## 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 230</td>
<td>History of Graphic Design</td>
<td>3</td>
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<tr>
<th>Hours:</th>
<th>Pre-requisite</th>
<th>Implementation</th>
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<tr>
<td>lecture/Lab/Other 3</td>
<td>ENG101</td>
<td>sem/year Fall 2016</td>
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**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.

Pre-requisites: English 101 or permission of the instructor

**Required texts/other materials:**

*Megg’s History of Graphic Design, 5th edition*, by Phillip B. Meggs and Alston W. Purvis

**Date:**

Fall 2016

**Course coordinator:**

Tina LaPlaca, 609-570-3356, laplacat@mccc.edu

**Information resources:**

*Megg’s History of Graphic Design, 5th edition*, by Phillip B. Meggs and Alston W. Purvis
Blackboard Course Website with Online Links

**Other learning resource:**

Personal computer
Course Competencies/Goals:

The student will be able to:

1. Evaluate historical graphic design periods critically, with an understanding of their artistic context.
   (Course Competencies 1, 2 & 3; Gen Ed Goal 4 & 6)
2. Define the significance of key artistic periods in the realm of graphic design.
   (Course Competencies 2 & 4; Gen Ed Goal 6)
3. Develop aesthetics when describing advertising and graphic communications and their historical periods.
   (Course Competencies 4 & 6; Gen Ed Goal 1 & 4)
4. Create a graphic design history design blog in a professional manner using typography, illustrations and photographs.
   (Course Competencies 3, 4 & 5; Gen Ed Goal 4 & 6)
5. Analyze and explain historical graphic design communications for their design construction, content and context.
   (Course Competencies 1, 2 & 3; Gen Ed Goal 4 & 6)
6. Develop artistic terminology for visualizing ideas and presenting them in graphic form.
   (Course Competencies 4 & 6; Gen Ed Goal 1 & 4)

Course-specific General Education Knowledge Goals and Core Skills.

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.
Units of study in detail

Unit I: The Prologue to Graphic Design

Learning Objectives
The student will be able to...
- Identifying the visual message from prehistory through the medieval era (Course Competencies 1, 2 & 3)
- Analyze the invention of Writing to Alphabets and Illuminated Manuscripts (Course Competencies 1, 2 & 3)
- Examine the Asian Contribution to Printing (Course Competencies 1, 2 & 5)
- Explain how Printing Technology developed in Europe (Course Competencies 2 & 6)
- Discuss his/her work and critically evaluate and justify his/her own artistic and vocational practice (Course Competencies 4 & 6)

Unit II: A Graphic Renaissance

Learning Objectives
The student will be able to...
- Evaluate the origins of European typography and design for printing (Course Competencies 2, 3 & 5)
- Analyze the Renaissance of Graphic Design in Europe (Course Competencies 2 & 4)
- Identify the era of Typographic prominence (Course Competencies 4; Gen Ed Goal 1, 4 & 6)
- Discuss his/her work and critically evaluate and justify his/her own artistic and vocational practice (Course Competencies 4 & 6)

Unit III: The Bridge to the Twentieth Century

Learning Objectives
The student will be able to...
- Explain the Industrial Revolution and new technology changed visual communication (Course Competencies 2 & 6)
- Define Arts & Crafts movement and its heritage (Course Competencies 2 & 4)
- Identify the Art Nouveau period and its importance in advertising (Course Competencies 1 & 4)
- Analyze the Genesis of the 20th Century Design (Course Competencies 2 & 4)
- Discuss his/her work and critically evaluate and justify his/her own artistic and vocational practice (Course Competencies 4 & 6)
Unit IV: The Modernist Era

Learning Objectives

The student will be able to...

• Identify Graphic Design in the first half of the Twentieth Century.  
  (Course Competencies 1, 2 & 5)
• Analyze the influence of Modern Art and Pictorial Modernism  
  (Course Competencies 2 & 4)
• Define the Bauhaus and the New Typography movement  
  (Course Competencies 3, 4 & 5)
• Analyze Late Modern Movement in America  
  (Course Competencies 2 & 4)
• Discuss his/her work and critically evaluate and justify his/her own artistic and 
  vocational practice  
  (Course Competencies 4 & 6)

Unit V: The Age of Information

Learning Objectives

The student will be able to...

• Identify Swiss/International Style  
  (Course Competencies 1 & 2)
• Examine the New York School style and the importance of a conceptual image  
  (Course Competencies 2, 3 & 5)
• Define the Digital Revolution by identify trends and technologies changing the 
  landscape—such as the web, multimedia, interactive design, and private presses.  
  (Course Competencies 2 & 4)
• Discuss his/her work and critically evaluate and justify his/her own artistic and 
  vocational practice  
  (Course Competencies 4 & 6)

Evaluation of student learning:

The final course grade is based on two completed projects, one essay, one blog assignment, 15 
class assignments, two timed exams as well as adherence to schedule dates, lectures and 
participation with class discussions and analysis. Final course grades are based on the following:

Points can be earned in each of the following categories:

• Two projects 2 x 25 points = 50 points  
  (Course Competencies 4 & 6)
• 10 weekly posting assignments/participation = 20 points)  
  (Course Competencies 2, 3 & 5)
• Two timed Exams (2 x 15 points = 30 points)  
  (Course Competencies 1 & 2)

Numerical grades will be awarded for all other assignments. At the end of the semester, all the 
points earned will be totaled to determine your final grade.

Projects will be graded based on content, creativity, craftsmanship and adherence to project 
specifications. The Graphic Design History Blog will be graded based on content, spelling and 
grammar.

No credit ("zero" points) will be given for work not completed by the assigned due date.
Evaluation/Final Course Grades:
The final grade is based on the following values:

- Two Course Projects 50%
  (Course Competencies 4 & 6)
- 10 weekly Discussion Posts 20%
  (Course Competencies 2, 3 & 5)
- Two Timed Exams 30%
  (Course Competencies 1 & 2)

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 is 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.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.