# LAREDO COMMUNITY COLLEGE
## GENERAL COURSE SYLLABUS
## Fall 16

| | |
|---|---|
| INSTRUCTOR: | |
| DEPARTMENT: | Visual Arts Department |
| PHONE NUMBER/EXTENSION: | |
| E-MAIL ADDRESS: | |
| CAMPUS/OFFICE LOCATION: OFFICE HOURS: | |
| COURSE TITLE: | Design Communications I |
| COURSE NUMBER: | ARTS 2313 |
| COURSE LEVEL: | Sophomore |
| CONTACT HOURS (RANGE FOR STATE INFORMATION): | 96 hours |
| LAB: | This class is a Lecture/Lab combination |
| TEXTBOOKS/MATERIALS:  | *Prebles Artforms* by Patrick Frank, Pearson Custom Library: LCC Custom Edition, ISBN-10: 1-269-804-0 for studio courses. Additional required course readings and information posted online. |
| CORE or NON-CORE Course: | |
| COURSE TYPE: | Face-to-Face:  A course in which all instruction occurs when the student(s) and instructor(s) are in the same place at the same time. |
| COURSE DESCRIPTION: | Communication of ideas through processes and techniques of graphic design and illustration. |
| END-OF-COURSE OUTCOMES: | **Specific Course Learning Outcomes** <br> Upon successful completion of this course, students will: <br><br> 1. Illustrate an understanding of visual language <br> 2. Communicate a message focused on a specific audience <br> 3. Distinguish purposes of branding and how affects the consumer <br> 4. Compose font type and images into effective design communication. <br> 5. Recognize the role of the logo as the foundation of visual identity <br> 6. Create and design a visual identity based on a logo <br> 7. Demonstrate an appropriate level of practice <br><br> **THECB CORE /General Education Learning Outcomes** <br> Upon successful completion of this course, students will: <br> 1. Explain how visual language communicates, content, concepts and form. <br> 2. Analyze and interpret the role of artistic expression within a global context. <br> 3. Employ collaborative efforts when analyzing and evaluating topics within the visual arts. <br> 4. Interpret the role of artistic expression within a global and social context. |
| GENERAL EDUCATION COMPETENCIES: | Laredo Community College has identified six core objectives.  They are: |

1. **Communication:** Laredo Community College students develop and express ideas through effective written, oral, or visual communication for various academic and professional contexts.
2. **Critical Thinking:** Laredo Community College students demonstrate the ability to design, analyze, synthesize and/or evaluate information to achieve a desired goal.
3. **Empirical and Quantitative Skills:** Laredo Community College students apply scientific and mathematical concepts to analyze and solve problems.
4. **Teamwork**: Laredo Community College students consider different points of view and work effectively with others to support a shared purpose or goal.
5. **Personal Responsibility:** Laredo Community College students connect choices, actions, and consequences to ethical decision-making.
6. **Social Responsibility:** Laredo Community College students demonstrate intercultural competency, civic knowledge, and the ability to engage effectively in regional, national, and/or global communities.

**Disclaimer:** General Education competencies will apply only to Core Curriculum courses.

**Visual Arts Methodologies for aligning to the THECB CORE and General Education Competencies:**
**Critical Thinking:**

For this competency, the student or student groups will explore an assigned topic that analyzes and interprets the role of artistic expression within a global context. Students will create a presentation and/or formal essay that communicates an understanding of design practices and visual aesthetics in relation to history, appreciation, social justice and ecology. With these assessments, students will engage in problem solving through creative thinking, innovation, inquiry, analysis synthesis and evaluation.

**Communication:**

For this competency, student groups will communicate the role of artistic expression within a global context through presentation and/or formal essay that effectively conveys an understanding of visual language that addresses topics that include but are not limited to: design practices in relation to visual aesthetics, history, appreciation, social justice and ecology.

With these assessments, students will engage in a visual arts dialogue that interprets ideas utilizing formal, contextual and expressive methods.

**Teamwork:**

For this competency, students will work collectively towards a presentation and/or formal essay. Each team member is responsible for researching and gathering material, analyzing material, and creatively contributing to the creation of a completed end product that communicates an understanding of design practices in relation to visual aesthetics, history, appreciation, social justice and ecology. This activity encourages the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

