

## OUTCOMES BASED LEARNING MATRIX

**Course: ARTG106 — GRAPHIC DESIGN II**

**Department: VISUAL ARTS**

**Course Description:** This course is a continuation of ARTG 105 Graphic Design I. The emphasis is on the development of more advanced graphic design concepts as produced in professional comprehensive presentations. Two lecture and two laboratory hours per week. Prerequisites: ARTG 105 Graphic Design I, ARTG 112 Typography, ARTG 115 Introduction to Graphic Design and Production, and ARTG 281 Computer-Aided Graphic Design; or permission of instructor.

<b>*COURSE OUTCOMES</b>	<b>OUTCOMES ACTIVITIES</b>	<b>ASSESSMENT TOOLS</b>
Upon completion of the course the students will be able to:		
Compose projects that effectively communicate relationship between type and image	a) Listen to a lecture on the development of conceptual skills, critical thinking, verbal articulation, problem solving skills and use of metaphor. (W) (CT) b) Read textbook Read material concerning the methods used in graphic design field. (R) (CT) c) View examples of professional designer's works d) Develop a tree map to express idea formation e) Sketches f) Design firm's portfolio demonstration through the web. (CT) g) Real design works demonstration h) Senior Exhibition will be held as a portfolio review. (CT) (TS) (OC)	a) A research paper that combines a final project that demonstrates an understanding of the relationship between type and image. (CT) (TS) (OC) (R) b) Individual and group critiques throughout the semester that can help students to develop conceptual skills, critical thinking, verbal articulation, problem analysis and problem solving skill. (CT) (OC) (QS) c) Professor evaluation of project based on experience d) Professor evaluation of craft e) Student presentation f) Portfolio review before exhibition
Demonstrate visual communication and aesthetic relationship in visual problem solving skills, conceptual skills and verbal articulation skills	a) A series of sketches before each project due that cover material and techniques use in the design professional. (CT) (TS) (OC) b) Use of images and discussion through varies research. (CT) (TS) (OC)	a) A research paper that combines a final project that demonstrates an understanding of the relationship between type and image. (CT) (TS) (OC) (R) b) Evaluation of conceptual thinking on student sketches

	<ul style="list-style-type: none"> <li>c) Example showing how Internet, magazines , books, newspapers for effective relationship between type and image</li> <li>d) Develop a tree map/web to convey a train of thought based on the project's proposes</li> <li>e) Research client's organization, corporation, institution etc and obtain background information about the client in order to effectively represent the client's needs formation</li> </ul>	<ul style="list-style-type: none"> <li>c) Professor evaluation of student effort</li> <li>d) Oral Presentation</li> <li>e) The number of sketches to represent an idea</li> <li>f) Evaluation of sketches that indicate the design concept moving from rough to precise</li> <li>g) Attendance</li> </ul>
<p>Establish visual connections between objects and their meaning in order to express the relationship between form and function</p> <p>Enhance the skills of using Grid System</p>	<ul style="list-style-type: none"> <li>a) Lecture</li> <li>b) Show examples</li> <li>c) Sketches</li> <li>d) Research</li> <li>e) textbook</li> </ul>	
<p>Utilize traditional studio techniques interactively with computer design software</p>	<ul style="list-style-type: none"> <li>a) In class demonstration of design software, (TS)</li> <li>b) Use computers to layout design</li> <li>c) Critique other student's designs</li> <li>d) Professor feedback on project</li> <li>e) Create multiples designs for same project</li> <li>f) Revision of project</li> <li>g) Obtain images from Digital camera, scanner, or internet</li> <li>h) Retouch images on design software</li> <li>i) Using various techniques to express the design</li> <li>j) Experiment on various printing methods</li> <li>k) Design using various paper layouts</li> <li>l) Experiment craft methods for layout and design</li> </ul>	<ul style="list-style-type: none"> <li>a) Computer assisted assignments combine with projects. (CT) (TS) (OC)</li> <li>b) Effective use of multiple layers</li> <li>c) Choice of tools for design purpose</li> <li>d) Retouch image</li> <li>e) Preparation of image for the type of media</li> <li>f) Professor evaluation of retouching techniques</li> <li>g) Professor evaluation of the technique used to transfer sketches to computer generated image</li> <li>h) Professor evaluation of printing quality</li> <li>i) Professor evaluation of craft</li> </ul>

\*Try to express an outcome as an infinitive phrase that concludes this sentence: **At the end of the course, the students should be able to . . .** Finding the line between too general and too specific can be difficult. In an English Composition course, for instance, it is probably too general to say, "The student should be able to write effective essays." It is probably too specific to say, "The student should be able to write an introductory paragraph of at least 50 words, containing an attention-getting device, an announcement of the narrowed topic, and an explicit thesis sentence." Just right might read, "The student will write introductions that gather attention and focus the essay."

\*\*Indicate the Core Competencies that apply to the outcomes activities and assessment tools: Critical Thinking (CT); technology skills (TS); oral communications (OC); quantitative skills (QS); reading (R); writing (w).