**Course Discipline and Number: ART 270**  **Year: 2023-2024**

**Course Title: Computer Graphics**  **Credit Hours:  3**

## I. Course Description:

This course introduces the essential elements required to proficiently create raster and vector graphics using professional computer software. The student learns to apply compositional, stylistic, and conceptual solutions to computer graphics.  The course focuses on the mastery of learning the main components and workflow of a raster and a vector software application to create a variety of graphics. Students study professional work in the graphics fields in order to explore various aesthetic choices and techniques and understand the various uses of digital graphics in the field of Graphic Design. ART 270 fulfills the SUNY General Education requirement in The Arts, but is not a Liberal Arts course. Additional course fee (included in tuition bill) required.  Prerequisites: ART 109; prior completion of, or concurrent enrollment in, ENGL 100 or ESL 120/ 121/122. 3 Cr. (2 Lec., 2 Lab.) Spring semester.

## II. Additional Course Information:

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| 1. | ART 270 is intended for Graphic Design 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. | This course requires a fee to cover course materials which is currently $50 and is included in the student's tuition bill. |
| 5. | Projects should be based on graphics commonly used in the field of graphic design and connected to published modern professional examples. |
| 6. | Software should be taught through task based lectures focusing on learning outcomes. Step-by-step teaching methods should be utilized for exercises only. Projects and lectures should focus on teaching the main concepts required to use the programs effectively and instill in the student the ability to work independently and understand how to apply software concepts for multiple uses. |

## III. Student Learning Outcomes

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

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| 1. | Demonstrate the ability to create graphics proficiently using raster and vector software and apply the main components of the software for various uses in the creation of digital graphics, using professional conventions such as non-destructive editing techniques, proper workflow and file structuring techniques, asset management, and digital file management and formats. |
| 2. | Input assets for digital graphics and output digital graphics for print and web. |
| 3. | Demonstrate proficiency in creating graphics that are well crafted and exhibit strong visual communication through the use of concept, style, color, hierarchy, and composition. Mimic and utilize traditional graphics techniques in computer software applications. |
| 4. | Discuss aesthetics and software use by critiquing, analyzing, and researching styles, applications, techniques, of both digital and traditional graphic works. |

## IV. Tompkins Cortland General Education Goals & SUNY Competencies

☒ Critical thinking
Students will analyze the work of professionals to discern and define what makes a digital graphic 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. Students will connect their understanding of the physical world and traditional graphics to figure out how to build a graphic using software.

☐ Social/Global Awareness

☒ 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

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| 1. | Proficiency in vector and raster file creation software applications |
| 2. | Visual communication through graphics using content, concept, style, color, hierarchy, and composition |
| 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 design |
| 6. | Analyzing graphics |
| 7. | Digital craftsmanship and its relationship to traditional graphics |


## VI. Methods of Assessment/Evaluation

| Method | % Course Grade |
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| 1. Raster and vector course assignments | 50-60% |
| 2. Process documentation, brainstorming, sketching, and concept exploration | 10-20% |
| 3. In-Class participation in critiques, exercises, course work progress, and demonstrations. | 5-10% |
| 4. Exam/Quizzes | 10-20% |


## VII. Texts – REQUIRED:

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| 1. Glitschka, V. *Vector Basic Training (w/Access).* 2nd ed, 2016, Pearson. ISBN: 9780134176734 |
| 2. Eismann, V. *Photoshop Masking & Compositing*, 2nd ed. 2012, Addison Wesley. ISBN-13: 9780321701008 |

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


## VIII. Bibliography of Supplemental Materials

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| 1. Kloskowski, Matt. *Layers: The Complete Guide to Photoshop's Most Powerful Feature,* 2010*,* Peachpit Press. |

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


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## IX. Other Learning Resources

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| **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 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.*