**Social Responsibility:**

For this competency, the student or student groups will explore an assigned topic that analyzes and interprets the role of artistic expression within a global and social context. Students will create a

| | |
|---|---|
| | presentation and/or formal essay that communicate an understanding of design practices and visual aesthetics in relation to history, appreciation, social justice, citizenship, cultural diversity and ecology. |
| QUALITY ENHANCEMENT PLAN (QEP)<br><br>Reading: Gateway to Learning | The QEP is a long-term institutional commitment designed to improve student learning. The improvement of reading and reading comprehension was selected by the students, faculty, staff, and administration of LCC as the focus of our QEP. The diverse reading materials assigned in this course should help you to improve your basic reading and reading comprehension skills necessary to succeed in college. |
| SCANS COMPETENCIES: | Refer to attachment. |
| SCANS ASSESSMENT: | Results of design communication projects, assignments, homework and participation in lectures, demonstrations and projects. |
| TEACHING STRATEGIES/METHODS OF INSTRUCTION: | Instructor will conduct interactive lectures, moderate discussions, present technical demonstrations, and utilize appropriate technology.<br><br>Student and student groups will communicate, analyze and interpret the role of visual artistic expression within a global context through a project, oral presentation and/or formal essay that effectively conveys an understanding of visual language that addresses topics that include but are not limited to: design practices in relation to visual aesthetics, history, appreciation, social justice and ecology. |
| OUTCOMES ASSESSMENT: | Student achievement will be based on the course learning outcomes and the THECB CORE /General Education learning outcomes and evaluated through assessments that include but are not limited to student and group projects, oral presentations and/or formal essays, exams, quizzes, participation in class discussions, gallery assignments, homework assignments, and a final project/exam.<br><br>With these assessments, students will engage in a visual arts dialogue that interprets concepts utilizing formal, contextual, conceptual and expressive methods. Critical thinking, communication, teamwork and an understanding of social responsibility is essential. |
| EXTERNAL ASSESSMENTS: | Students enrolled in this course may be randomly selected to participate in external assessments to determine educational gains. You may be asked to provide assignments which may be included in course portfolios and used for evaluation of General Education Competencies. In addition, you may be selected to participate in the completion of surveys and/or be selected to take tests which will gauge your overall improvement in reading, writing, critical thinking, and mathematics. These activities are designed to collectively monitor your overall progress as a higher education student. |
| METHODS AND CRITERIA FOR EVALUATION: | Student performance will be evaluated based upon the individual perceptual, artistic and technical development during the course of the semester. In addition to the evaluation of the artistic and creative aspects of work, no less than one-half (50%) of the student's overall semester grade will be based on assignments and activities that focus on the appreciation and analysis of art including theory, criticism, aesthetics, design foundations, and the interpretation of art and history. Student grades will be determined by the evaluation of work completed in and outside of class. |
| GRADING SCALE: | A ………. Excellent, 100-90%<br>B ……... Good,  89-80%<br>C ……... Average, 79-70%<br>D ……... Poor, 69-60%<br>F ……… Fail, 59% or below<br>F_ …….. Failure, Non-Participatory<br>I ……….. Incomplete<br>W ……… Withdrawal |

| | |
|---|---|
| | NC …..… No Credit<br>NC_ …..... No Credit, Non-Participatory<br>NC_DV .. No Credit, Developmental<br>NCDV … No Credit, Developmental, Non-Participatory<br>P ………. Pass<br>NP …..… No Pass<br>AU ….…. Audit<br><br>Students must access the Semester Progress Report and Final Grades through PASPort (http://pasport.laredo.edu).<br><br>Instructors will notify students of the window of availability for grades. |
| **ATTENDANCE REGULATIONS:**<br><br>Office of the Registrar<br>• Fort McIntosh Campus – Lerma-Peña Building Room 160 or call (956) 721-5887<br>• South Campus – Billy Hall Student Center Room 113 or call (956) 794-4109<br><br>Enrollment and Registration Services Center<br>• Fort McIntosh Campus – Lerma-Peña Building Room 116 or call (956) 721-5109 or 5421<br>• South Campus – Billy Hall Student Center Room 113 or call (956) 794-4109<br><br>Financial Aid Center<br>• Fort McIntosh Campus – Lerma-Peña Building Room 143 or call (956) 721-5361.<br>• South Campus – Billy Hall Student Center Room 123 or call (956) 794-4361.<br><br>Health Services Center<br>• Fort McIntosh Campus – Kazen College Center Room 132 or call (956) 721-5189.<br>• South Campus – Billy Hall Student Center Room 208 or call (956) 794-4189. | Attendance will be taken up until the official census date, which is the first 11 class days during the fall and spring semester, and for the first three days during the summer sessions. Students enrolled in a Face-to-Face course or a Hybrid/Blended course will need to physically show up to class within the first eleven (11) class days of the semester to remain officially enrolled in the course beyond the census date.  Students enrolled in a Fully Distance Education course will need to log in within the first eleven (11) days of the semester to remain officially enrolled in the course beyond the census date. Students will be withdrawn from the course should they fail to abide by this rule.  Once the official census date for the semester or session has passed, no formal attendance will be required except for programs where the respective accreditation agency requires attendance records.<br><br>Students who do not intend to remain enrolled after attending at least one class day **must** initiate a drop request from any or all classes by submitting a drop slip to the Enrollment and Registration Services Center or through PASPort. **Responsibility for class attendance rests with the student. Regular and punctual attendance is expected**.<br><br>It is advised that a student contact Financial Aid Center at either campus prior to dropping a course.<br><br>**Absence From Final Examinations:**<br>A student who is absent from a final examination receives a grade of "0" for the examination and a grade of "F" for the course. Any students authorized to be absent from a final examination receive a grade of "I" on their transcript until they take the final examination. Such students must take the final exam within four months. Final exams cannot be re-taken.  The instructor will submit a Grade Change Form to change the previously submitted incomplete grade to an "F" if the student does not meet the 4 month deadline.<br><br>**Other Policies (LCC and State-Wide):**<br>A. **3-peat**—If a student signs up for a class for a third time, even if he/she dropped or failed it before, the State will not provide funding for that student and the student will be required to pay an additional fee.<br>B. **6 W's**—Beginning Fall 2007, students cannot drop more than 6 classes throughout their college career. Any subsequent drops will become F's. The rule includes credits earned at all Texas colleges/universities, and W's will carry over when transferring to other institutions.<br>C. **Finishing on time**—The State expects students to graduate on time. Students who obtain 90 or more credit hours at a Community College are no longer eligible for financial aid.<br>D. **Bacterial Meningitis Vaccination Requirement effective  Spring 2012; update effective October 1, 2013.** |

