DES M132: DESIGN III

Originator
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Co-Contributor(s)

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College
Moorpark College

Discipline (CB01A)
DES - Design

Course Number (CB01B)
M132

Course Title (CB02)
Design III

Banner/Short Title
Design III

Credit Type
Credit

Start Term
Fall 2022

Formerly
GR M32 - Design III

Catalog Course Description
Provides an advanced level knowledge in the use of the elements of visual language and their relationship to experience, expression and communication. Emphasizes, through projects and exercises, the different aspects of analytical and inventive design thinking through concept development, design and composition using type and image, production and presentation skills.

Taxonomy of Programs (TOP) Code (CB03)
1030.00 - *Graphic Art and Design

Course Credit Status (CB04)
D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)
B (Transferable to CSU only)

Course Basic Skills Status (CB08)
N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)
B - Advanced Occupational

Course Cooperative Work Experience Education Status (CB10)
N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)
Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)
N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
Y - Not Applicable

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
1 - Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Field trips
Will not be required

Grading method
(L) Letter Graded

Alternate grading methods
(O) Student Option- Letter/Pass
(P) Pass/No Pass Grading

Does this course require an instructional materials fee?
No

Repeatable for Credit
No

Is this course part of a family?
No

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours
35
Maximum Contact/In-Class Lecture Hours
35

Activity

Laboratory
Minimum Contact/In-Class Laboratory Hours
52.5

Maximum Contact/In-Class Laboratory Hours
52.5

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
87.5
Total Maximum Contact/In-Class Hours
87.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
70
Maximum Outside-of-Class Hours
70

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
157.5
Total Maximum Student Learning Hours
157.5

Minimum Units (CB07)
3
Maximum Units (CB06)
3

Prerequisites
DES M131 (formerly GR M31) or suitable portfolio

Advisories on Recommended Preparation
DES M120 (formerly GR M23)

Entrance Skills
Entrance Skills
DES M131 (formerly GR M31)

Prerequisite Course Objectives
DES M120-identify and analyze hardware and software technologies including the operating systems, scanners, digital cameras, image manipulation, vector-versus-bitmap artwork concepts, text and font management, and color and output.
DES M120-discuss the history of digital media, explain the key concepts, and define the digital media arts terminology.
DES M120-apply storyboarding and thumbnail sketching techniques to express personal ideas, subjective visions, and informed opinions through the design process.
DES M120-draw, scan and manipulate images as design elements to create designs for print and web, motion, and interactive design.
DES M120-define and produce appropriate resolution and digital file formats for output to various media.
DES M120-demonstrate proficiency working with digital technologies to input and manipulate images and use various software programs for the development of individual projects.

DES M120-explain copyright law and intellectual property rights as they apply to digital media arts.
DES M131-integrate design elements with an understanding of the intention with which elements are chosen, organized, and created.
DES M131-review and employ the fundamental theories and methodologies of visual communication.
DES M131-review and apply the hierarchy of information through the ordering of elements into a comprehensive visual unity.
DES M131-demonstrate and employ conceptual thinking as the basis of the design process.
DES M131-demonstrate methods utilized in problem solving, visual storytelling, and the refinement of the ideas and technical issues.
DES M131-demonstrate proficiency in the use of digital and traditional tools and techniques for design and production.
DES M131-critique own and other students' solutions to specific projects and offer creative suggestions; demonstrate knowledge of design vocabulary as well as the elements and principles of design composition through the critical evaluation process.
DES M131-define, analyze and employ the effective visual language in two- and three-dimensional projects and time-based media.

Requisite Justification

Requisite Type
Prerequisite

Requisite
DES M132 (formerly GR M32) course builds upon the skills from the DES M131 (formerly GR M31)course.

Requisite Description
Course in a sequence

Level of Scrutiny/Justification
Part of a sequence of courses in a certificate of completion or a certificate of competency (noncredit only)

Requisite Type
Recommended Preparation

Requisite
DES M120 (formerly GR M23)

Requisite Description
Other (specify)

Specify Other Requisite Description
Teaches software skills used in this course.

