



ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

- New Course
- COR Revision 11/13/2008
- COR Update
- Pre Req/Advisories 11/13/08
- Other Changes 11/13/08
- Effective Date
- SLO 4/14/2008

COURSE SUBJECT & NUMBER: DM 215

COURSE NAME: *Graphic Communications II (formerly CG 215, Graphic Communications II)

COURSE UNITS: 3 **COURSE HOURS:** 4 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Prerequisite: Completion of DM 115

Corequisite: Concurrent enrollment in DM 215L

Instructional materials fee required for this course and must be paid at registration.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description.)*

This advanced level course will cover graphic design topics in the context of wide-ranging visual and commercial communication theories that build upon skills learned in Graphic Communications I. Students will enhance their knowledge of the creative design process along with the communication of ideas by completing typical industry projects. Emphasis is on advanced software training and the integration of creative communications campaigns to prepare students for entry to the professional graphic communications industry. This course is designed for those who want advanced knowledge of graphic design as applied to the communications industry. **BEFORE ENROLLING** students should have a basic knowledge of the Mac OS and Adobe Photoshop. (CSU, AVC) **(R2)**

COURSE OBJECTIVES: *(Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

1. Critique examples of commercial communications campaigns and discuss the design and communications techniques being demonstrated.
2. Create a series of advanced/professional quality projects, such as ad campaigns, packaging, and Web page designs.
3. Demonstrate the ability to operate industry standard hardware and software at an advanced level.
4. Design professional graphic communications with emphasis on developing a cohesive brand strategy for specific target audiences.
5. Evaluate the visual and communicative efficacy of diverse digital design treatments and effects.
6. Define advanced industry terminology.
7. Participate as a team member on a graphic communications assignment.

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COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Title 5 requires that each instructor must cover all material listed below.)*

I. Introduction

Overview of course requirements, equipment, and software

II. Professional examples

1. Critique professional design techniques used to create graphic communications campaigns.
2. Analyze tools and resources used to create advanced graphic design jobs.

III. Advanced software/hardware training

1. Produce advanced communications projects using industry standard software and hardware to create projects such as, but not limited to, ad campaigns, corporate identity, and branding for a product or service.
2. Incorporate into typical industry projects advanced level techniques for typography and digital imaging and how they relate to the conveyance of a message.
3. Create professional design compositions for typical advanced industry projects such as print ads, brochures, signage, television commercials, podcasts, and interactive media.

IV. Advanced graphic communications topics

1. Advanced advertising and visual communications theories/concepts/vendors.
2. Organization of teams and how they work in the graphic communications industry.
3. Emerging technologies as applied to graphic communications.
4. Branding and advertising campaigns.
5. Effective and appropriate use of software and hardware for a graphic communications project.

V. Plan, design and produce an advanced graphic communications project

1. Client/designer relationship as it relates to an advanced project.
2. Target audience.
3. Concept development.
4. Thumbnails and rough sketches.
5. Presentation of ideas.
6. Timeline and budget considerations.
7. Assign team members as needed for specific specializations on the project.
8. Asset acquisition such as talent, props, photography, illustrations, and graphics.
9. Design and production:
 - o Apply advanced design and software/hardware skills to create an advanced graphic communications project such as product/service branding, advertising campaigns, non-profit marketing design.
10. Presentation to the client of initial concepts and finished project.

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TYPICAL HOMEWORK ASSIGNMENTS: READING, WRITING, COMPUTATIONAL, OTHER

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a “Model Outline” in the AP&P Standards & Practices handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Weekly reading from suggested texts on current lecture topics.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

N/A

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

NA

4. Describe other types of homework assignments that students may be asked to complete; note if any are required:

Research graphic communications examples and analyze the work. Research Web sites and graphic design portfolios online. Acquire assets such as props, photographs, and graphics for course projects. Create course projects such as advertising campaigns, product/service branding, corporate identification.

5. Describe those critical thinking skills that are derived from assignments listed above; be sure that they reflect course objectives.

As part of this course, students will research and evaluate graphic communications works of professionals and compare and contrast the use of design techniques. Additionally, students will assess the work of their peers and offer critiques in an effort to share design and communication ideas and solutions. Students will have the opportunity to revise work based on the critiques of peers and the instructor.

6. For categories 1-4, describe the estimated time per week it would take a student to complete homework assignments. Title 5 uses the Carnegie formula for establishing units using a 2:1 ratio as follows: 1 hr. lecture = 2 hrs .homework; 2 hrs. lecture = 4 hrs .homework; etc. For example: reading textbook—2 hours; writing reports—3 hours.

Reading: 1 hour

Writing: N/A

Computational: N/A

Other: 5 hours

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METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, facilitate group work, etc. Do not list specific instructional equipment.)*

Instructor-lead lecture, discussion, demonstration, follow-along hands-on demonstration, audio/visual materials, instructor-lead class project critiques, self-paced tutorials

METHODS OF EVALUATION: *(These must be clearly related to course content, assignments, and objectives in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

- **Class participation and group critique:** Does the student show knowledge of the project criteria? Is the student an active participant in critiques and discussions?
- **Skill tests on software applications and equipment:** Does the student demonstrate the ability to create the requested projects using industry standard software and hardware at an advanced level?
- **Written tests on industry terminology:** Can the student recall the requested information typically used in advanced projects in the graphic communications industry?
- **Class and homework assignments.** Can the student meet deadlines and follow the required project specifications?
- **Creative project solutions:** Can the student create advanced graphic communications works and branding solutions that convey the intended idea to the target audience?

Suggested Texts or other Instructional Materials *(list several when possible; include title, author, publisher, date, and latest edition.)*

Robin Landa. *Graphic Design Solutions, Third Edition.* Cengage Delmar Learning, Albany, NY: 2005

Philip B. Meggs, *Megg's History of Graphic Design,* Wiley and Sons Publisher, Hoboken, NJ: 2005