| | |
|---|---|
| | • Per Texas State Law (SB 62), students who meet the criteria below must provide proper documentation that they have received the bacterial meningitis vaccination within the last five years and at least 10 calendar days before the beginning of the semester.<br>• All new or transfer students under age 22.<br>• All returning students under the age of 22, who have experienced a break in enrollment of at least one fall or spring term.<br>• Students enrolled in online courses that physically attend classes or come to campus within the semester.<br>Vaccination records must be submitted to LCC's Campus Nurse at the Health Services Center. |
| SPECIAL SERVICES CENTER:<br><br>• Fort McIntosh Campus – Lerma-Peña Building Room 250<br>• South Campus – Billy Hall Student Center, Room 121A<br><br>Fort McIntosh and South Campus<br>Phone Number: (956) 721-5137 | A student with disabilities, including learning disabilities, who wishes to request special accommodations in this class, should notify the Special Services Center. The request should be made early in the semester so that appropriate arrangements may be made. In accordance with Federal Law, a student requesting accommodations must provide documentation of his/her disability to the Special Services Counselor. For additional information, call or visit the Special Services Center.<br><br>The student who needs note-taking and/or test-taking accommodations must notify the faculty member prior to the first exam.<br><br>A pregnant student is required to meet all course/ program outcomes, including attendance.<br><br>There may be contaminants present in clinical area(s) that could adversely affect a fetus. It is advisable for the student to contact her obstetrician, once pregnancy has been confirmed, to ensure that there are no medical concerns/limitations to continuing her courses. |
| GRADE APPEAL: | A student who wishes to question the final grade earned in a course or class activity should first discuss the situation with the instructor who issued the grade. If the issue is not resolved, the student should contact the appropriate Department Chairperson to request a review of the grade.<br><br>If the student is not satisfied with the Department Chairperson's decision, the student may contact the appropriate Dean of Instruction for assistance related to the grade appeal. Established departmental procedures will be utilized to resolve student grade appeals. After all other avenues have been exhausted; the student may request a review of the grade by the Associate Vice President for Instruction, followed by the Vice President for Instruction & Student Services. Student grades are an academic matter; therefore, there is no further appeal beyond the Office of the Vice President for Instruction & Student Services.<br><br>Students have two weeks (10 working days) after a final course grade is issued to appeal it. Students have one week (five working days) after an activity grade is issued to appeal it. Exceptions require the approval of the Vice President for Instruction & Student Services. |
| CLASSROOM ETIQUETTE:<br><br>Associate Vice President for Student Services<br>• Fort McIntosh Campus – Elpha Lee West Building Room 114<br>• Phone Number: (956) 721-5417<br><br>Dean of Student Affairs<br>• Fort McIntosh Campus – Elpha Lee West Building Room 111 | **Code of Student Conduct & Discipline**<br>Each student is expected to be fully acquainted with all published policies, rules, and regulations of the College, copies of which shall be available to each student for review at LCC's website at www.laredo.edu (Student Life/Student Handbook/Student Rights and Responsibilities) and the Associate Vice President for Student Services or the Office of the Dean of Student Affairs. Laredo Community College will hold each student responsible for compliance with these policies, rules, and regulations. The student is responsible for obtaining published materials to update the items in this Code. Students are also expected to comply with all federal, state, |

| | |
|---|---|
| • Phone Number:  (956) 794-4988 | and local laws.  This principle extends to conduct off campus which is likely to have an adverse effect on Laredo Community College or on the educational process. |

**Student Misconduct**

Each student is expected to conduct him/herself in a manner consistent with the college's functions as an educational institution. Specific examples of misconduct and the disciplinary process are located at LCC's website at www.laredo.edu (Student Life/Student Handbook/Student Rights and Responsibilities).

**Use of Electronic Devices**

The use of an electronic device shall not interfere with the instructional, administrative, student activities, public service, and other authorized activities on College District premises. Unless prior authorization is obtained from the instructor or respective College District official, the use of an electronic device is expressly prohibited in classrooms, laboratories, clinical settings, and designated quiet areas on College District premises. Certain violations of this policy may be excused in the case of emergencies or other extenuating circumstances provided that prior approval is obtained from the instructor or respective College District official.

The use of electronic equipment capable of capturing still or moving images in any location where individuals may reasonably expect a right to privacy is not authorized on College District premises. Noncompliance with these provisions shall be considered a violation of Board adopted policy and shall warrant appropriate disciplinary action.

**Scholastic Dishonesty**

"Scholastic dishonesty" shall include, but is not limited to, cheating, plagiarism, and collusion.

"Cheating" shall include, but shall not be limited to:

Copying from another student's test or class work;

Using test materials not authorized by the person administering the test;

Collaborating with or seeking aid from another student during a test without permission from the test administrator;

Knowingly using, buying, selling, stealing, or soliciting, in whole or part, the contents of an unadministered test, paper, or another assignment;

The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test;

Substituting for another student, or permitting another student to substitute for one's self, to take a test;

Bribing another person to obtain an unadministered test or information about an unadministered test; or

Manipulating a test, assignment, or final course grades.

**"Plagiarism"** shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.

| | |
|---|---|
| | **"Collusion"** shall be defined as the unauthorized collaboration with another person in preparing written work for fulfilment of course requirements.<br><br>Procedures for discipline due to scholastic dishonesty shall be the same as in student disciplinary actions, except that all scholastic dishonesty actions shall be first considered and reviewed by the faculty member.<br><br>**For additional information please refer to: Student Policies - LCC Policy Manual.**<br><br>The LCC Policy Manual is available online and includes all Federal, State, and Local Policies applicable to the College. Students may access the LCC Policy Manual through LCC's website at www.laredo.edu (About LCC/Manual of Policy). |
| EMERGENCY PROCEDURES:<br><br>IN CASE OF EMERGENCY,<br><br>　From an LCC phone, dial 111.<br>　From a Cell phone, dial 911.<br><br><br><br><br><br>LCC Campus Police Offices<br>　• Fort McIntosh Campus – Building P-64 Room 102<br>　• South Campus – Henry Cuellar Protective Services Center Room 130 | **LCC Alert System:** Safety and security for LCC is paramount. When an emergency arises, LCC will provide students with information as rapidly and as efficiently as possible. Students must register for the LCC Alert system at https://laredo.bbcportal.com.<br><br>**Emergencies:** In case of an emergency, contact Campus Police. Campus Police will then dispatch a police officer to the site and alert emergency personnel. If it is determined that a notification needs to be sent out after an emergency is reported, the notification will provide information on what to do.<br><br>When a person calls 111 or 911, Campus Police strongly encourages the caller to provide the following information: name, the location from where they are calling, the location of the emergency, and the type of emergency. The caller is to remain on the phone with the dispatcher until emergency responders arrive. |
| DISCLAIMER: | Every attempt has been made to make the contents of this syllabus informative and accurate. Content of the syllabus is subject to revision and change in the event of extenuating circumstances. Changes will be made available to you electronically. |

The updated official version of the LCC Catalog is the on-line catalog and can be found at www.laredo.edu (Admission/College Catalog).