Level of Scrutiny/Justification
Other (specify)

Specify Other Level of Scrutiny/Justification
This knowledge will help with students' success in the course and quicker comprehension of course material.

Student Learning Outcomes (CSLOs)

	Upon satisfactory completion of the course, students will be able to:
1	demonstrate an understanding of the social, historical and theoretical contexts behind their design solutions.
2	employ research as the catalyst for design ideas.
3	demonstrate advanced-level skills in the use of digital and traditional tools and techniques for design and production.

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1	design from a place of understanding the message, content, audience, context, and format of a design project.
2	develop a consistent graphic voice for client or message through different media and contexts.
3	employ the design process to reach the unique solutions to design problems.
4	demonstrate advanced-level skills in image editing, digital illustration, typography, and page layout.
5	critique own and other students' solutions to specific projects and offer creative suggestions.

| 6 | apply their understanding of effective design to communicating solutions in different media, including print, packaging, motion, interactive, environmental, and 3D. |
| 7 | demonstrate knowledge of design history and theory through their design solutions. |

Course Content

Lecture/Course Content

(20%) 1. Design Inquiry
- Research in the design process
- Design Thinking
- Linear reasoning/lateral thinking
- Theories of image and text
- Audiences and markets

(20%) 2. Design Methodologies
- Visual variables
- Perceptual organization
- Grid-based design
- Design syntax
- Experimentation in image development
- Advanced Visual Technologies

(20%) 3. Design Communication
- Identity and branding
- Social responsibility
- Nostalgia and rhetoric
- Semiotics
- Vernacular

(20%) 4. Type and Image
- Experimenting with Letterforms
- Typographic Composition
- The interaction of type and image
- The juxtaposition of type and image
- The fusion of type and image
- Environmental typographic design
- Visual-verbal synergy

(10%) 5. Resonance
- Influencing the way a design is perceived
- Helping people learn from a design
- Increasing the appeal of design
- Making better design decisions

(10%) 6. Application and Implementation
- Identity systems
- Infographics
- UX/UI
- Environmental
- Experiences
- Systems

Laboratory or Activity Content

(30%) 1. Refining students' design process, including conceptual design, brainstorming, thumbnail sketching.

(30%) 2. Refining students' design skills in a variety of media, including two- and three-dimensional projects, UX/UI design, and time-based media.

(20%) 3. Working in teams to develop branding strategies and build visual identity systems.

(20%) 4. Critiques of design projects.

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):
Written expression
Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Graphic/architectural designs
Individual projects
Oral analysis/critiques
Oral presentations
Portfolios
Skills demonstrations
Classroom Discussion
Projects
Participation
Reports/Papers/Journals

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Case studies
Class activities
Class discussions
Demonstrations
Distance Education
Group discussions
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Lecture

Describe specific examples of the methods the instructor will use:

Lectures may include demonstration, video tutorials and pdf handouts.

Representative Course Assignments

Writing Assignments
- Compose a written critique of peers' projects with a focus on the effectiveness of the design process, message, composition, technical execution, and resonance.
- Research the role of cultural influence, political origins, and governing aesthetic principles, in graphic design, and compile the research documentation.

Critical Thinking Assignments
- Analyze own and classmates' work in the context of societal and cultural concerns.
- Compare and contrast student's design work with the design influence of a professional designer.

Reading Assignments
- Read Chapter: Dennotation and Connotation from Philip Meggs (1992), Type and Image. In preparation for the class discussions about the use of figures of speech in design.
- Read selected magazine articles, such as Jonathan Baldwin (2016) "Know what I mean?" Eye Magazine in preparation for the class discussions about the connotation in design.

Skills Demonstrations
- Create a kinetic typography project.
- Create a Transmedia visual storytelling project.

Outside Assignments

Representative Outside Assignments
- Research and create a presentation on a transmedia designer who has a unique vision and voice.
- Create original photography, traditional illustrations or digital illustrations to be incorporated into students' design projects.

