

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

**Course Discipline and Number: ART 271**

**Year: 2024-2025**

**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 The Arts Knowledge and Skills Area. Prerequisites: ART 259 and ART 260. 3 Cr. (2 Lec., 2 Lab.) Spring semester.

### **II. Additional Course Information:**

1. ART 271 is intended for Graphic Design A.S. majors.
2. Students are required to work on projects outside of class utilizing specified software.
3. Students are required to utilize professional online tutorials and resources to improve their understanding of the software applications outside of class.
4. Projects should be based on graphics commonly used in the field of graphic design and connected to published contemporary professional examples.
5. 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.
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 \$50 to cover course materials (This fee does not cover the course textbook.).This course fee is included in the student's tuition bill.

### **III. Student Learning Outcomes**

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

1. Design professional collateral and marketing campaigns for a specified audience that show sensitivity to typography and layout, demonstrating proficient typesetting skills.
2. Implement and document the design thinking process to develop creative responses and solutions.

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| 3. Design a professional creative design brief for a specified audience that shows effective college-level verbal, presentation, and written communication skills required of the profession |
| 4. Demonstrate proficiency in designing and preparing files for digital, web, and print output.  |
| 5. Critique and assess the effectiveness of visual communication 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

##### **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: Design professional collateral and marketing campaigns for a specified audience that show sensitivity to typography and layout and proficient typesetting skills.

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

SLO 3: Design a professional creative design brief for a specified audience that shows effective college-level verbal, presentation, and written communication skills required of the profession

##### **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.

Course SLO 2: Implement and document the design thinking process to develop creative responses and solutions.

☒ **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.

Course SLO 5: Critique and assess the effectiveness of visual communication using field-related terminology and concepts.

☒ **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.

SLO 1: Design professional collateral and marketing campaigns for a specified audience that show sensitivity to typography and layout and proficient typesetting skills.

☐ 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 layout software applications
2. Proficiency in typesetting
3. Applying visual communication and the design thinking process
4. Digital file and asset management
5. Researching through reputable resources
6. Writing a Creative Design Brief for a comprehensive campaign
7. Digital and Manual Mockups
8. Designing text-heavy layouts
9. Updating portfolio and career documents for graduation

## VI. Methods of Assessment/Evaluation

Method	% Course Grade
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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)**

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

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

**VIII. Bibliography of Supplemental Materials**

1. 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> . HarperCollinsPublishers, 2021.
2. The Graphic Artists Guild. <i>Graphic Artists Guild Handbook, 16th Edition: Pricing &amp; Ethical Guidelines</i> . Edited by The Graphic Artists Guild, MIT Press, 2021.
3. White, Alex. <i>Advertising Design and Typography</i> . Allworth Press, 2015.
4. Barry, Pete. <i>The Advertising Concept Book: Think Now, Design Later</i> . 3rd ed., Thames & Hudson, 2016.
5. Altstiel, Tom. <i>Advertising Creative: Strategy, Copy, and Design</i> . 5th Ed., Sage Publications, 2019.
6. Wheeler, Alina. <i>Designing Brand Identity: an Essential Guide for the Whole Branding Team</i> . 5th ed., John Wiley & Sons, 2018.
7. Mehta, Stephanie, and Fast Company. <i>Fast Company Innovation by Design: Creative Ideas That Transform the Way We Live and Work</i> . Abrams, Incorporated, 2021.
8. Cezzar, Juliette, and Sue Apfelbaum. <i>Designing the Editorial Experience: A Primer for Print, Web, and Mobile</i> . Rockport Publishers, 2014.

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

**IX. Other Learning Resources**

<b>Audiovisual:</b> Online professional training tutorials
<b>Electronic:</b> Online professional training tutorials
<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 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.*