Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: ART 109   **Year: 2023-2024**
Course Title: Introduction to Graphic Design   **Credit Hours: 3**

I. Course Description:

This course serves as an introduction to the strategies, tools, and practices used in graphic design. Students learn to apply the design process, design thinking, and CRAP principles in order to create strong visual communication in a variety of graphic design projects. The course emphasizes the topics of problem-solving, concept development, and the role of psychology in graphic design. An overview of the history of graphic design is explored in the course to foster a broader understanding of the global impact design has on culture and society. Emphasis will be focused on exploring the connections between design history and contemporary design. Additional course fee required. ART 109 fulfills the SUNY General Education The Arts requirement, but does not satisfy a liberal arts requirement. Prerequisites: Prior completion of, or concurrent enrollment in, ENGL 100 or ESL 120, 121, and 122. 3 Cr. (2 Lec., 2 Lab.) Fall and spring semesters.

II. Additional Course Information:

1.	ART 109 is intended for Graphic Design majors or those students seriously interested in the field of graphic design. (Non-art majors may want to instead take ART 124 *Design Thinking & Visual Communication*.)
2.	Students are required to work on projects outside of class using specified vector and raster graphics software.
3.	This course requires a fee to cover course materials which is currently $70 and is included in the student's tuition bill.

III. Student Learning Outcomes

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

1.	Apply basic terminology used in graphic design.
2.	Identify graphic design movements and apply their aesthetics to modern design.
3.	Execute visual projects that utilize the design principles and psychological theories used in visual communication.
4.	Implement the design process and design thinking in concept development.
5.	Develop the basic skills necessary to create designs with type and visuals using vector and raster programs.

IV. Tompkins Cortland General Education Goals & SUNY Competencies

☒ Critical thinking
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. Students will problem-solve in the software applications and apply digital techniques to their graphics in a variety of ways displaying a complete understanding of how to utilize the software and digital techniques for multiple purposes.

☒ Social/Global Awareness
Students will study global graphic design history and what world events were occurring that shaped the graphic design movements. Students will also focus on the impact of design on visual communication internationally.

☒ Information Management
Students will gain skills in professional file management on a computer. They will be responsible for understanding the digital workflow, file formats, file naming, and organizational systems, backing up work, and utilizing online tools to file-share.

☐ This course does not address any of the above Goals/Competencies.

V. Essential Topics/Themes

1.	Understanding of basic features of vector and raster software applications used to create designs.
2.	Visual communication through graphics using content, concept, style, color, hierarchy, composition and graphic design history
3.	File management, file format uses, file creation techniques, and digital workflow
4.	Researching techniques and concepts through reputable online tutorials and examples
5.	How graphics are utilized in visual communication
6.	The use of the design process and design thinking in the development stages
7.	Digital craftsmanship and its relationship to traditional graphics
8.	The use of CRAP design principles and psychology principles in design
9.	Distilling information down to its essentials and using the concept of "show and tell" in visual communication

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Course Presentations, Projects, and Reflections	50-60%
2. Process documentation, brainstorming, sketching, and concept exploration	5-10%
3. Course Presentation and Project Reflections	5-10%
4. Written & Verbal communication about course concepts through critique and discussions	5-10%
5. Practical Exam or Quizzes	10-20%

VII. Texts

REQUIRED:
1. Sherin, Aaris. *Introduction to Graphic Design: A Guide to Thinking, Process and Style*. New York: Bloomsbury Visual Arts, 2018. Print.
2. Heller, Steven, and Seymour Chwast. *Graphic Style: From Victorian to New Century.* New York: Abrams, 2011. Print.

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

VIII. Bibliography of Supplemental Materials

1.	Müller, Jens, Wiedemann, Julius, Varea, Riley I., Wulfekamp, Ursula, and Wolf Fruhtrunk. *The History of Graphic Design, Vol. 1, 1890–1959*. Taschen, 2017. Print.
2.	Müller, Jens and Julius Wiedemann. *The History of Graphic Design, Vol. 2, 1960–Today*. Taschen, 2018. Print
3.	Clifford, John. *Graphic Icons: Visionaries Who Shaped Modern Graphic Design*. Berkeley, California: Peachpit Press, 2014. Internet resource.

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

IX. Other Learning Resources

Audiovisual: Online professional training tutorials
Electronic: Online professional training tutorials
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 excuse a student from classwork. 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 the 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.