

OUTCOMES BASED LEARNING MATRIX

Course: ARTG115 — INTRODUCTION TO GRAPHIC DESIGN & PRODUCTION

Department: VISUAL ARTS

Course Description: This course introduces the student to graphic design elements and principles and their application to page layout. Assignments emphasize the development of advertising graphics from concept and design phases through basic computer production applications. Two lecture and two laboratory hours per week. Prerequisite: ARTG 281 Computer-Aided Graphic Design or permission of instructor.

*COURSE OUTCOMES	OUTCOMES ACTIVITIES	ASSESSMENT TOOLS
Upon completion of the course the students will be able to:		
Execute design projects from concept to completion	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) Introduce the examples and materials relating the methods using in graphic design fields. (R) (CT) c) Read textbook d) View design examples from web and actual printouts e) Sketches cover materials and techniques use in the design professional. (CT) (TS) (OC)	a) A research paper combines a final project that demonstrates an understanding of the relationship between type and image. (CT) (TS) (OC) (R) (W) 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) Computer assisted assignments combine with projects. (CT) (TS) (OC) d) Professor evaluation of sketches e) Professor evaluation of each project's craft f) Student presentation
Develop concepts, critical thinking and organization skill	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) Develop a tree map/flow chart to convey a train of thoughts based on the topic. (R) (CT)	a) A research paper combines a final project that demonstrates an understanding of the relationship between type and image. (CT) (TS) (OC) (R) (W) b) Individual and group critiques throughout the semester that can help students to develop conceptual skills,

	<ul style="list-style-type: none"> c) Research topic and audience d) Read handout and books e) A series of sketches before each project due that cover materials and techniques use in the design professional. (CT) (TS) (OC) 	<p>critical thinking, verbal articulation, problem analysis and problem solving skill. (CT) (OC) (QS)</p> <ul style="list-style-type: none"> c) Evaluation of conceptual thinking and student sketches d) Evaluation of student oral presentation e) Evaluation the number of sketches from concept to development f) Computer assisted projects combine with projects
<p>Be familiar with the design professional and current cultural trends</p>	<ul style="list-style-type: none"> a) Examples showing how design examples through internet, magazine, books, newspapers for effective relationship between types and images b) Printing production 	<ul style="list-style-type: none"> a) 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) b) Computer software demonstration for color separation and pre-press setting
<p>Be familiar with current technologies in order to create the concept, idea, and problem solving skills in preparation for publication and professional work</p>	<ul style="list-style-type: none"> a) in class demonstration of design software, QuarkXpress, Photoshop, InDesign, and Illustrator. (TS) b) Use computers to layout design c) Critique d) Professor feedback on project e) Create multiples designs for same Project f) Revision of project g) Obtain images from Digital camera, scanner, or internet h) Retouch images on design software i) Experiment on various printing methods j) Design using various paper layouts k) Experiment craft methods for layout and design 	<ul style="list-style-type: none"> a) Computer assisted assignments combine with projects. (CT) (TS) (OC) b) Effective use of multiple layers c) Choice of tools for design purpose d) Retouch image e) Preparation of image for the type of media f) Professor evaluation of retouching techniques g) Professor evaluation of the technique used to transfer sketches to computer generated image h) Professor evaluation of printing quality i) Professor evaluation of craft

*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).