

## OUTCOMES BASED LEARNING MATRIX

**Course: ARTG282 — Basic Design for Desktop Publishing**

**Department: VISUAL ARTS**

**Course Description:** This course provides guidelines for creating effective, well-designed desktop publications. Lecture and discussion topics with related assignments are used to develop an understanding of basic typography in relation to the elements and principles of design. Two lecture and two laboratory hours per week.

<b>*COURSE OUTCOMES</b>	<b>OUTCOMES ACTIVITIES</b>	<b>ASSESSMENT TOOLS</b>
Upon completion of the course the students will be able to:		
Incorporates tools or techniques that will help students to plan and execute their time effectively in order to follow a deadline	a) Develop to-do-list for better understanding and planning the use of time needed to solve design problems	a) Evaluation and reorganizing the list that would help to set priorities and goals.
Incorporate visual communication and aesthetic relationship in visual problem solving, critical thinking, conceptual thinking, organization, and verbal articulation skills in order to effectively articulate the idea to the viewers	a) A series of sketches before each project due that cover material and techniques use in the design professional. b) Use sketches and varies visual examples that would help to analyze existing problems and research for new ideas and solutions. c) Conduct discussion that would help to reexamine and understand of mental process of analyzing information. d) Develop a tree map/web to convey a rearranging elements (train of thought) following one or more information e) If the process of thinking fails to deliver, research client's organization, corporation, institution and obtain more background information in order to solve the problem effectively f) Use critique to convey specific messages for articulation g) Meet deadline	a) Professor evaluation of students' efforts on sketches that indicate the design concept/work has moved from preliminary to precise b) Professor evaluation of students' efforts on the numbers of sketches to represent the development of conceptual and critical thinking c) Professor evaluation of students' efforts on the development of the tree map/web for organization skill d) Self-critiques should demonstrate an understanding of the problem solving and critical thinking skills e) Group critiques should demonstrate an understanding of the concept development d) Quiz f) Attendance g) A research paper that combines a final project should demonstrate an understanding of doing graphic design h) Professor evaluates the amount of time required for working on a project

<p>Compose projects that show the relationship between type and image, use of grid lines and visual hierarchy for print, production, and web ready format in order to effectively communicate ideas to the viewer</p>	<p>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</p>	<p>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</p>
<p>Utilize traditional studio techniques interactively with computer design software to prepare the final product for publication</p>	<p>a) In class demonstration of design software, (TS)  b) Use computers to layout design  c) Critique other student's designs  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) Using various techniques to express the design  j) Experiment on various printing methods  k) Design using various paper layouts  l) Experiment craft methods for layout and design</p>	<p>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</p>

\*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."