I. CATALOG INFORMATION

A. Discipline: MULTIMEDIA

B. Subject Code and Number: MM M90

C. Course Title: Design Portfolio

D. Credit Course units:

Units: 3

Lecture Hours per week: 2

Lab Hours per week : 3

Variable Units : No

E. Student Learning Hours:

Lecture Hours:

Classroom hours: 35 - 35

Laboratory/Activity Hours:

Laboratory/Activity Hours 52.5 - 52.5

Total Combined Hours in a 17.5 week term: 87.5 - 87.5

F. Non-Credit Course hours per week

G. May be taken a total of: ☒ 1 ☐ 2 ☐ 3 ☐ 4 time(s) for credit

H. Is the course co-designated (same as) another course: No ☐ Yes ☒
If YES, designate course Subject Code & Number: GR M90

I. Course Description:

Provides students the opportunity to create new projects and refine existing projects for entry-level positions and for transfer institutions. Requires completed projects which meet the professional standards.

J. Entrance Skills

*Prerequisite: No ☒ Yes ☐ Course(s)

*Corequisite: No ☒ Yes ☐ Course(s)

Limitation on Enrollment: No ☒ Yes ☐

Recommended Preparation: No ☒ Yes ☐ Course(s)

Other: No ☒ Yes ☐

K. Other Catalog Information:

(Same as GR M90.)

II. COURSE OBJECTIVES

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

		Methods of evaluation will be consistent with, but not limited by, the following types or examples.
1	.	critique using project specific rubric
2	create professional quality design work to demonstrate the technical and creative skills required to secure entry level employment in the design field as well as transfer.	critique using project specific rubric
3	demonstrate proficiency working with a variety of digital and non-digital presentation techniques to display works.	critique using project specific rubric
4	develop a personal visual identity and utilize it in various applications.	critique using project specific rubric
5	describe the benefits of a successful self-promotion in the business of graphic design and create a portfolio that demonstrates a marketable personal identity.	critique using project specific rubric
6	evaluate sample resumes and develop a resume according to suggested guidelines.	critique using project specific rubric
7	develop verbal and interpersonal skills to enhance professionalism and marketability.	critique using project specific rubric
8	present a portfolio for critique to a group of peers and advisers.	critique using project specific rubric

III. COURSE CONTENT

Estimated %	Topic	Learning Outcomes
Lecture (must total 100%)		
10.00%	The Attributes of a Great Portfolio - variety, style, technology and craft - process, concept and creativity - strengths and weaknesses - goals, values, and personality	1, 2, 3, 4, 5, 6, 7, 8
	Making a Working Portfolio	

40.00%	Developing and organizing existing design work
	 -selecting a minimum of five pieces from your existing body of work
	 -goals, values, and personality
	 -rethinking and expanding the work from a single piece to a complex project
	 -creation of mission statements for each piece
	 -refining work
	
	        presenting and refining design process
	
	        distilling the essence of the message
	
	        improving the formal aspects of each design
	
	        refining technical execution
	
	        achieving broad resonance of each piece
	Creating one new original portfolio-level piece using all of the above criteria
	Creating one collaborative/ team project using all of the above criteria
		1, 2, 3, 4, 5, 6, 7, 8

10.00%	Creating Your Vision -defining personal brand attributes and mission statement -defining the purpose of your portfolio -defining the content of your portfolio	1, 2, 3, 4, 5, 6, 7, 8
10.00%	Presenting a Print Portfolio -testing your work -getting feedback Presenting Interactive Portfolio -testing your work -getting feedback	1, 2, 3, 4, 5, 6, 7, 8
10.00%	Job Search -target audience -categories and companies Search Tools -personal contacts and schools -alumni associations, and the Internet	1, 2, 3, 4, 5, 6, 7, 8
10.00%	Preparing portfolio for print and screen presentation - Creating a Print Portfolio - Creating Interactive Portfolios and Websites	1, 2, 3, 4, 5, 6, 7, 8
10.00%	Creating Written Content Introducing Yourself -the resume, and the bio -cover letters Explaining your Creative Thinking -design brief and case study -process comments and philosophy	1, 2, 3, 4, 5, 6, 7, 8

Lab (must total 100%)

40.00%	Hands-on experience in producing new portfolio pieces	1, 2, 3, 4, 5, 6, 7, 8
30.00%	Hands-on experience in editing and refining previously designed portfolio pieces	1, 2, 3, 4, 5, 6, 7, 8
20.00%	Critique	1, 2, 3, 4, 5, 6, 7, 8
10.00%	Hands-on experience in producing personal visual identity and utilizing it in various applications	1, 2, 3, 4, 5, 6, 7, 8

IV.   TYPICAL ASSIGNMENTS
    A.   Writing assignments

	Writing assignments are required. Possible assignments may include, but are not limited to:
1	write the resume, the bio, and cover letters.
2	explain your creative thinking: design brief, case study, process comments, philosophy.