**ADDITIONAL COURSE INFORMATION**
**Required Common CORE/General Education Assignment for all Sections of this Course**

## Presentation on Social Issues

| (Emphasizing Communication, Critical Thinking, Teamwork and Social Responsibility) | |
|---|---|
| Topic | Addressing social, political, global topics in Design Communication |
| Methodologies | Instructor will provide interactive lectures, discussions, define objectives for assignment, present technical demonstrations such as Power-point lectures with visuals on how artists address social issues in a historical and contemporary context. A video on the subject may be added as a supplement. Students will conduct research on social topics, create written analysis and develop sketches leading to a group role play presentation. |
| Research Resources | Written formal essay should have a minimum of three solid references from various publications. They should be listed MLA style. |
| Required Textbook & Resources | *Pearson Custom Library, Artforms*, Drawing: A Sketch and Textbook, periodicals, newspaper, library, internet, videos |
| Key Terms, Art History References | Contemporary and historic typography and design in the area of communication, Mexican Printmakers, Chinese Political Graphics Impressionism, Surrealism, Expressionism, Political Art, album and book covers, the elements and principles of art, graphic arts terminology, major typefaces, etc.<br>Artists to be discussed: Toulouse Lautrec, Guadalupe Posada, German Expressionism, Andy Warhol, Milton Glazer, etc. |
| Materials and Equipment | Magazines, handouts, internet access, images of topic chosen, sketchbook ,drawing tools |

## Lesson Description

Student groups will work in teams to research, analyze and present a social issue in written, visual and oral presentation form. Visual aesthetics in relation to history, appreciation, social justice, citizenship, cultural diversity and ecology will be explored. All sections of this course are required to use the Institutional/Departmental CORE objective grading rubrics.

## Lesson Objectives

Student groups will:
- Comprehend social responsibility through visual literacy and terminology.
- Compare, interpret and debate artworks through self and peer assessments.
- Conduct research and relate theme to the artist's role in society.
- Communicate the role of artistic expression within a global context (historical, contemporary, self, peer).
- Examine relationships between social issues in the art disciplines in history and culture.
- Identify techniques and processes in the field of drawing and gain knowledge of media limitations.
- Recognize how visual language communicates content, concepts, and form.
- Demonstrate an understanding of design communication, visual elements, and principles of art.

## Activities/Procedure

1. In-class campus library visit.
2. Students will divide into small **groups** and brainstorm on appropriate topics. Topics could be related to but are not limited to issues and organizations concerning environmental protection, human rights, social justice, civil rights, etc. as they are expressed in communication design.
   - Student will research the group's topic and write a formal essay for their initial presentation.
   - Students will gather images from websites that relate to their topic.
   - Students will meet outside of class to compare notes and prepare their presentations.
   - Each group presents the information learned.
   - Students will be assessed as a group and as individuals. They will also assess themselves as well as their team members' participation in group activities.
3. Students will then individually and as a group make a graphic design product addressing the above topic. They will express in stages: sketches, visual working layouts and a printed final design. Individual and team assignments achieve the various aspects of the goal that lead to a role play scenario where they convince a client or viewer of the significance of their cause through design communication.
   - All Students will present their assignment in a group discussion/critique.
   - Each project will be assessed on how well the design, technique and style communicates the content visually.
   - Students will also be assessed on how well they and others presented their topic and project.

| Rubric for Grading this Assignment |
|---|
| **THECB CORE** |

| | | |
|---|---|---|
| **Critical thinking**<br>For this competency, the student groups will engage in problem solving through creative thinking, innovation, inquiry, analysis, synthesis and evaluation. | 25% | |
| **Communication**<br>For this competency, students will effectively express ideas in a written, visual artwork and oral form. | 25% | |
| **Teamwork**<br>For this competency, student groups will research and gather materials to work towards a cohesive assignment. Students will evaluate one another's participation and communications as well as the other team's completed assignment. | 25% | |
| **Social Responsibility**<br>For this competency, the student groups will analyze and interpret the role of artistic expression within a global and social context.  Possible topics for social responsibility messages include, but are not limited to: discipline practices and visual aesthetics in relation to social justice, citizenship, cultural diversity and ecology. | 25% | |

All sections of this course will use the Institutional/Departmental CORE objective grading rubrics for assessing this assignment. The combined components listed below will be evaluated for an overall grade.

| | |
|---|---|
| **Institutional Core Objective Assessment Plan**<br>The following matrix identifies the process for assessing required Core Objectives. | |
| **Critical Thinking** | |
| Methodology: | Embedded Assessment: For this competency, the student or student groups will explore an assigned topic that analyzes and interprets the role of artistic expression within a global context. Students will create a written, visual and oral presentation and/or formal essay that communicates an understanding of design communications practices and visual aesthetics in relation to history, appreciation, social justice and ecology. Through their research, analysis and |

| | interpretation students will engage in problem solving through creative thinking, innovation, inquiry, analysis synthesis and evaluation. |
|---|---|
| Measures: | Rubric of the competency will be used. |
| Frequency and Timeline: | This assessment will be assessed once a semester. |
| Criteria: | The criteria for student attainment of this competency are based on the process that includes inquiry, analysis, synthesis and evaluation as well as the student's ability for innovation and risk taking. |
| Target: | 70% of students should meet or exceed expectations. |
| Externally informed benchmarks: | Benchmark will be set at 70%.   70% is considered passing across the board for transfer. |

## Communication

| | |
|---|---|
| Methodology: | Embedded Assessment: For this competency, student groups will communicate the role of artistic expression within a global context through a written, visual and oral presentation and/or formal essay that effectively conveys an understanding of visual language that addresses topics that include but are not limited to: design communications practices in relation to visual aesthetics, history, appreciation, social justice and ecology. With these assessments, students will engage in a visual arts dialogue that interprets ideas utilizing formal, contextual and expressive methods. |
| Measures: | Rubric of the competency will be used. |
| Frequency and Timeline: | This assessment will be assessed once a semester. |
| Criteria: | The criteria for student attainment of this competency are based on the student's ability to use written, oral and visual communication skills to clearly articulate their ideas and present their projects. |
| Target: | 70% of students should meet or exceed expectations. |
| Externally informed benchmarks: | Benchmark will be set at 70%.   70% is considered passing across the board for transfer. |

## Team Work

| | |
|---|---|
| Methodology: | Embedded Assessment: For this competency, students will work collectively towards a cohesive written, visual and oral presentation and/or formal essay. Each team member is responsible for researching and gathering material, analyzing material, and creatively contributing to the procedure and end product that communicates an understanding of design communications practices in relation to visual aesthetics, history, appreciation, social justice and ecology. This activity encourages the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. |
| Measures: | Rubric of the competency will be used. |
| Frequency and Timeline: | This assessment will be assessed once a semester. |
| Criteria: | The criteria for student attainment of this competency are based on the student's ability to demonstrate the ability to work collaboratively with peers for the purpose of reflecting on each other's work and managing tasks. Peer assessments will be used in which each team member will assess themselves and their team members.  The team member's personal contribution, self-management, team cooperation and the ability to deal with conflict is essential. |
| Target: | 70% of students should meet or exceed expectations. |
| Externally informed benchmarks: | Benchmark will be set at 70%.   70% is considered passing across the board for transfer. |

## Social Responsibility

| | |
|---|---|
| Methodology: | Embedded Assessment: For this competency, the student or student groups will explore an assigned topic that analyzes and interprets the role of artistic expression within a global and social context. Students will create a written, visual and oral presentation and/or formal essay that communicate an understanding of design communications practices and visual aesthetics in relation to history, appreciation, social justice, citizenship, cultural diversity and ecology. |
| Measures: | Rubric of the competency will be used. |
| Frequency and Timeline: | This assessment will be assessed once a semester. |
| Criteria: | The criteria for student attainment of this competency are based on the student's civic knowledge and engagement in local, regional and global communities. Intercultural knowledge and competence as well as ethical reasoning and action are essential. |
| Target: | 70% of students should meet or exceed expectations. |
| Externally informed benchmarks: | Benchmark will be set at 70%.   70% is considered passing across the board for transfer. |

