



**MERCER**  
COUNTY COMMUNITY COLLEGE

## COURSE OUTLINE

<b>Course Number</b> ADV230	<b>Course Title</b> History of Graphic Design	<b>Credits</b> 3
<b>Hours:</b> Lecture/Lab/Other 3	<b>Co- or Pre-requisite</b> ENG101 or divisional permission	<b>Implementation Semester &amp; Year</b> Spring 2022

**Catalog description:**

A survey of the history of graphic design from its origins to present day. This course is an overview of graphic design and develops visual vocabulary, provides a cultural and historical context and instructs students in researching areas of interest to broaden their knowledge of contemporary graphic design. The course utilizes Blackboard for instruction, blogs, weekly assignments and quizzes.

**General Education Category:**  
**Goal 6: Humanities**

**Course coordinator:**

Tina LaPlaca,  
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**Required texts & Other materials:**

- ***Megg's History of Graphic Design***, 6<sup>th</sup> edition,  
by Phillip B. Meggs and Alston W. Purvis Wiley Publishing Co. 2016  
ISBN: 978-1-118-77205-8 (cloth)  
ISBN: 978-1-119-13620-0 (pdf)  
ISBN: 978-1-119-13623-1 (epub)

**Other learning materials:**

- Personal computer
- Notebook

## **Course Student Learning Outcomes (SLOs):**

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

1. Evaluate historical graphic design periods critically, with an understanding of their artistic context. [Supports ILG #1, 4, 6 & 8; PLO # 6]
2. Define the significance of key artistic periods in the realm of graphic design. [Supports ILG # 1, 4, 6 & 8; PLO # 6]
3. Develop aesthetics when describing advertising and graphic communications and their historical periods. [Supports ILG # 1, 4, 6 & 8; PLO # 1 & 6]
4. Create a graphic design history design blog in a professional manner using typography, images, links and text. [Supports ILG # 1, 4, & 6 & 8; PLO # 1, 5 & 6]
5. Analyze and explain historical graphic design communications for their design construction, content and context. [Supports ILG # 1, 4, 6 & 8; PLO # 1 & 6]
6. Develop artistic terminology for visualizing ideas and presenting them in graphic form. [Supports ILG # 1, 4, 6 & 8; PLO # 1, 5 & 6]

## **Course-specific Institutional Learning Goals (ILG):**

**Institutional Learning Goal 1. Written and Oral Communication in English.** Students will communicate effectively in both speech and writing.

**Institutional Learning Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**Institutional Learning Goal 6. Humanities.** Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

**Institutional Learning Goal 8. Diversity and Global Perspective:** Students will understand the importance of a global perspective and culturally diverse peoples

## **Program Learning Outcomes for Advertising + Graphic Design program (PLOs)**

1. Apply computers applications to design principles;
2. Visualize and practice professional typography;
3. Design and present professional-quality work;
4. Create professional-quality logos, newsletters, posters, brochures, websites, publications, and advertisements;
5. Create web pages that use design principles that communicate effectively;
6. Develop and present creative ideas in both written and oral formats;
7. Create a professional portfolio to serve in the pursuit of further education or employment.

## **Units of study in detail – Unit Student Learning Outcomes:**

### **Unit I**

#### **The Prologue to Graphic Design [Supports Course SLO #1 – 6]**

The student will be able to...

1. Identify the visual message from prehistory through the medieval era
2. Analyze the invention of Writing to Alphabets and Illuminated Manuscripts
3. Examine the Asian Contribution to Printing
4. Explain how Printing Technology developed in Europe
5. Critically evaluate and justify their own artistic and vocational practice

## Unit II

### **A Graphic Renaissance** [Supports Course SLOs # 1 – 6]

The student will be able to...

1. Evaluate the origins of European typography and design for printing
2. Analyze the Renaissance of Graphic Design in Europe
3. Identify the era of typographic prominence
4. Critically evaluate and justify their own artistic and vocational practice

## Unit III

### **The Bridge to the Twentieth Century** [Supports Course SLOs # 1 – 6]

The student will be able to...

1. Explain the Industrial Revolution and new technology changed visual communication
2. Define Arts & Crafts movement and its heritage
3. Identify the Art Nouveau period and its importance in advertising
4. Analyze the genesis of the 20<sup>th</sup> Century Design
5. Critically evaluate and justify their own artistic and vocational practice

## Unit IV

### **The Modernist Era** [Supports Course SLOs # 1 – 6]

The student will be able to...

1. Identify Graphic Design in the first half of the Twentieth Century.
2. Analyze the influence of Modern Art and Pictorial Modernism
3. Define the Bauhaus and the New Typography movement
4. Analyze Late Modern Movement in America
5. Critically evaluate and justify their own artistic and vocational practice

## Unit V

### **The Age of Information** [Supports Course SLOs # 1 – 6]

The student will be able to...

1. Identify Swiss/International Style
2. Examine the New York School style and the importance of a conceptual image
3. Define the Digital Revolution by identify trends and technologies changing the landscape—such as the web, multimedia, interactive design, and private presses.
4. Critically evaluate and justify their own artistic and vocational practice

### **Evaluation of student learning:** [Evaluates SLOs # 1 –6]

Achievement of the course objectives will be evaluated by the following tools:

- Two completed course assignments to be done at home and uploaded for review by instructor.
- Participation to weekly Discussion Posts on BlackBoard
- Three timed Quizzes based on Units of Study

<b>Evaluation Tools</b>	<b>% of Grade</b>
Participation with all weekly class discussion posts	20%
Project 1: Art Style Blog	25%
Project 2: Mash-up Designers Poster	25%
Quiz 1	10%
Quiz 2	10%
Quiz 3	10%
<b>Total</b>	<b>100%</b>