### COURSE OUTLINE

<table>
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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>ADV 201</td>
<td>Advertising Design II</td>
<td>3</td>
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#### Hours:
- 1 lecture/4 studio hours

#### Co- or Pre-requisite
- DMA105 and ADV101

#### Implementation
- sem/year
- Fall 2016

#### 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: 5e* by Robin Landa, 2013
- 2- USB Flash drives
- Design Process Sketchbook: 9” x 12” or 14” x 17”
- Folder/Notebook

#### Revision date:
Fall 2016

#### Course coordinator:
Tina LaPlaca, e-mail: laplacat@mccc.edu, 609-570-3356

#### 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. (Course Competencies 1 - 8; Gen Ed Goal 4 & 6)

2. Solve design problems using typography and illustrations, and justify their use and function they perform. (Course Competencies 1, 2, 4 & 6; Gen Ed Goal 4 & 6)

3. Display a variety of design techniques through layouts. (Course Competencies 1, 2, 4 & 6; Gen Ed Goal 4 & 6)

4. Demonstrate ability to apply basic principles of color, design, and typographic design effectively. (Course Competencies 1, 2, 4 & 5; Gen Ed Goal 4 & 6)

5. Demonstrate an understanding of typography, the recognition of type styles, the importance of type measurement and its selection for the proper impression. (Course Competencies 1, 2, 3 4 & 5; Gen Ed Goal 4 & 6)

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. (Course Competencies 1-6; Gen Ed Goal 4 & 6)

7. Prepare work for professional presentation to a potential client or art director and be able to orally communicate rationale in class critiques. (Course Competencies 2, 4, 5 & 7; Gen Ed Goal 4, 6 & 8)

8. Develop and present ideas in both written and oral formats (Course Competencies 1, 2 & 3; Gen Ed Goal 4 & 6)

Course-specific General Education Knowledge Goals and Core Skills

The student will be able to:

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

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 Graphic Design/Typography

Learning Objectives
The student will be able to...
• Identify basic formal elements of design as they relate to principles of design.
  (Course Competencies 1, 6 & 8)
• Understand basic rules of typography in a layout
  (Course Competencies 1, 3 & 6)
• Compare and contrast the global environmental themes significant to our current lives around the globe.
  (Course Competencies 1, 2 & 8)
• Examine visual hierarchy and scale
  (Course Competencies 2 & 5)
• Design an Ecology Poster
  (Course Competencies 1, 3, 7 & 8)
• Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice
  (Course Competencies 3 & 10)

Unit II Visual Identity

Learning Objectives
The student will be able to...
• Understand a historical context of logo and identity marks
  (Course Competencies 1, 3 & 6)
• Compare and contrast various corporate identities through examples in class.
  (Course Competencies 1, 2 & 8)
• Design a corporate identity suite.
  (Course Competencies 1, 3, 7 & 8)
• Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice
  (Course Competencies 3 & 10)

Unit III Posters as Art and Advertising

Learning Objectives
The student will be able to...
• Compare and contrast various poster design styles.
  (Course Competencies 1, 2 & 8)
• Understand the play’s plot and develop an identity for the poster.
  (Course Competencies 1, 3 & 6)
• Design a theater play poster to be utilized and distributed throughout the community.
  (Course Competencies 1, 3, 7 & 8)
• Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice
  (Course Competencies 3 & 10)

Unit IV Packaging Design

Learning Objectives
The student will be able to...
• Understand a historical context of packaging
  (Course Competencies 1, 3 & 6)
• Compare and contrast various food packaging through examples in class.
  (Course Competencies 1, 2 & 8)
• Design a new look for an existing food packaging product in three-dimensional form.
  (Course Competencies 1, 3, 7 & 8)
• Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice
  (Course Competencies 3 & 10)

Unit V Graphic Design History/MidTerm

Learning Objectives
The student will be able to…
• Identify three key periods of Graphic Design History.
  (Course Competencies 1, 6 & 8)
• Synthesize the importance of the historical period and designer and create a new design based on your research.
  (Course Competencies 1, 3 & 6)
• Design a poster, video, packaging, identify system, brochure, web site or advertisement to feature the chosen historical graphic design period and designer.
  (Course Competencies 1, 3, 7 & 8)
• Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice
  (Course Competencies 3 & 10)

Evaluation of student learning:
The final course grade is based on project outcomes, exercises, test scores, adherence to project due dates, and attendance of lectures and participation with class discussions and critiques. Assignments and quizzes are based upon the following considerations:

<table>
<thead>
<tr>
<th>Grade Breakdown</th>
<th>Percent Overall Grade</th>
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<tbody>
<tr>
<td>Project 1:</td>
<td>(15%)</td>
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<tr>
<td>Project 2:</td>
<td>(15%)</td>
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<td>Project 3:</td>
<td>(15%)</td>
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<tr>
<td>Project 4:</td>
<td>(15%)</td>
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<tr>
<td>MidTerm Project (5)</td>
<td>(25%)</td>
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<tr>
<td>Attendance/Participation</td>
<td>(15%)</td>
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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

Accessibility Statement
Mercer County Community College is committed to ensuring the full participation of all students in programs. If you have a documented differing ability or think that you may have a differing ability that protected under the ADA or Section 504 of the Rehabilitation Act, please contact Arlene Stinson in LB216 (stinsona@mccc.edu) for information regarding support services.

Financial Aid Application
It is recommended that student complete an application for financial aid to determine eligibility for financial assistance. The application is FREE and available for completion beginning October 1, 2016 for the 2017-18 academic year. Visit www.fafsa.edu.gov to complete your application. Applications should be completed before December 1, 2016. Students who are interested in MCCC Foundation scholarships are expected to complete an application as well.