

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: ART 124

Year: 2023-2024

Course Title: Graphic Design for Non-Majors

Credit Hours: 3

I. Course Description: This is an accelerated course in graphic design and design thinking meant for non-majors to help them apply design to various circumstances in their field of study and everyday life. With a focus on visual communication and the design thinking process, this course aims to develop creative problem-solving and communication skills that are required in professional careers. ART 124 fulfills the SUNY General Education The Arts and Humanities Knowledge and Skills Areas. 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 consists of at least 100 minutes of lecture and 100 minutes of lab work each week for the fifteen-week semester.
3. The course has a fee of approximately \$30 to cover course materials. This fee does not cover the course textbook.
4. Students are required to work on projects outside of class using the specified software required in the course.

III. Student Learning Outcomes

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

1. Execute digital media projects that utilize the fundamentals of design and psychological theories used in visual communication.
2. Implement the design process and design thinking.
3. Analyze national and international human-centered design case studies from an interdisciplinary perspective using design terminology.
4. Collaborate in a group on a multidisciplinary human-centered design project.

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas

Tompkins Cortland ILOs

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.

SLO 3: Analyze national and international human-centered design case studies from an interdisciplinary perspective using design terminology.

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

SLO 2: Implement the design process and design thinking.

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

SLO 2: Implement the design process and design thinking.

SLO 4: Collaborate in a group on a multidisciplinary human-centered design project.

☒ Use technology appropriate to their discipline.

SLO 1: Execute digital media projects that utilize the fundamentals of design and psychological theories used in visual communication.

☒ 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.

SLO 3: Analyze national and international human-centered design case studies from an interdisciplinary perspective using design terminology.

Program Learning Outcomes- N/A

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.

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): **Humanities & 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:

The Arts

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

Course SLO(s):

1. Execute digital media projects that utilize the fundamentals of design and psychological theories used in visual communication.
2. Implement the design process and design thinking.
3. Analyze national and international human-centered design case studies from an interdisciplinary perspective using design terminology.
- 4.

Humanities

SUNY Learning Outcome: Students will demonstrate knowledge of the conventions and methods of at least one of the humanities

Course SLO(s):

1. Execute digital media projects that utilize the fundamentals of design and psychological theories used in visual communication.
3. Analyze national and international human-centered design case studies from an interdisciplinary perspective using design terminology.

- **SUNY Learning Outcome:** Students will recognize and analyze nuance and complexity of meaning through critical reflections on text, visual images, or artifacts.

Course SLO:

3. Analyze national and international human-centered design case studies from an interdisciplinary perspective using design terminology. □ 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. Distilling information down to its essentials and using the concept of “show and tell” in visual communication
2. The use and application of the design process and design thinking processes
3. Visual hierarchy and unity
4. The use of C.R.A.P. and psychology principles in design
5. The principles and elements of design
6. Typography and typographic layouts
7. Concept development
8. Analyzing visual communication with user-experience (UX) principles
9. Understanding the variety of ways digital media and design are used in an array of digital and web-based applications
10. File management
11. Free non-subscription brainstorming, project-management, design, presentation, word processing, and graphics software for creating designs and working collaboratively
12. Critique through the various formats of standard, jam/workshop, small group/pair, silent, paper, and FYI
13. Human-centered design/UX methods
14. Case studies from global visual communication fields such as UX/UI and graphic design
15. Multidisciplinary collaborative design

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Presentations & Projects	40-50%
2. Reflections & documentation of utilizing the design thinking process	10-15%
3. Participation in group critiques, discussions, and projects	10-20%
4. Exam/Quizzes	10-20%
5. Case Study Analysis	5-10%

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

	OER
1. <i>The Field Guide to Human-Centered Design: Design Kit</i> . IDEO, 2015.	<input type="checkbox"/>

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

VIII. Bibliography of Supplemental Materials

1. Krug, Steve. <i>Don't Make Me Think</i> . New Riders, 2014.
2. Ambrose, Gavin, and Paul Harris. <i>Basics Design 08: Design Thinking</i> . AVA Academia, 2010.
3. Roam, Dan. <i>Show & Tell: How Everybody Can Make Extraordinary Presentations</i> . Portfolio/Penguin, 2016.
4. Cross, Nigel. <i>Design Thinking: Understanding How Designers Think and Work</i> . Bloomsbury Visual Arts, 2018.
5. Christensen, Tanner. <i>The Creativity Challenge</i> . Adams Media, 2015.
6. Norman, Don. <i>The Design of Everyday Things: Revised and Expanded</i> . Basic Books, 2013.
7. Ambrose, Gavin. <i>Design Thinking for Visual Communication</i> . Bloomsbury Visual Arts, 2017.
8. Roam, Dan. <i>Blah, Blah, Blah - What to Do When Words Don't Work</i> . Marshall Cavendish International, 2012.
9. Lupton, Ellen. <i>Graphic Design Thinking: Beyond Brainstorming</i> . Architectural Press, 2011.

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 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.