Articulation

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Cypress College	MAD 118 C	Graphic Design III	3
East Los Angeles College	ART 606	Graphic Design III	3
Los Angeles Pierce College	ART 606	Graphic Design III	3

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable
Yes

CSU Baccalaureate List effective term:
F1998

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type
Textbook

Description
Mullet, Kevin, and Darrell Sano. *Designing Visual Interfaces: Communication Oriented Techniques*. Prentice Hall, 1994.

Resource Type
Textbook

Description
Müller-Brockmann, Josef. *Grid Systems in Graphic Design: A Visual Communication Manual for Graphic Designers, Typographers and Three Dimensional Designers*. Niggli Verlag, 1996.

Resource Type
Textbook

Description
Lidwell, William, Kritina Holden, and Jill Butler. *Universal Principles of Design; 125 Ways to Enhance Usability, Influence Perception, Increase Appeal, Make Better Design Decisions, and Teach through Design.* 2nd revised ed., Rockport, 2010.

Resource Type
Textbook

Description
Meggs, Philip B. *Type and Image: The Language of Graphic Design*. Wiley, 1992.

Resource Type
Textbook

Classic Textbook
No

Description
Adams, Sean. *How Design Makes Us Think and Feel and Do Things*. Princeton Architectural Press, 2021.

Description
Skillshare (https://www.skillshare.com/)
Coursera (https://www.coursera.org/)
Codeacademy (https://www.codecademy.com/)
and other training & tutorial video resources

Library Resources

Assignments requiring library resources
Research using the Library's print and online resources.

Sufficient Library Resources exist
Yes

Example of Assignments Requiring Library Resources
Utilize library resources to research and create a presentation comparing how graphic design was influenced by such movements as Modernism and, later, by Post-modernism.

Distance Education Addendum

Definitions

Distance Education Modalities
Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.
Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.
Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussion Forums will be used to disseminate course-wide information and facilitate ongoing collaborative course work. Students may also use the Discussion Forums to solicit help from the instructor and other students. Discussions may also be graded encouraging students to participate in the class.
E-mail	Email is a tool primarily used for course-wide updates and individual student contact. Students and the instructor can privately contact each other with questions, concerns.
Other DE (e.g., recorded lectures)	The instructor can provide text, presentation slides, audio/visual material, assignment examples, tutorials (which may be live or recorded), and links to supplemental publications, articles, and websites.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussion Forums will be used to disseminate course-wide information and facilitate ongoing collaborative course work. Students may also use the Discussion Forums to solicit help from the instructor and other students. Discussions may also be graded encouraging students to participate in the class.
E-mail	Email is a tool primarily used for course-wide updates and individual student contact. Students and the instructor can privately contact each other with questions, concerns.
Other DE (e.g., recorded lectures)	The instructor can provide text, presentation slides, audio/visual material, assignment examples, tutorials (which may be live or recorded), and links to supplemental publications, articles, and websites.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussion Forums will be used to disseminate course-wide information and facilitate ongoing collaborative course work. Students may also use the Discussion Forums to solicit help from the instructor and other students. Discussions may also be graded encouraging students to participate in the class.
E-mail	Email is a tool primarily used for course-wide updates and individual student contact. Students and the instructor can privately contact each other with questions, concerns.
Other DE (e.g., recorded lectures)	The instructor can provide text, presentation slides, audio/visual material, assignment examples, tutorials (which may be live or recorded), and links to supplemental publications, articles, and websites.

Examinations

Hybrid (1%–50% online) Modality
Online

Hybrid (51%–99% online) Modality
Online

Primary Minimum Qualification
GRAPHIC ARTS

Additional Minimum Qualifications

Minimum Qualifications
Multimedia

Review and Approval Dates

Department Chair
05/05/2021

Dean
05/07/2021

Technical Review
09/16/2021

Curriculum Committee
10/19/2021

DTRW-I
10/28/2021

Curriculum Committee
MM/DD/YYYY

Board
12/14/2021

CCCCO
MM/DD/YYYY

DOE/accreditation approval date
MM/DD/YYYY