Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: ART 109   **Year: 2024-2025**

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 and provides an overview of careers in graphic design and related fields. Students learn to apply the design process, design thinking, and CRAP principles in order to create strong visual communication. 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 and explore the connections between design history and contemporary design. Additional course fee required. ART 109 fulfills the SUNY General Education The Arts Knowledge and Skills Area, but does not satisfy a liberal arts requirement. Prerequisites: Prior completion of, or concurrent enrollment in, ENGL100. 3 Cr. (2 Lec., 2 Lab.) Fall and spring semesters.

II. Additional Course Information:

1.	ART 109 is intended for Graphic Design majors or students in related fields. (Non-art majors should enroll in ART 124 Graphic Design for Non-Majors)
2.	Students are required to work on projects outside of class using specified vector and raster graphics software.
3.	Students are required to utilize professional online tutorials to improve their understanding of the software applications outside of class.
4.	Projects should be connected to contemporary professional examples of graphic design.
5.	The course has a fee of $70 to cover course materials. (This fee does not cover the course textbook.)This course fee is included in the student's tuition bill.

III. Student Learning Outcomes

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

1.	Create technically proficient visual projects that employ the design principles and psychological theories used in visual communication.
2.	Identify historical graphic design movements and styles and apply their aesthetics and context to contemporary design.
3.	Critique and assess graphic design works effectively using field-related terminology.
4.	Show proficiency in digital file management and preparing files for output to print, digital, and web-based media.
5.	Implement and document the design thinking process to develop creative responses and solutions.

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

Education Competencies and Knowledge and Skills Areas

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 discipline code 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.**
PLO 3: Describe and apply the history and process of design.

> SLO 2: Identify graphic design movements and apply their aesthetics and context to contemporary design.

SUNY General Education Competencies– N/A

If this course assesses a SUNY GEN ED Competency, check all that apply and indicate which course outcome(s) address each checked item:
☐ CRITICAL THINKING & REASONING- Students will:
    a.   clearly articulate an issue or problem;
    b.   identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
    c.   develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

☐INFORMATION LITERACY - Students will:

    a.   locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

☒ SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s):   **The Arts**
For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area:

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

> Course SLO 1: Create technically proficient visual projects that employ the design principles and psychological theories used in visual communication using raster and/or vector software.

☐This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

V. Essential Topics/Themes

1. Basic use of vector and raster software applications
2. Visual communication using images and text
3. Digital file management and digital workflow
4. Principles and elements of design
5. CRAP principles
6. Design process and design thinking
7. Digital craftsmanship
8. Psychology principles in design
9. Historical and Cultural Context
10. Distilling information
11. Graphic Design history application in contemporary design
12. "Show and Tell" application in visual communication
13. Basic typography and typographic layouts
14. Generating and brainstorming ideas and developing concept for a specific audience
15. Overview of the graphic design field
16. Designing with intention
17. Diversity in graphic design

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Course Assignments	40-60%
2. Reflections & documentation of using the design thinking process	20-40%
3. Quizzes and exams	10-20%

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

	OER
1. Heller, Steven. *Graphic Style: From Victorian to Hipster*. Harry N. Abrams, 2018.	☐
2. Sherin, Aaris. *Introduction to Graphic Design: A Guide to Thinking, Process, and Style*. Bloomsbury Academic, 2023.	☐

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. Clifford, John. *Graphic Icons: Visionaries Who Shaped Modern Graphic Design*. Berkeley, California: Peachpit Press, 2014. Internet resource.

3. Müller, Jens and Julius Wiedemann. *The History of Graphic Design, Vol. 2, 1960–Today*. Taschen, 2018. Print.

4. Kleon, Austin. *Show Your Work!* Workman Publishing Company, 2014.

5. Kleon, Austin. *Keep Going: 10 Ways to Stay Creative in Good Times and Bad*. Workman Publishing Company, 2019.

6. Kleon, Austin. *Steal Like an Artist*. Workman Publishing Company, 2012.

7. Vickress, Abbie, et al. *Graphic Design School: The Principles and Practice of Graphic Design*. Wiley, 2020.

8. Phillips, Jennifer Cole, and Ellen Lupton. *Graphic Design: The New Basics: Second Edition, Revised and Expanded*. Princeton Architectural Press, 2015.

