



## COURSE OUTLINE

<b>Course Number</b> <u>ADV 201</u>	<b>Course Title</b> <u>Advertising Design II</u>	<b>Credits</b> <u>3</u>
<b>Hours:</b> <b>lecture/Lab/Other</b> <u>1 lecture/4 studio hours</u>	<b>Co- or Pre-requisite</b> <u>DMA105 and ADV101</u>	<b>Implementation</b> <b>sem/year</b> <u>Fall 2009</u>

### **Catalog description:**

A study of the advanced concepts and design principles used in planning visualizations and layouts for graphic design. Students will prepare advertising campaigns, and editorial presentations, using art, photography, type and illustrations for the printed page using a Mac computer as a tool. A survey of methods for developing ideas into graphic presentations and the intangibles that provides originality and variety in a creative field. This course includes studies in advertising production, typography, and methods of reproduction.

### **Required texts/other materials:**

- Texts:  
Graphic Design Solutions: Third Edition by Robin Landa, 2006
- Removable storage media (flash drive)
- Sketchbook 9" x 12" or larger
- Black Illustration Boards 15" x 20" as needed
- Cover Sheets for Illustration Boards as needed

### **Revision date:**

Fall 2009

### **Course coordinator:**

Tina LaPlaca, e-mail: [laplacat@mccc.edu](mailto:laplacat@mccc.edu), 609-586-4800, Ext. 3356

### **Information resources:**

- Digital files from the instructor's files.
- Text(s) on Reserve in College Library

### **Other learning resources**

- Open Lab Hours

## **Course Competencies/Goals:**

### ***The student will be able to:***

1. Visualize and express an idea graphically using a computer, specifically the development of ideas for advertising and graphic design.
2. Solve design problems using typography and illustrations, and justify their use and function they perform.
3. Display a variety of design techniques through layouts.
4. Demonstrate ability to apply basic principles of color, design, and typographic design effectively.
5. Demonstrate an understanding of typography, the recognition of type styles, the importance of type measurement and its selection for the proper impression.
6. Be more knowledgeable in the field of advertising and graphic design—concerning its ever-changing aspect, job classification, basic responsibilities, future trends, and other important factors.
7. Prepare work for professional presentation to a potential client or art director and be able to orally communicate rationale in class critiques.
8. Describe design concepts and use the vocabulary connected with the profession.

## **Course-specific General Education Knowledge Goals and Core Skills**

### ***The student will be able to:***

- B.5. Students will solve problems by applying discipline-appropriate methods and standards.
- E.1. Students will demonstrate proficiency in using major categories of computer software such as word processing, spreadsheet and presentation software.
- E.2. Students will be proficient in using an interface and managing files.
- E.3. Students will use email and communication software effectively and appropriately.
- E.4. Students will use a web browser and search engines to seek information and will recognize types of information and sources.
- E.5. Students will understand the impact of computers on society.
- 4.1. Students will demonstrate proficiency with electronic communications as appropriate to their program.
- 4.2. Students will demonstrate working knowledge of a major domain of technological application.
- 4.3. Students will demonstrate the ability to use a particular technology or group of technologies to analyze or solve problems in general and within their academic discipline.
- 8.1. Students will recognize, analyze, and assess historical and contemporary works using accepted approaches and criteria.
- 8.2. Students will develop foundation skills using art media, music, dance, or dramatic material.

## **General Education Knowledge Goals**

**Goal 1. Communication.** Students will communicate effectively in both speech and writing.

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

**Goal 5. Social Science.** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

**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.

**Goal 7. History.** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

**Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples.

**Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations.

## **MCCC Core Skills**

**Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

**Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.

**Goal C. Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.

**Goal D. Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Goal E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others.

**Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.

**Goal G. Intra-Cultural and Inter-Cultural Responsibility.** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

## **Unit I Historical Significance of Graphic Design**

### **Learning Objectives**

***The student will be able to...***

- Identify basic formal elements of design as they relate to design principles.
- Understand basic rules of typography in a layout
- Compare and contrast the civil rights movement of the 1960s to current topics of oppression around the globe.
- Design an all-type advertisement for public television.

(Course Competencies 1-8; Gen Ed Goals: 1, 4,5,6,7,8&9; Core Skills: A,B,C,D,E,F&G)

## **Unit II Branding and Corporate Identity Systems**

### **Learning Objectives**

***The student will be able to...***

- Understand a historical context of logo and identity marks
- Compare and contrast various corporate identities through examples in class.
- Design a corporate identity suite.

(Course Competencies 1-8; Gen Ed Goals: 1, 4,5,6,7,8&9; Core Skills: A,B,C,D,E,F&G)

## **Unit III Theater Posters**

### **Learning Objectives**

***The student will be able to...***

- Compare and contrast various poster design styles.
- Understand the play's plot and develop an identity for advertisement.
- Design a theater play poster to be utilized and distributed throughout the community.

(Course Competencies 1-8; Gen Ed Goals: 1, 4,5,6,7,8&9; Core Skills: A,B,C,D,E,F&G)

## **Unit IV Signage**

### **Learning Objectives**

***The student will be able to...***

- Access and evaluate various exhibition signage systems.
- Synthesize the importance of the zoological signage and create a new display.
- Design a zoo exhibit signage with interactivity.

(Course Competencies 1-8; Gen Ed Goals: 1, 4,5,6,7,8&9; Core Skills: A,B,C,D,E,F&G)

**Unit V      Packaging Design**

**Learning Objectives**

***The student will be able to...***

- Understand a historical context of packaging
- Compare and contrast various food packaging through examples in class.
- Design a new look for an existing food packaging product in three-dimensional form.

(Course Competencies 1-8; Gen Ed Goals: 1, 4,5,6,7,8&9; Core Skills: A,B,C,D,E,F&G)

**Unit VI      Annual Reports**

**Learning Objectives**

***The student will be able to...***

- Understand the primary objective of an annual report and building a theme.
- Compare and contrast various annual reports by examples in class.
- Design two spreads for an annual report utilizing charts and graphs.

(Course Competencies 1-8; Gen Ed Goals: 1, 4,5,6,7,8&9; Core Skills: A,B,C,D,E,F&G)

**Evaluation of student learning:**

1. Attendance at lectures and presentations. (20%)
2. Maintenance of reading assignments and participation in class discussions, in-class assignments and critiques. (20%)
3. Quality of class work and homework assignments by instructor. (50%)
4. Quizzes on readings and lectures utilizing a variety of test strategies: multiple choice, fill-in-the blank, short answer, identifications, etc. (10%)

**Academic Integrity Statement:**

Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual's work as one's own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy on Academic Integrity is located in the Student Handbook and is found on the college website ([http://www.mccc.edu/admissions\\_policies\\_integrity.shtml](http://www.mccc.edu/admissions_policies_integrity.shtml)).

**Special Needs Accommodations:**

Any student in this class who has special needs because of a disability is entitled to receive accommodations. Eligible students at Mercer County Community College are assured services under the Americans with Disabilities Act and Section 504 on the Rehabilitation Act of 1973. If you believe you are eligible for services, please contact Arlene Stinson, the Director of Academic Support Services. She can be reached at 609-570-3525.