



## COURSE OUTLINE

**Course Number**

ADV 230

**Course Title**

History of Graphic Design

**Credits**

3

**Hours:**

**lecture/Lab/Other**

3

**Pre-requisite**

ENG101 or divisional permission

**Implementation**

**sem/year**

Fall 2020

**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 dean and instructor

**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)

**Date:**

Fall 2020

**Course coordinator:**

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

**Information resources:**

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

**Other learning resource:**

Personal computer

## **Course Competencies/Goals:**

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

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

## **ILGs/ 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.

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

## **Units of study in detail**

### **Unit I The Prologue to Graphic Design**

The student will be able to:

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

## **Unit II:     **A Graphic Renaissance****

The student will be able to:

- Evaluate the origins of European typography and design for printing  
(CGs 2, 3 & 5)
- Analyze the Renaissance of Graphic Design in Europe  
(CGs 2 & 4)
- Identify the era of Typographic prominence  
(CGs 1, 4 & 6)
- Discuss his/her work and critically evaluate and justify his/her own artistic and vocational practice  
(CGs 4 & 6)

## **Unit III:     **The Bridge to the Twentieth Century****

The student will be able to:

- Explain the Industrial Revolution and new technology changed visual communication  
(CGs 2 & 6)
- Define Arts & