

## II. Additional Course Information:

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| 1. | *Design Foundations I* is a required course for the New Media, Photography, and Graphic Design A.S. degree programs. |
| 2. | Students are required to work on projects outside of class using the specified professional vector and raster graphics software required in the course. |
| 3. | This course consists of at least 100 minutes of lecture and 100 minutes of lab work each week for the fifteen-week semester. |
| 4. | The course has a fee of approximately $70 to cover course materials. (This fee does not cover the course textbook.) |

## III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

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| 1. | Apply design fundamentals and digital media terminology. |
| 2. | Develop the skills necessary to utilize typography in digital designs. |
| 3. | Execute digital media projects that utilize the fundamentals of design and psychological theories used in visual communication. |
| 4. | Show proficiency in digital file management and preparing files for output to print, digital, and web-based media. |
| 5. | Implement the design process and design thinking in concept development. |

## IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Outcomes

**Tompkins Cortland ILOs**　　　　N/A

Complete this section for "service" courses only (e.g. courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements;  or commonly used in multiple academic programs to meet non-program-specific requirements).  Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.

☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.

☐ Use technology appropriate to their discipline.

☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.


## Program Learning Outcomes

Complete this section for program-specific courses (e.g. those that share the same 4 letter designation as the academic program or satisfy requirements in related programs).   List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes.  Please see the MCS Instructions for more details.

Specify the Academic Program
**Graphic Design A.S.**

List the PLO or PLOs that are meaningfully developed and assessed in this course.  For Each PLO, list the specific SLO through which the development and assessment will occur.


**PLO 1**. Apply design industry-standard software, hardware, and manual tools.
> **SLOs**
> 3. Execute digital media projects that utilize the fundamentals of design and psychological theories used in visual communication.
> 4. Show proficiency in digital file management and preparing files for output to print, digital, and web-based media.

**PLO 3.** Describe and apply the history and context of visual communication.
> **SLO:**
> 5. Implement the design process and design thinking in concept development.

**PLO 4**. Identify and apply the principles and elements of visual communication.
> **SLO**
> 1. Apply design fundamentals and digital media terminology.

**PLO 5**. Communicate effectively using college-level verbal, presentation, and written communication skills required of the profession.
> **SLO**
> 5. Implement the design process and design thinking in concept development.

**New Media A.S.**

**PLO** 1. Communicate effectively in written and oral presentations
> **SLO:**
> 1. Apply design fundamentals and digital media terminology

**Photography A.S.**

**PLO**. 2. Produce art and photographic works that employ the principles and elements of visual design.
  **SLO:**
    1. Apply design fundamentals and digital media terminology
    3. Execute digital media projects that utilize the fundamentals of design and psychological theories used in visual communication.

## SUNY General Education Outcomes
If this course **assesses** a SUNY GEN ED Outcome, check all that apply and indicate which course outcome(s) address each checked item:

☒ CRITICAL THINKING - Students will:
  a.  identify, analyze, and evaluate arguments as they occur in their own or others' work; and
  b.  develop well-reasoned arguments.
Students will analyze the work of professionals to discern and define what makes a design communicate successfully and achieve visual unity. They will apply these analytical techniques to their own work, and the work of peers. They will document their development process and explore various principles and elements in written reflections and quizzes.

☒ INFORMATION MANAGEMENT - Students will:
  a.  perform the basic operations of personal computer use;
  b.  understand and use basic research techniques; and
  c.  locate, evaluate and synthesize information from a variety of sources.
Students will gain skills in professional file management on a computer. They will be responsible for understanding file formats, file naming, and organizational systems, backing up work, and utilizing online tools to file-share.

☒ GENERAL EDUCATION CATEGORY - Area(s):   AREA 8 The Arts
For courses that are approved to meet one (or more) of the ten SUNY General Education categories, indicate which category the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that category:

SUNY AREA 8 OUTCOME:
Students will demonstrate: understanding of at least one principal form of artistic expression and the creative process inherent therein.

1.  Apply design fundamentals and digital media terminology.
2.  Develop the skills necessary to utilize typography in digital designs
3.  Execute digital media projects that utilize the fundamentals of design and psychological theories used in visual communication.
5.  Implement the design process and design thinking in concept development.


☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Outcomes.


## V. Essential Topics/Themes

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| 1. | The principles and elements of design |
| 2. | Use of professional vector graphics software focusing on building imagery utilizing shapes, manipulating points and paths, and both freehand and precise plotted points vector drawing |
| 3. | Use of professional raster graphics software utilizing non-destructive editing |
| 4. | Typography and typographic layouts |
| 5. | File management |

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|---|---|
| 6. | Concept Development and the Design Thinking Process |
| 7. | Visual Hierarchy and Unity |
| 8. | Analyzing visual work |
| 9. | Color theory and systems |
| 10. | Understanding the variety of ways digital media and design are used in an array of digital and web-based applications |
| 11. | Understanding how traditional studio media and practice translate to digital design and media |

## VI. Methods of Assessment/Evaluation

| Method | % Course Grade |
|---|---|
| 1. Exam/Quizzes | 10-20% |
| 2. Process documentation and concept exploration | 10-20% |
| 3. Course Assignments | 50-60% |
| 4. In-Class Exercises | 5-10% |
| 5. In-Class participation in critiques, course work progress, and demonstrations. | 10-20% |

## VII. Texts – ☒ Required      ☐ Recommended      ☐ Used for more than one course (list courses)

**1.** Relevant textbook/s of choice about the principles and elements of design (The book/s must be relevant to computer related design and should examine design on-screen and in print. It should also address color and basic typography)

*Editions listed are current as of date of syllabus.  More recent editions may be used.*

## VIII. Bibliography of Supplemental Materials

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| 1. | *Non Designer's Design Book.* Williams, R.  4th edition, © 2014.  Peachpit Press. **ISBN-13:** 978-0133966152 |
| 2. | *Design Fundamentals: Notes on Visual Elements & Principles of Composition* Rose, G., Navetta, C., and M. Friedman. © 2015. Peachpit Press. **ISBN:** 9780133930139 |
| **3.** | *Color for Designers: Ninety-five Things You Need to Know When Choosing and Using Colors for Layouts and Illustrations.* Krause, J. © 2015.  Peachpit Press.  **ISBN:** 9780321968142 |
| 4. | *Visual Design: Ninety-five Things You Need to Know -Told in Helvetica and Dingbats.* Krause, J. 1st edition, © 2014.  Peachpit Press. **ISBN-13:** 978-0321968159 |

*Editions listed are current as of date of syllabus.  More recent editions may be used.*

## IX. Other Learning Resources

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| **Audiovisual:** Online professional training tutorials like Lynda.com <br>                  Instructor pre-recorded lectures |
| **Electronic:** Online professional training tutorials like Lynda.com |
| **Other:** None specified |

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

**Academic Integrity:** *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*
*Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.*
*Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.*