9. Lupton, Ellen. *Design is Storytelling*. Cooper Hewitt, Smithsonian Design Museum, 2017.

10. Thompson, Bradbury. *The Art of Graphic Design*. Yale University Press, 2018.

11. Goldstein, Mitch. *How to Be a Design Student (and How to Teach Them)*. Princeton Architectural Press, 2023.

12. Levit, Briar, editor. Baseline Shift: Untold Stories of Women in Graphic Design History. Princeton Architectural Press, 2021.

13. Vergara, Valentina, et al. *Extra Bold: A Feminist Inclusive Anti-racist Nonbinary Field Guide for Graphic Designers*. Princeton Architectural Press, 2021.

14. Kirkham, Pat. *Women Designers in the USA, 1900-2000: Diversity and Difference : Jacqueline M. Atkins ... [et Al.]*. Edited by Pat Kirkham, Yale University Press, 2000.

15. Crawford, Tad, editor. *AIGA Professional Practices in Graphic Design*. Allworth, 2008.

16. Rittner, Jennifer, et al., editors. *The Black Experience in Design: Identity, Expression & Reflection*. Allworth, 2022.

17. Du Bois, William Edward Burghardt. *W. E. B. Du Bois's Data Portraits: Visualizing Black America*. Edited by Whitney Battle-Baptiste and Britt Rusert, Princeton Architectural Press, 2018.

18. Campbell, Andy. *Queer X Design: 50 Years of Signs, Symbols, Banners, Logos, and Graphic Art of LGBTQ*. Running Press, 2019.

19. Du Bois, William Edward Burghardt, and W. E. B. Du Bois. *Black Lives 1900: W.E.B. Du Bois at the Paris Exposition*. Edited by Julian Rothenstein, Redstone Press, 2019.

20. Fine, Peter Claver. *The Design of Race: How Visual Culture Shapes America*. Bloomsbury Academic, 2021.

21. Purvis, Alston W., and Philip B. Meggs. *Meggs' History of Graphic Design*. Wiley, 2016.

22. White, Alex W. *The Elements of Graphic Design*. Allworth, 2011.

23. Anderson, Gail, and Steven Heller. *The Logo Design Idea Book: (Logo Beginners Guide, Logo Design Basics, Visual Branding Book)*. Laurence King Publishing, 2019.

24. Samara, Timothy. *Making and Breaking the Grid, Second Edition, Updated and Expanded: A Graphic Design Layout Workshop*. Rockport Publishers, 2017.

25. Eskilson, Stephen. *Graphic Design: A New History*. Yale University Press, 2019.

26. Millman, Debbie. *How to Think Like a Great Graphic Designer*. Allworth, 2007.

27. Martin, James, and Made by James. *Made by James: The Honest Guide to Creativity and Logo Design*. Rockport Publishers, 2022.

28. Cooke, Andy. *Graphic Design for Art, Fashion, Film, Architecture, Photography, Product Design and Everything in Between*. Prestel Publishing, 2018.

29. Perez Arteaga, Miguel Angel. *How Ideas Are Born: Graphic Designers on Creative Processes*. Edited by Miguel Angel Perez Arteaga, Hoaki Books SL, 2023.

30. Victionary. *Dot Line Shape: The Basic Elements of Design and Illustration*. Edited by Victor Cheung and Victionary, Victionary, 2020.

31. Heller, Steven. *Design Literacy: Understanding Graphic Design*. Allworth, 2014.

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 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 academic adjustments. 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 their 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 their own. If the student uses the words or ideas of someone else, they 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.