# Class: ARTS 2313 Design Communication

## Class Assignment Schedule

| | Lecture Topics | Studio Lab investigations/activities | Assigned Readings | Assignment Due Dates | CT | CM | TW | SR |
|---|---|---|---|---|---|---|---|---|
| Week 1 | Syllabus , Pre-test | Overview of basic Design Elements and Principles Take lecture notes. Websites and other sources and handouts will be suggested throughout course. | | Pre-Test Due | X | X | | X |
| Week 2 | Intro to Type Demo Techniques Drafting and Computer Typography exploration Films : Objectified, Helvetica , Discussion of Contemporary Design and the effect of Typesyles on culture | Anatomy of a letter, Throughout the course students will work together informally in these visual art projects. Each student is responsible for researching and gathering material, analyzing material, and creatively contributing to the creation of a completed end product. Student will explore assigned topics that analyze and interpret the role of graphic artistic expression within a global context that communicates an understanding of Design Communication practices and visual aesthetics in relation to history, appreciation, social justice and ecology. Students will engage in problem solving through creative thinking, innovation, inquiry, analysis, evaluation and synthesis..CCO#1,2,3 | Handouts assignment Video Selections Artforms chap.1 &2 | | X | X | X | X |
| Week 3 | Adobe Illustrator/ Drafting/Sketching Demos. Pertinent discussions on history and visual understanding of type | Student is encouraged to attend all Art Show receptions. We will visit shows as a class and complete a writing assignment. | | Quiz Chap. 1&2 and Films Writing Assignment Art Show | | | | |
| Week 4 | Using Drafting tools to create type | Drafting techniques continued. | | | | | | |
| Week 5 | Drafting cont. | Drafting techniques continued. | | | | | | |
| Week 6 | Adobe Illustrator/ Drafting. Transitioning digital applications | Drafting techniques continued. | | Project 1 Group Due | | | | |
| Week 7 | Type used for Communication. Continued discussion and reading on critical evaluation and how Art elements translate to graphic communication. | Work with Type as communicative design and as an expressive medium1. Student groups will communicate the role of artistic expression within a global context through a project, that effectively conveys an understanding of visual language that addresses topics that include but are not limited Design Communication Design Communication to: Design Communication practices in relation to problem solving through creative thinking, innovation, inquiry, analysis, evaluation and synthesis visual aesthetics, history, appreciation, social justice and ecology. Students will engage in a visual arts dialogue that interprets ideas utilizing formal, contextual and expressive | Handouts for assignment. Video Selections Artforms chap.3,4,& 5 | Quiz chap 3 | X | X | X | X |
| Week 8 | | Type Project continued. | | Project #2 Group Due Quiz chap. 3 | | | | |
| Week 9 | Logos-Adobe. Designing Letterforms and symbols together Discussion on abstraction and the appreciation the logo viewer will gain. | Work with Logo design. 1. Communication: Student groups will communicate the role of artistic expression within a global context through a project, that effectively conveys an understanding of visual language that addresses topics that include but are not limited Design Communication Design Communication to: Design Communication practices in relation to problem solving through creative thinking, innovation, inquiry, analysis, | Handouts for assignment. Video Selections Artforms | Quiz Chap. 5 | X | X | X | X |

| Week | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | evaluation and synthesis visual aesthetics, history, appreciation, social justice and ecology. Students will engage in a visual arts dialogue that interprets ideas utilizing formal, contextual and expressive | chap. 3,4,&5 | | | | | |
| Week 10 | | Logo design project continued. | | Project #3 Group Due | | | | |
| Week 11 | Illustration with branding logo Drafting and Adobe. Continuation of above concepts. | Work with Logo design with type in a graphic composition**1.** Student groups will communicate the role of artistic expression within a global context through a project, that effectively conveys an understanding of visual language that addresses topics that include but are not limited Design Communication Design Communication to: Design Communication practices in relation to problem solving through creative thinking, innovation, inquiry, analysis, evaluation and synthesis visual aesthetics, history, appreciation, social justice and ecology. Students will engage in a visual arts dialogue that interprets | Handouts for assignment . Video Selections Artforms chap. 3,4,&5 | Project #5 Group Due | X | X | X | X |
| Week 12 | Final Teamwork Project Role-play Research, Sketching, Drafting, Adobe, Presentation. Discussions at each stage on significance to viewers of design and cultural impact. | Common Core Assignment.  Role Play Project. Work with Logo design with type in a graphic composition in a mock real life design and presentations to a client. Student groups will communicate the role of artistic expression within a global context through a project, that effectively conveys an understanding of visual language that addresses topics that include but are not limited Design Communication Design Communication to: Design Communication practices in relation to problem solving through creative thinking, innovation, inquiry, analysis, evaluation and synthesis visual aesthetics, history, appreciation, social justice and ecology. Students will engage in a visual arts dialogue that interprets ideas utilizing formal, contextual and expressive practices. | Handouts for assignment . Video | | X | X | X | X |
| Week 13 | | Common Core Assignment/Role Play Project continued. | | | | | | |
| Week 14 | | Common Core Assignment/Role Play Project continued. | | | | | | |
| Week 15 | | Common Core Assignment/Role Play Project continued. | | | X | X | X | X |
| Week 16 | Finals | **Post Test.** Student groups will communicate the role of artistic expression within a global context through a written test that effectively conveys an understanding of visual language that addresses topics that include but are not limited to: 2D Design practices in relation to visual aesthetics, history, appreciation, social justice and ecology. With these assessments, students will engage in a visual arts dialogue that interprets ideas utilizing formal, contextual and expressive methods**.** | Project #6 Role Play Due Post Test Due | | X | X | X | X |

* Schedule is subject to change.

