Master Course Syllabus

Course Discipline and Number: ART 260 **Year: 2024-2025**

Course Title: Graphic Design Portfolio **Credit Hours: 3**

I. Course Description:

Topics include selecting works for a professional portfolio, options for print portfolio systems, creating a portfolio website, developing an online presence, standard professional job search elements and career documents, and tailoring portfolios and career 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. ART 260 fulfills the SUNY General Education The Arts Knowledge and Skills Area, but does not satisfy a liberal arts requirement. Prerequisites: ART 118, ART 180, ART 270; prior completion of, or concurrent enrollment in, ART 259 and ENGL101. 3 Cr. (2 Lec. 2 Lab) Fall semester.

II. Additional Course Information:

1.	ART 260 is intended for Graphic Design A.S. majors in their third semester of study.
2.	Students are required to work outside of class and to research independently to develop their portfolio and documents
3.	This course requires students to purchase a subscription to a Content Management System (CMS) web service and a custom domain name which costs roughly $100 for the first year
4.	This course consists of at least 100 minutes of lecture and 100 minutes of lab work each week for the fifteen week semester.

III. Student Learning Outcomes

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

1.	Develop career documents tailored to a specific audience based on research on careers and/or 4-year degree transfer.
2.	Develop a basic personal brand and apply it cohesively throughout all portfolio-related elements.
3.	Assemble a professional portfolio using the program-approved content management system (CMS) and create an online presence using the required platforms.

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 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 using the program-approved content management system (CMS) and create an online presence using the required platforms.

PLO 5: Communicate effectively using college-level verbal, presentation, and written communication skills required of the profession.
> SLO 1: Develop career documents tailored to a specific audience based on research on careers and/or 4-year degree transfer.

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: SLO#1 Develop career documents tailored to a specific audience based on research on careers and/or 4-year degree transfer.

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

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Web Portfolio & online presence	60-80%
2. Career documents tailored to a specific audience	20-40%
3. Reflections & documentation of using the design thinking process	5-10%

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

	OER
1. Clazie, Ian. *Creating Your Digital Portfolio: The Essential Guide to Showcasing Your Design Work Online*. Adams Media, 2010.	☐

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

VIII. Bibliography of Supplemental Materials

1.   Lee, Irina. *Creating a Successful Graphic Design Portfolio*. Bloomsbury Academic, 2021.

Revised 09-23/C. Shanks

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

3. Anderson, Denise. *Stand out: Design a Personal Brand, Build a Killer Portfolio, Find a Great Design Job.* Peachpit Press, 2016.

4. Eisenman, Sara. *Building Design Portfolios: Innovative Concepts for Presenting Your Work (Design Field Guide).* Rockport Publishers, 2008.

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.