

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: ART 124

Year: 2022-2023

Course Title: Design Thinking and Visual Communication

Credit Hours: 3

Course Description: This course serves as a study of design and visual communication, which can develop better problem-solving and communication skills. Topics include design thinking, which is a human-centered approach to problem solving, and the concept of show and tell in visual communication, which is a method of distilling ideas using graphics and text. In this course students will learn how to use the stages of design thinking to solve complex problems and how to communicate more effectively using visual communication concepts. Students will be introduced to various brainstorming processes, ideation, prototyping, psychological and sociological concepts used within design such as analytical, creative, and practical intelligence, the distilled design principles compositional method C.R.A.P. (contrast, repetition, alignment, and proximity), and case studies from global visual communication fields such as user experience and graphic design. Demonstrations, lectures, applied learning, and critiques will be utilized in the course. Additional course fee (included in tuition bill) required. ART 124 fulfills the SUNY General Education requirement for The Arts (Area 8), but is not a Liberal Arts course. Prerequisites: None. 3 Cr. (2 Lec., 2 Lab.) Spring and fall semesters.

II. Additional Course Information:

1. This course is an ART elective and may transfer to four-year colleges.
2. This course requires a fee to cover course materials which is currently \$40 and is included in the student's tuition bill.

II. Student Learning Outcomes

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

1. Apply design thinking stages to solve complex problems through applied learning.
2. Apply visual communications techniques such as show and tell and the C.R.A.P. design method which distills the principles of design into four main categories: contrast, repetition, alignment, and proximity.
3. Discuss the psychological and sociological concepts of human-centered design and creative problem-solving.

IV. Tompkins Cortland General Education & SUNY Competency Goals

☒ Critical thinking (Tompkins Cortland GE Goal; SUNY Competency)

Students will apply problem-solving and conceptual and aesthetic development to projects.

☒ Social/Global Awareness

Students will read and view work from multiple perspectives and will also participate on an interdisciplinary team working with people from different backgrounds and degree programs. Students will have the opportunity to develop problem-solving and visual communication skills. Students will study, discuss, interpret, and seek to understand case studies from global visual communication fields such as user experience and graphic design.

☒ Information Management

Students will perform the basic operations of personal computer use. They will understand and use basic research techniques and will locate, evaluate, and synthesize information from a variety of sources.

V. Essential Topics/Themes

1. Theories, applications, and methodologies in design thinking and problem-solving
2. Visual communication theories and applications
3. Psychological and sociological theories in design and problem-solving

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Projects will be evaluated by applying the specific criteria established for each project. These criteria may address technical, visual, creative, intellectual, and aesthetic concerns.	40-60%
2. Tests and written assignments.	10-30%
3. Participation in group critiques and discussions.	10-30%

VII. Texts – Recommended

1. Roam, Dan. <i>Blah, Blah, Blah - What to Do When Words Don't Work</i> . Marshall Cavendish International, 2012.
2. Ambrose, Gavin. <i>Design Thinking for Visual Communication</i> . Bloomsbury Visual Arts, 2017.

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

VIII. Bibliography of Supplemental Materials

1. Ambrose, Gavin, and Paul Harris. <i>Basics Design 08: Design Thinking</i> . AVA Academia, 2010.
2. Roam, Dan. <i>Show & Tell: How Everybody Can Make Extraordinary Presentations</i> . Portfolio/Penguin, 2016.

3. Cross, Nigel. *Design Thinking: Understanding How Designers Think and Work*. Bloomsbury Visual Arts, 2018.

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

IX. Other Learning Resources

Audiovisual None specified.
Electronic None specified.
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.