

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

**Course Discipline and Number: ART 260**

**Year: 2023-2024**

**Course Title: Portfolio Preparation - Graphic Design**

**Credit Hours: 3**

**I. Course Description:**

Topics include selecting works for a professional portfolio, options for non-website related portfolio systems, creating a portfolio website, developing an online presence, standard professional job search elements and documents, and tailoring portfolios and job documents for specific audiences. Resumes, networking, personal branding, and future steps to careers and four-year college transfer paths are explored. Open to Graphic Design majors who have completed two semesters of program courses. Prerequisites: ART 109; ART 180; prior completion of, or concurrent enrollment in, ART 270; prior completion of, or concurrent enrollment in, ENGL 101. 3 Cr. (2 Lec. 2 Lab) Fall semester.

**II. Additional Course Information:**

1. ART 260 is intended for Graphic Design majors in their third semester of study.
2. Students are required to work outside of class to develop their portfolio and documents.
3. Students are required to work on projects outside of class and to research independently.

**III. Student Learning Outcomes**

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

1. Develop a resume and professional network tailored to personalized research on pursuing a career and/or continuing studies by transferring into a baccalaureate program.
2. Develop the basics of a personal brand and apply it cohesively throughout all portfolio related elements.
3. Assemble a professional portfolio: Revisit and revise prior works and complete new projects; analyze work to choose the best pieces; sequence and edit the portfolio for specific audiences or career pursuits. The portfolio will include expanded projects that show real-world application of design elements and design process.
4. Build a website using an approved content management system (CMS) and create an extensive online-presence for marketing.

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

**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.

☐ 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**

**PLO: 1)** Apply design industry-standard software, hardware and manual tools.

**SLO: 4.** Build a website using an approved content management system (CMS) and create an extensive online-presence for marketing.

**PLO: 2)** Create a professional portfolio of work that is displayed in an industry-standard format suitable for transfer for a four-year college or entry-level design position.

**SLO: 3.** Assemble a professional portfolio: Revisit, revise, and complete new projects; analyze work to choose the best pieces; sequence and edit the portfolio for specific audiences or career pursuits. The portfolio will include expanded projects that show real-world application of design elements.

**PLO: 5)** Communicate effectively using college level verbal, presentation and written communication skills required of the profession.

**SLO: 2.** Develop a resume and professional network tailored to personalized research on pursuing a career and/or continuing studies by transferring to a 4 year program.

### **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:

**X 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.

**SLOs:**

3. Assemble a professional portfolio: Revisit, revise, and complete new projects; analyze work to choose the best pieces; sequence and edit the portfolio for specific audiences or career pursuits. The portfolio will include expanded projects that show real-world application of design elements.

2. Develop a resume and professional network tailored to personalized research on pursuing a career and/or continuing studies by transferring to a 4 year program.

**X 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.

**SLOs:**

1. Develop the basics of a personal brand and apply it cohesively throughout all portfolio-related elements.
4. Build a website using an approved content management system (CMS) and create an extensive online-presence for marketing.
2. Develop a resume and professional network tailored to personalized research on pursuing a career and/or continuing studies by transferring to a 4 year program.

**☐ GENERAL EDUCATION CATEGORY - Area(s):**

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:

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

**V. Essential Topics/Themes**

1. Portfolio creation including editing, audience, cohesion, design, and exploration of various on-screen and print presentations
2. Building a website using a content management system
3. Creating a strong online presence and professional network
4. Applying real-world application to design projects
5. Developing supporting job documents, such as a resume, and a cohesive personal brand and voice that can be applied to all required elements
6. Revising portfolio pieces and creating new work to ensure the portfolio meets audience expectations
7. Researching a specific portfolio audience and tailoring the portfolio to meet requirements

**VI. Methods of Assessment/Evaluation**

Method	% Course Grade
1. Portfolio with various presentation methods	60%
2. Supporting job documents	20%
3. Visible and active online presence on professional social media and portfolio sharing platforms	10%
4. In-Class participation in critiques, course work progress, and demonstrations	10%

**VII. Texts – REQUIRED:**

1. *Creating Your Digital Portfolio: The Essential Guide to Showcasing Your Design Work Online*. I. Clazie. 2010 F&W Media, Incorporated. ISBN: 9781440310232

**VIII. Bibliography of Supplemental Materials**

1. Thurlbeck, Ken. *Creating the Breakthrough Portfolio: Strategies for Managing a Successful Career*. Thomson Delmar Learning, 2007.

2. Anderson, Denise. <i>Stand out: Design a Personal Brand, Build a Killer Portfolio, Find a Great Design Job</i> . Peachpit Press, 2016.
3. Eisenman, Sara. <i>Building Design Portfolios: Innovative Concepts for Presenting Your Work (Design Field Guide)</i> . Rockport Publishers, 2008.

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

## IX. Other Learning Resources

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.*