*The Secretary's Commission on Achieving Necessary Skills (SCANS) has identified foundation skills and workplace competencies for students. Foundation Skills are defined in three areas: basic skills, thinking skills, and personal qualities. Basic Skills includes Reading, Writing, Arithmetic and Mathematical Operations, Listening, and Speaking effectively. Thinking Skills include a worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. Personal Qualities include a worker must display responsibility, self-esteem, sociability, self-management, integrity, and honest. Work Place Competencies include resources, interpersonal skills, information, systems, and technology.*

## Foundation Skills

**Basic Skills:  Reads, writes, performs arithmetic and mathematical operations, listens and speaks.**

- F1. **Reading:**  Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- F2. **Writing:**  Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flowcharts.
- F3. **Arithmetic:**  Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- F4. **Listening:**  Receives, attends to, interprets, and responds to verbal messages and other cues.
- F5. **Speaking:**  Organizes ideas and communicates orally.

**Thinking Skills:  Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons**.

- F6. **Creative Thinking:**  Generates new ideas.
- F7. **Decision Making:**  Specific goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
- F8. **Problem Solving:**  Recognizes problems and devises and implements plan of action.
- F9. **Seeing Things in the Mind's Eye:**  Organizes and processes symbols, pictures, graphs, objects, and other information.
- F10. **Knowing How To Learn:**  Uses efficient learning techniques to acquire and apply new knowledge and skills.
- F11. **Reasoning:**  Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

**Personal Qualities:  Displays responsibility, self-esteem, sociability, self-management, integrity, and honesty.**

- F12. **Responsibility:**  Exerts a high level of effort and perseveres toward goal attainment.
- F13. **Self-Esteem:**  Believes in own self-worth and maintains a positive view of self.
- F14. **Sociability:**  Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.
- F15. **Self-Management:**  Assesses self accurately; sets personal goals, monitors progress, and exhibits self-control.
- F16. **Integrity/Honesty:**  Chooses ethical course of action.

## Workplace Competencies

**Resources**
- C1**. Allocates Time**:  Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules.
- C2**. Allocates Money**:  Uses or prepares budgets, including making cost and revenue forecasts, keeps detailed records to track budget performance, and makes appropriate adjustments.
- C3**. Allocates Material and Facility Resources**:  Acquires, stores, and distributes materials, supplies, parts, equipment, space, or final products in order to make the best use of them.
- C4**. Allocates Human Resources**:  Assesses knowledge and skills and distributes work accordingly, evaluates performance, and provides feedback.

**Interpersonal**
- C5**. Participates as a member of a team**:  Works cooperatively with others and contributes to group with ideas, suggestions, and effort.

C6. **Teach Others New Skills**:  Helps others to learn.

C7. **Serves Clients/Customers**:  Works and communicates with clients and customers to satisfy their expectations.

C8. **Exercises Leadership**:  Communicates thoughts, feelings, and ideas to justify a position, encourages, persuades, convinces, or otherwise motivates an individual or groups: including responsibly challenging existing procedures, policies, or authority.

C9. **Negotiates to Arrive at a Decision**:  Works toward an agreement that may involve exchanging specific resources or resolving divergent interests.

C10. **Works with Cultural Diversity**:  Works well with men and women and with a variety of ethnic, social, or educational backgrounds.

## Information

C11. **Acquires and Evaluates Information**:  Identifies need for data, obtains it from existing sources or creates it, and evaluates its relevance and accuracy.

C12. **Organizes and Maintains Information**:  Organizes, processes, and maintains written or computerized reports and other forms of information in a systematic fashion.

C13. **Interprets and Communicates Information**:  Selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial, or multi-media methods.

C14. **Uses Computers to Process Information**:  Employs computers to acquire, organize, analyze, and communicate information.

## Systems

C15. **Understands Systems**:  Knows how social, organizational, and technological systems work and operates effectively within them.

C16. **Monitors and Corrects Performance**:  Distinguishes trends, predicts impact of actions on system operations, diagnoses deviations in the function of a system/organization, and takes necessary action to correct performance.

C17. **Improves and Designs Systems**:  Makes suggestions to modify existing systems to improve products or services, and develops new or alternative systems.

## Technology

C18. **Selects Technology**:  Judges which set of procedures, tools, or machines, including computers and their programs will produce the desired results.

C19. **Applies Technology to Task**:  Understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems.

C20. **Maintains and Troubleshoots Technology**:  Prevents, identifies, or solves problems in machines, computers, and other technologies.

LAREDO COMMUNITY COLLEGE
COURSE SYLLABUS
STUDENT ACKNOWLEDGEMENT FORM


**I have read and understood the information and requirements of the course syllabus for**

**_Design Communications I ARTS 2313_      _Fall 16_**

**Course & Number                     Semester**


**_____      _____      _____**
**Student Name (Please Print)                     Palomino ID                     Date**


---

**Admission into and/or graduation from a program does not guarantee employment, a particular salary level, and/or passage on any licensure examinations.**

---


**Student Signature _____**


**Faculty Name _____**
                     **(Please Print)**