

GD 51 Course Outline as of Fall 2015**CATALOG INFORMATION**

Dept and Nbr: GD 51 Title: INTRO TO GRAPHIC DESIGN
 Full Title: Introduction to Graphic Design: Visual Basics
 Last Reviewed: 12/10/2018

Units	Course Hours per Week		Nbr of Weeks		Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:

This course is an introduction to the field of graphic design. Students will explore various careers available in the industry, as well as the principles, concepts and protocols used for creating effective visual communication. Projects explore the creative development of graphic design ideas from start to finish.

Prerequisites/Corequisites:**Recommended Preparation:****Limits on Enrollment:****Schedule of Classes Information:**

Description: This course is an introduction to the field of graphic design. Students will explore various careers available in the industry, as well as the principles, concepts and protocols used for creating effective visual communication. Projects explore the creative development of graphic design ideas from start to finish. (Grade Only)

Prerequisites/Corequisites:

Recommended:

Limits on Enrollment:

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area			Effective:	Inactive:
CSU GE:	Transfer Area			Effective:	Inactive:
IGETC:	Transfer Area			Effective:	Inactive:
CSU Transfer:	Transferable	Effective:	Fall 2009	Inactive:	
UC Transfer:		Effective:		Inactive:	

CID:

Certificate/Major Applicable:

Both Certificate and Major Applicable

COURSE CONTENT

Outcomes and Objectives:

Upon completion of the course, students will be able to:

1. Evaluate graphic design career options and identify areas that match the student's interests, personality, and skills.
2. Communicate graphic design concepts effectively by utilizing industry-standard techniques in the creation of quick thumbnails and rough sketches.
3. Analyze professional graphic design pieces and explain how design elements, principles and techniques covered in the course have been applied.
4. Apply design principles (including unity/harmony, balance, scale/proportion, hierarchy, dominance/emphasis, similarity and contrast), design elements (including color, shape, texture, space, form and line.) and graphic design fundamentals (including figure-ground, gestalt, stylization, simplification, substitution and visual simultaneity).
5. Produce graphic design projects that include applying client criteria, writing a design brief, and completing the design process from sketches to final computer printout.
6. Gather online and print resources as inspiration for design projects and for sharing in an ongoing class gallery.

Topics and Scope:

1. Analyzing graphic design career options.
2. Design process overview
 - a. interpreting client criteria
 - b. communicating concepts through sketching
 - c. incorporating client feedback into a final design
3. Industry-standard techniques for creating basic thumbnails and rough sketches.
4. Writing a design brief
5. Graphic design fundamentals:
 - a. stylization and simplification

- b. figure-ground and gestalt
 - c. substitution and visual simultaneity (using word as image)
6. Graphic design elements:
 - a. line, shape and form
 - b. space
 - c. texture
 - d. color and value
 7. Graphic design principles:
 - a. dominance/emphasis and hierarchy (focal point)
 - b. similarity and contrast (using anomaly)
 - b. unity and harmony
 - b. rhythm and repetition
 - b. scale and proportion (cropping and resizing)
 - b. balance
 8. Maximizing visual impact
 9. Using various resources: books, journals, scrap files, nature, other design/art disciplines and web sites such as Pinterest as inspiration for design projects.
 10. Scanning a design into the computer and displaying it on a product or packaging photo using industry-standard software such as Adobe Photoshop.

Assignment:

1. Four page written career paper.
2. Ten–twelve Worksheets with written notes analyzing commercial visual communication design and articulating how well the design principle studied is being applied
3. Ten–seventeen Assignments creating design elements and principles, and graphic techniques, such as visual substitution, contrast, visual/verbal correspondence, aesthetic organization, color and visual.
4. Design process from client criteria, design brief, thumbnails, and rough sketch for appropriate assignments and projects.
5. Three graphic design projects from concept to finished comprehensive and/or final computer printout such as: stylized animal illustrations, collage design, T-shirt type & image design applying elements and principles of design.
6. Ongoing Online Gallery sharing inspiration for projects and evaluating design.
7. Four to six quizzes.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

4 page paper on graphic design career; 1 page design brief; both to be graded for content, grammar, spelling and punctuation.

Writing
5 - 20%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

10-17 in class assignments; Pinterest board or similar design sharing assignment; 3 graphic design projects

Problem solving
20 - 40%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

3 graphic design projects

Skill Demonstrations
40 - 50%

Exams: All forms of formal testing, other than skill performance exams.

4-6 Quizzes

Exams
5 - 15%

Other: Includes any assessment tools that do not logically fit into the above categories.

Class participation: 10-17 in class worksheets

Other Category
0 - 15%

Representative Textbooks and Materials:

Instructor prepared materials