

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: ART 270

Year: 2024-2025

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 field in order to explore various aesthetic choices and techniques and understand the various uses of digital graphics in Graphic Design. ART 270 fulfills the SUNY General Education The Arts Knowledge and Skills Area, but is not a Liberal Arts course. Additional course fee (included in tuition bill) required. Prerequisites: ART 109 and 117; prior completion of, or concurrent enrollment in, ENGL100. 3 Cr. (2 Lec., 2 Lab.) Spring semester.

II. Additional Course Information:

1. ART 270 is intended for Graphic Design A.S. majors.
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. Students are required to work on projects outside of class and use specified software.
4. Students are required to utilize professional online tutorials and resources to improve their understanding of the software applications outside of class.
5. Projects should be based on graphics commonly used in the field of graphic design and connected to published contemporary professional examples.
6. This course has a fee of \$50 to cover course materials. (This fee does not cover the course textbook.) This course fee is included in the student's tuition bill.
7. 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 and terminology effectively and instill in the student the ability to work independently and understand how to apply concepts.

III. Student Learning Outcomes

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

1. Create technically proficient graphics for a specific audience and purpose using raster and vector software that show proper workflow and file structure.
2. Apply proficient digital file management for output to print, digital, and web-based media.
3. Implement and document the design thinking process to develop creative responses and solutions.

4. Critique and assess the effectiveness of visual communication and computer graphics using field-related terminology and concepts.

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

SLO 1: Create technically proficient graphics for a specific audience and purpose using raster and vector software that show proper workflow and file structure.

SUNY General Education Competencies

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 graphics for a specific audience and purpose using raster and vector software that show proper workflow and file structure.

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. Proficiency in vector and raster file creation software applications
2. Visual communication through graphics
3. Symbolism
4. Digital file management
5. Concept development
6. Computer graphics role and use in the Graphic Design field
7. Analyzing computer graphics
8. Digital craftsmanship and its relationship to traditional graphics
9. Versatile logos and visual systems
10. Advanced vector workflows and tools
11. Non-destructive editing (raster)
12. Digital Painting

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. Glitschka, V. <i>Vector Basic Training (w/Access)</i> . 2nd ed, 2016, Pearson.	<input type="checkbox"/>

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

VIII. Bibliography of Supplemental Materials

1. Eismann, V. <i>Photoshop Masking & Compositing</i> , 2 nd ed. 2012, Addison Wesley. ISBN-13: 9780321701008
2. Victionary. <i>Type for Type: Custom Typeface Solutions for Modern Visual Identities</i> . Edited by Victionary, Viction:ary, 2019.
3. Fowkes, Alex. <i>Expressive Type: Unique Typographic Design in Sketchbooks, in Print, and On Location Around the Globe</i> . Rockport Publishers, 2017.
4. Viction: workshop, editor. <i>You Are Here 2: A New Approach to Signage and Wayfinding</i> . Victionary, 2022.
5. Slade-Brooking, Catharine. <i>Creating a Brand Identity: A Guide for Designers: (Graphic Design Books, Logo Design, Marketing)</i> . Laurence King Publishing, 2016.
6. Salisbury, Martin. <i>Drawing for Illustration</i> . WW Norton, 2022.
7. Bokhua, George. <i>Principles of Logo Design: A Practical Guide to Creating Effective Signs, Symbols, and Icons</i> . Rockport Publishers, 2022.
8. Heller, Steven, and Gail Anderson. <i>The Logo Design Idea Book: (Logo Beginners Guide, Logo Design Basics, Visual Branding Book)</i> . Laurence King Publishing, 2019.

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.