

**Tompkins Cortland Community College**  
**Master Course Syllabus**

**Course Discipline and Number: ART 118**

**Year: 2022-2023**

**Course Title: Design Foundations II**

**Credit Hours: 3**

**I. Course Description:**

This course is a continuation of ART 117 *Design I Foundations* that builds on the foundations of visual communication through digital design and media. The design-thinking process is explored through creative and practical applications of 2D and 3D digital media in the course. Color theory is explored through digital and print media. Course projects focus on concept development and hierarchy. Vector, raster, and layout design software are explored in the course along with the output of digital and print media. ART 118 fulfills the SUNY General Education requirement for The Arts. Prerequisites: ART 117, ENGL 100 or ESL 120, 121, and 122. 3 Cr. (2 Lec., 2 Lab.) Spring semester.

**II. Additional Course Information:**

1. ART 118 is intended for Graphic Design and Photography majors.
2. Students are required to work on projects outside of class, often utilizing specified software.
3. Students are required to utilize resources to improve their understanding of the curriculum outside of class.
4. Projects are to be based on 2D and 3D media and include the design thinking process, concept-development, and hierarchy.
5. Software will be taught through task-based lectures focusing on learning outcomes. Step-by-step teaching methods should be utilized for exercises only. Projects and lectures should focus on teaching the main concepts required to use the programs and terminology effectively and instill in the student the ability to work independently and understand how to apply concepts.
6. This course consists of at least 100 minutes of lecture and 100 minutes of lab work each week for the fifteen-week semester.
7. The course has a fee of \$70 to cover course materials. (This fee does not cover the course textbook/s)

**III. Student Learning Outcomes**

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

1. Apply design, color theory, and digital media terminology and concepts.
2. Create concept-based 2D and 3D designs for digital and print media.
3. Critique the effectiveness of visual communication.
4. Apply the design thinking process to investigate creative responses and solutions.

**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.
  - **SLO**
2. Create concept-based 2D and 3D designs for digital and print media.

PLO

3. Describe and apply the history and context of visual communication.
  - **SLO**
4. Apply the design thinking process to investigate creative responses and solutions.

PLO

4. Identify and apply the principles and elements of visual communication.
  - **SLO**
1. Apply design, color theory, and digital media terminology and concepts.

PLO

5. Communicate effectively using college-level verbal, presentation and written communication skills required of the profession.
  - **SLO**
3. Critique the effectiveness of visual communication.

#### **Photography 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. 2.** Produce art and photographic works that employ the principles and elements of visual design.

- **SLOs:**
  1. Apply design, color theory, and digital media terminology and concepts.
  2. Create concept-based 2D and 3D designs for digital and print media.

New 05-21/C. Shanks

**PLO 4.** Create photographic works that reflect a personal artistic vision, aesthetic sensibility, style, or approach.

• **SLOs:**

1. Critique the effectiveness of visual communication.
2. Apply the design thinking process to investigate creative responses and solutions.

**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 in quizzes, written reflections, and discussions.

**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 and asset management on a computer. They will be responsible for research and asset curating for concept-development.

**GENERAL EDUCATION CATEGORY** - Area(s): **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, color theory, and digital media terminology and concepts.
2. Create concept-based 2D and 3D designs for digital and print media.

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

**V. Essential Topics/Themes**

1. Psychological principles of design including CRAP
2. Typography and typographic layouts
3. Use of professional raster graphics software utilizing non-destructive editing
4. File and asset management
5. Researching through reputable resources
6. 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
7. Concept Development and the Design Thinking Process
8. Creating Visual Hierarchy and Unity

9. Color theory and systems in digital and print media
10. Understanding how traditional studio media and practice translate to digital design and media
11. Understanding the variety of ways digital media and design are used in an array of digital and web-based applications
12. File management
13. Analyzing visual work
14. Visual Hierarchy and Unity

## VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Projects	40-60%
2. Research and documentation of using the design thinking process	10-20%
3. In-Class participation in critiques, exercises, coursework progress, and demonstrations.	10-20%
4. Reflections and Quizzes	10-20%

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

1. Dorosz, Chris, and J. R. Watson. <i>Designing with Color: Concepts and Applications</i> . Fairchild Books, 2011.
2. Leonard, Neil. <i>Basics Graphic Design 03: Idea Generation</i> . Ava Academia, 2020.

## VIII. Bibliography of Supplemental Materials

1. Landa, Robin. <i>Graphic Design Solutions</i> . 6th ed., Cengage, 2019.
2. Lupton, Ellen. <i>Graphic Design Thinking: beyond Brainstorming</i> . Princeton Architectural Press, 2014.
3. Cure, Sophie, et al. <i>Graphic Design Play Book: an Exploration of Visual Thinking</i> . Laurence King Publishing Ltd, 2019.
4. Caldwell, Cath. <i>Graphic Design for Everyone: Understand the Building Blocks so You Can Do It Yourself</i> . DK Publishing, 2019.
5. Ambrose, Gavin, and Paul Harris. <i>Design Thinking for Visual Communication</i> . Bloomsbury Visual Arts, 2019.

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

## IX. Other Learning Resources

<b>Audiovisual:</b> Online professional training tutorials like Lynda.com Instructor pre-recorded lectures
<b>Electronic:</b> Online professional training tutorials like Lynda.com
<b>Other:</b> 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.*