    B.   Appropriate outside assignments

	Appropriate outside assignments are required. Possible assignments may include, but are not limited to:
1	produce one new design project towards a portfolio every month for critique.
2	develop a personal visual identity.

    C.   Critical thinking assignments

	Critical thinking assignments are required. Possible assignments may include, but are not limited to:
1	refine one old project by following up on the critique every month for inclusion in the portfolio.
2	analyze students' work in the context of societal and cultural concerns.

V.   METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

[X]   Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)

[X]   Lecture/Discussion

[X]   Laboratory/Activity

[X]   Other (Specify) Demos, exercises, projects, activities, critiques.

[X]   Optional Field Trips

[ ]   Required Field Trips

VI.   METHODS OF EVALUATION
Methods of evaluation may include, but are not limited to:

[ ]	Essay Exam	[X]	Classroom Discussion	[X]	Skill Demonstration
[ ]	Problem Solving	[ ]	Reports/Papers/	[X]	Participation

☐ Exam ☐ Journals
☐ Objective Exams ☒ Projects ☒ Other (specify)

The Moorpark College Graphics and Multimedia Unified Project Rubric contains evaluative tables for all of the listed items, including professionalism, teamwork, follow through, and class participation.

VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS

Thurlbeck, Ken. The Breakthrough Portfolio. Cengage Learning, 2006.

Taylor, Fig. How to Create a Portfolio and Get Hired: A Guide for Graphic Designers and Illustrators. 2nd ed. Laurence King, 2013.

Baron, Cynthia L. Designing a Digital Portfolio. 2nd ed. New Riders, 2009.

Volk, Larry, and Danielle Currier. No Plastic Sleeves: Portfolio and Self-Promotion Guide for Photographers and Designers. 2nd ed. Focal, 2014.

Shaughnessy, Adrian. How to Be a Graphic Designer without Losing Your Soul. New ed. Princeton Architectural, 2010.

VIII. STUDENT MATERIALS FEES

☒ No ☐ Yes

IX. PARALLEL COURSES

College	Course Number	Course Title	Units
Santa Barbara City College	GDP 230	Portfolio	3
Santa Monica College	GR DES 50	Graphic Design Portfolio Preparation	2
Pasadena City College	ART 75	Portfolio/Exhibition Presentation	3

X. MINIMUM QUALIFICATIONS

Courses in Disciplines in which Masters Degrees are not expected:
Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience.

XI. ARTICULATION INFORMATION
  A. Title V Course Classification:
    1. This course is designed to be taken either:

     ☐ Pass/No Pass only (no letter grade possible); or
     ☒ Letter grade (P/NP possible at student option)

    2. Degree status:
     Either ☒ Associate Degree Applicable; or ☐ Non-associate Degree Applicable

  B. Moorpark College General Education:
    1. Do you recommend this course for inclusion on the Associate Degree

General Education list?

Yes: ☐ No: ☒ If YES, what section(s)?

☐ A1 - Natural Sciences - Biological Science
☐ A2 - Natural Sciences - Physical Science
☐ B1 - Social and Behavioral Sciences - American History/Institutions
☐ B2 - Social and Behavioral Sciences - Other Social Behavioral Science
☐ C1 - Humanities - Fine or Performing Arts
☐ C2 - Humanities - Other Humanities
☐ D1 - Language and Rationality - English Composition
☐ D2 - Language and Rationality - Communication and Analytical
Thinking
☐ E1 - Health/Physical Education
☐ E2 - PE or Dance
☐ F - Ethnic/Gender Studies

C. California State University(CSU) Articulation:

1. Do you recommend this course for transfer credit to CSU?   Yes: ☒ No: ☐

2. If YES do you recommend this course for inclusion on the CSU General Education list?

   Yes: ☐ No: ☒ If YES, which area(s)?

   A1 ☐   A2 ☐   A3 ☐   B1 ☐   B2 ☐   B3 ☐   B4 ☐

   C1 ☐   C2 ☐   D1 ☐   D2 ☐   D3 ☐   D4 ☐   D5
   ☐
   D6 ☐   D7 ☐   D8 ☐   D9 ☐   D10 ☐   E ☐

D. University of California (UC) Articulation:

1. Do you recommend this course for transfer to the UC?   Yes: ☐ No: ☒

2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)?   Yes: ☐ No: ☒

   IGETC Area 1: English Communication

   ☐ English Composition
   ☐ Critical Thinking-English Composition
   ☐ Oral Communication

   IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

   ☐ Mathematical Concepts

   IGETC Area 3: Arts and Humanities

   ☐ Arts
   ☐ Humanities

IGETC Area 4: Social and Behavioral Sciences

☐ Anthropology and Archaeology

☐ Economics

☐ Ethnic Studies

☐ Gender Studies

☐ Geography

☐ History

☐ Interdisciplinary, Social & Behavioral Sciences

☐ Political Science, Government & Legal Institutions

☐ Psychology

☐ Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

☐ Physical Science Lab or Physical Science Lab only (none-sequence)

