



## COURSE OUTLINE

<b>Course Number</b> ADV202	<b>Course Title</b> Advertising Design III	<b>Credits</b> 3
<b>Hours:</b> <b>lecture/Lab/Other</b> 1 lecture/4 studio hours	<b>Co- or Pre-requisite</b> CGR 105, ADV 101, ADV 210, and ADV 202 with a minimum C grade or permission by the department coordinator	<b>Implementation</b> <b>sem/year</b> 1/2008

### **Catalog description:**

A more advanced exploration and survey of a variety of methods for presenting art, design, and photography in a professional manner. The development of visual problem-solving graphic design assignments to further enhance the student's personal portfolios. Students will write their goals, both short and long range, and present them to the instructor. They will also present their current portfolio for a critique in class. Under the guidance of the instructor, the student will prepare individual portfolios suitable for presentation for transfer to another college or art school, presentation to a client or for a job interview.

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

- Texts:  
Graphic Design Solutions: Third Edition by Robin Landa, 2006
- Removable storage media.

**Revision date:**  
1/2008

**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
- Videos, DVDs, CDs, etc as available
- Text(s) on Reserve in College Library

### **Other learning resources:**

- Open Lab Hours

## **Course Competencies/Goals:**

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

- Use the computer to graphically express a concept, specifically the development of ideas for advertising and graphic design.
- Create a design comprehensive in a professional manner using typography, illustrations and photographs.
- Demonstrate the use of good design and composition principles of color, design, and typographical design effectively to assigned problems.
- Understand and use correctly most of the special terms used in the fields of advertising and printing.
- Present work for professional presentation to a potential client or art director and be able to orally communicate rationale in class critiques.
- Demonstrate design ability by creating original layouts within the specifications and limitations supplied.
- Develop a sense of aesthetics, taste and proportion in relating the elements of a design.
- Demonstrate various techniques and skills required to produce advertising designs and other graphic communications.

## **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.
- 8.3. Students will apply skills and synthesize concepts to create and present individual performances and projects.
- 8.4. Students will assess and evaluate their work and that of their peers.

## **Units of study in detail.**

### **Unit I      Historical Milestones and Typography**

*The student will be able to...*

- Learn historical milestones in graphic design
- Analyze various corporate annual reports, their purpose and themes
- Review the basic formal elements of design: line, shape, color, value, texture, and format
- Review the basic principles of design: balance, emphasis, rhythm, and unity
- Emphasize interdependence of principles
- Identify target audiences and demographics
- Review annual reports for similar elements; charts, graphs, statistics letter from CEO, and Table of Contents
- Create an annual report design for a specific corporation by developing a theme
- Assess an annual report as a hybrid visual communications tool that can be in print, online, or both
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice

### **Unit II      Logo Development**

*The student will be able to...*

- Review various logos and logo history
- Define a logo as the keystone of a visual identity
- Evaluate found logos that address the spirit of a brand
- Create a logo for yourself as a creative designer
- Describe your mark in three different ways
- Collaborate with another student to create a second identity mark
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice

### **Unit III      Visual Arts Show Poster**

*The student will be able to...*

- Describe how a poster must be considered in context
- Describe the differences of various posters and their messages
- Create a poster and mailing postcard for the college gallery's visual art student show
- Analyze poster designs by top designers
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice

### **Unit IV      Team Learning: Capstone**

*The student will be able to...*

- Identify the components of a comprehensive advertising campaign
- Conceptualize, plan and execute a team campaign project
- Assess the company's current campaign and strategize a new concept plan

- Create a complete team advertising campaign that addresses all the client's needs from print, to online and promotional ideas
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice

## **Unit V Portfolio and Job Preparation**

*The student will be able to...*

- Perform a mock interview with a potential employer
- Create a professional resume and stationery suite
- Assess their portfolios and make revisions when necessary to develop a well-rounded presentation of their artwork
- Create a CD or Web presentation of their portfolio as well as a printed one

### **Evaluation of student learning:**

Instructional modes to be used are: Integrated lecture and laboratory, studio assignments with specifications and limitations set by the instructor, demonstrations by the instructor, and discussions and critiques of student work.

Lectures are often accompanied by demonstrations of techniques and examples of printed materials that cannot be repeated for individuals. The student is responsible for participating in classroom discussions and critiques of student work by including his or her work to that being discussed and evaluated. In this way the students learn the terms used in the field for which they are preparing. Diligent practice on assignments is essential to develop the skills required. Practice, in class lab and at home, will generally be visible in the work produced.

The student is responsible for his or her regular attendance, participation in classroom discussions and critiques of student work, and for including his or her work to be discussed and evaluated. Diligent work on assignments is essential.

Evaluation of progress and grades are determined by the instructor, based upon the following considerations: attendance, participation, and estimate of quality of class work and homework assignments (by instructor). The specific weight of each project is shown in the grade breakdown chart in this section.

Values of quality, aesthetics, etc., are based upon the instructor's judgment of the work produced, the effort employed, and the total result achieved. To receive full credit, all assignments are due on time. A late assignment will be accepted one class period after due date with a reduced letter grade.

The grade of "A" will be earned by students who demonstrate mastery of the essential elements of the material presented, as well as demonstrating excellence in aesthetics and originality in completing course objectives with at least 90% accuracy.

The grade of "B" will be earned by students who demonstrate more than adequate mastery of the essential elements of the material presented and acceptable knowledge of the course content. Achievement will be demonstrated when all of the specific course objectives are fulfilled with at least 80% accuracy.

The grade of "C" will be earned by students who demonstrate adequate mastery of the essential elements of the material presented. Achievement will be demonstrated when all of the specific course objectives are fulfilled with at least 70% accuracy.

The grade of "D" is undesirable, but indicates a minimum passing of the course requirements. All of the course objectives must be fulfilled with at least 60% accuracy.

The grade of "F" will be earned by students who do not demonstrate achievement.

### **Critiques**

Critiques are a vital part of learning design. There is much to be learned from reviewing the work of your colleagues: learn from their designs' strengths and weaknesses. Critiques also provide the opportunity to put your concept into words, and to help you learn how to speak intelligently and knowledgeably about your designs. Additionally, the instructor and your classmates may bring fresh insights and perspectives to your work that provides valuable feedback.

### **Evaluation/Final Course Grades**

The final course grade is based on project outcomes, exercises, test scores, adherence to project due dates, and attendance. Assignments and quizzes are based upon the following considerations:

<b>Grade Breakdown</b>	<b>Percent Overall Grade</b>
Attendance of lectures and presentations, participation with class discussions and critiques.	(15%)
Project 1:	(15%)
Project 2:	(15%)
Project 3:	(15%)
Project 4:	(15%)
Project 5:	(15%)

### **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 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)).

