

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: ART 271

Year: 2023-2024

Course Title: Layout Design

Credit Hours: 3

I. Course Description:

This course provides advanced instruction in layout design, typesetting, and using design thinking to create comprehensive marketing campaigns. Projects in the course focus on creating collateral for print or digital output. Projects emphasize effective visual communication with a focus on typographic and informational hierarchy and the concept development process. This is an advanced capstone course that requires skills in the foundations of composition, typography, raster & vector graphics, and concept development cultivated in previous courses. ART 271 fulfills the SUNY General Education requirement in The Arts. Prerequisites: ART 118, ART 180, ART 259, ART 260 and ART 270,. 3 Cr. (2 Lec., 2 Lab.) Spring semester.

II. Additional Course Information:

1. ART 271 is intended for Graphic Design majors.
2. Students are required to work on projects outside of class, often utilizing specified software.
3. Students are required to utilize resources to improve their understanding of the curriculum outside of class.
4. Projects are based on typographic collateral layouts and the design thinking process utilized in the professional field.
5. Software is 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.
6. This course consists of at least 100 minutes of lecture and 100 minutes of lab work each week for the fifteen-week semester.
7. The course has a fee of approximately \$70 to cover course materials. (This fee does not cover the course textbook/s.)

III. Student Learning Outcomes

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

1. Design professional collateral and marketing campaigns for print and digital output.
2. Apply design and typesetting skills and terminology.
3. Critique and assess the effectiveness of visual communication.
4. Apply the design thinking process to develop creative responses and solutions.

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

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-

Revised 05-21/C. Shanks

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 A.S.

List the PLO or PLOs that are meaningfully developed and assessed in this course. For Each PLO, list the specific SLO through which the development and assessment will occur.

PLO

1. **Apply design industry-standard software, hardware, and manual tools.**
 - **SLO**
 1. Design professional collateral and marketing campaigns for print and digital output.

PLO

2. Create a professional portfolio of work that is displayed in an industry-standard format suitable to transfer for a four-year college or entry-level design position.
 - **SLO**
 1. Design professional collateral and marketing campaigns for print and digital output.

PLO

3. **Describe and apply the history and context of visual communication.**
 - **SLO**
 4. Apply the design thinking process to develop creative responses and solutions.

PLO

4. **Identify and apply the principles and elements of visual communication.**
 - **SLO**
 2. Apply design and typesetting skills and terminology.

PLO

5. **Communicate effectively using college-level verbal, presentation, and written communication skills required of the profession.**
 - **SLO**
 3. Critique and assess the effectiveness of visual communication.

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:

☒ **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.

Students will analyze the work of professionals to discern and define what makes a design communicate successfully and achieve visual unity. They will apply these analytical techniques to their own work, and the work of peers. They will document their development process and explore various principles and elements in written reflections and quizzes.

☒ **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.

Students will gain skills in professional file and asset management on a computer. They will be responsible for research and asset curating.

☒ **GENERAL EDUCATION CATEGORY** - Area(s): Area 8 The Arts

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:

SUNY AREA 8 OUTCOME:

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

1. Design professional collateral and marketing campaigns for print and digital output.
2. Apply design and typesetting skills and terminology.
3. Critique and assess the effectiveness of visual communication.
4. Apply the design thinking process to develop creative responses and solutions.

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

V. Essential Topics/Themes

1. Proficiency in layout software applications
2. Proficiency in typesetting
3. Applying visual communication and the design thinking process
4. File and asset management
5. Researching through reputable resources
6. Writing a Creative Design Brief that defines a change needed by the client and guides the production of a well-researched, viable, and creative solution/response in the form of a comprehensive campaign
7. Digital and Manual Mockups
8. Designing text-heavy layouts

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Projects	40-60%
2. Research and documentation of using the design thinking process	10-20%
3. In-Class participation in critiques, exercises, coursework progress, and demonstrations.	10-20%
4. Practical Exam	10-20%

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

1. French, Nigel. <i>InDesign Type: Professional Typography with Adobe Indesign</i> . 4th ed., Adobe Press, 2018. ISBN: 0134846710
2. Ambrose, Gavin, and Paul Harris. <i>Layout for Graphic Designers: an Introduction</i> . 3rd ed., Bloomsbury Visual Arts, 2018. ISBN: 9781474254793

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

VIII. Bibliography of Supplemental Materials

1. White, Alex. <i>Advertising Design and Typography</i> . Allworth Press, 2015.
2. Barry, Pete. <i>The Advertising Concept Book: Think Now, Design Later</i> . 3rd ed., Thames & Hudson, 2016.
3. Altstiel, Tom. <i>Advertising Creative: Strategy, Copy, and Design</i> . 5th Ed., Sage Publications, 2019.
4. Wheeler, Alina. <i>Designing Brand Identity: an Essential Guide for the Whole Branding Team</i> . 5th ed., John Wiley & Sons, 2018.
5. Bierut, Michael. <i>How to Use Graphic Design to Sell Things, Explain Things, Make Things Look Better, Make People Laugh, Make People Cry, and (Every Once in a While) Change the World</i> . Harper Design, an Imprint of HarperCollins Publishers, 2018.

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

IX. Other Learning Resources

Audiovisual: Online professional training tutorials training tutorials like Lynda.com
Instructor pre-recorded lectures

Electronic: Online professional training tutorials training tutorials like Lynda.com

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.