☐ Physical Science Lecture only (non-sequence)

☐ Biological Science

☐ Physical Science Courses

☐ Physical Science Lab or Biological Science Lab Only (non-sequence)

☐ Biological Science Courses

☐ Biological Science Lab course

☐ First Science course in a Special sequence

☐ Second Science course in a Special Sequence

☐ Laboratory Activity

☐ Physical Sciences

IGETC Area 6: Language other than English

☐ Languages other than English (UC Requirement Only)

☐ U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

☐ U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

XII. REVIEW OF LIBRARY RESOURCES

A. What planned assignment(s) will require library resources and use?

The following assignments require library resources:
 Research on portfolio preparation using the Library's print and online resources.

B. Are the currently held library resources sufficient to support the course assignment?

YES: ☒ NO: ☐

If NO, please list additional library resources needed to support this course.

XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION

MM M90: Not Applicable

XIV. WORKPLACE PREPARATION

Required for career technical courses only. A career technical course/program is one with the primary goal to prepare students for employment immediately upon course/program completion, and/or upgrading employment skills.

Detail how the course meets the Secretary of Labors Commission on the Achievement of Necessary Skills (SCANS) areas. (For a description of the competencies and skills with a listing of what students should be able to do, go to: http://www.ncrel.org/sdrs/areas/issues/methods/assment/as7scans.htm)

The course will address the SCANS competency areas:

1. Resources: the students will learn to set their portfolio goals and time manage those goals to completion; and learn what is required in a print and digital portfolio production so that they can plan to allocate resources.

2. Interpersonal: the students will offer objective, and knowledgeable portfolio critique to each other before a portfolio review.

3. Information: the students will acquire information about the job market or transfer institution requirements, organize information, interpret and address that information through their portfolio content.

4. Systems: the students will understand the system of the portfolio creation and production, monitor and correct performance.

5. Technology: the students will choose the most appropriate visual technologies and perform proper procedures in the portfolio production process.

The course also addresses the SCANS skills and personal qualities:

1. Basic Skills: the students will create written content: the resume, the bio, cover letters, as well as design briefs, case studies, and process comments.

2. Thinking Skills: the students will generate creative ideas, make decisions, and reason through and solve problems.

3. Personal Qualities: the students will be responsible, sociable, self-disciplined, honest, and will maintain integrity.

XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM

1. Mode of Delivery

[X] Online (course will be delivered 100% online)

[X] Online with onsite examinations (100% of the instruction will occur online, but examinations and an orientation will be scheduled onsite)

[X] Online/Hybrid (a percentage of instruction will be held online and the remaining percentage of instruction will be held onsite)
  [ ] Lab activities will be conducted onsite

[ ] Televideo (Examinations and an orientation will be held onsite)

[ ]

☐ Teleconference

☐ Other

2.   Need/Justification

Improve general student access.

3.   Describe how instructors teaching this course will ensure regular, effective contact with and among students.

Posted lecture and video support; group and individual emails and announcements.

4.   Describe how instructors teaching this course will involve students in active learning.

Open discussion boards, chapter topic synchronous and asynchronous discussion forums and group research postings, exercises, assignments, and projects.

5.   Explain how instructors teaching this course will provide multiple methods of content representation.

Posted lecture and video support; group and individual emails and announcements, links to the online texts, lectures and demos.

6.   Describe how instructors teaching this course will evaluate student performance.

Critique of the projects, and asynchronous assigned topic postings.

XVI.   GENERAL EDUCATION COURSE OUTLINE ADDENDUM

MM M90: Not Applicable

XVII.   STUDENT MATERIALS FEE ADDENDUM

MM M90: Not Applicable

XVIII.   REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041

MM M90: Not Applicable

XIX.   CURRICULUM APPROVAL

Course Information:
   Discipline: MULTIMEDIA

   Discipline Code and Number: MM M90

   Course Revision Category: Outline Update

Course Proposed By:
   Originating Faculty ⎯⎯⎯⎯⎯

   Faculty Peer: ⎯⎯⎯⎯⎯

   Curriculum Rep: ⎯⎯⎯⎯⎯

   Department Chair: ⎯⎯⎯⎯⎯

Division Dean: ‾‾‾‾‾‾‾‾‾‾

Approved By:
      Curriculum Chair: ‾‾‾‾‾‾‾‾‾‾

      Executive Vice President: ‾‾‾‾‾‾‾‾‾‾

      Articulation Officer: ‾‾‾‾‾‾‾‾‾‾

      Librarian: ‾‾‾‾‾‾‾‾‾‾

Implementation Term and Year: Fall 2015

Approval Dates:
      Approved by Moorpark College Curriculum Committee: 03/03/2015

      Approved by Board of Trustees (if applicable): 04/14/2015

      Approved by State (if applicable): 06/08/2015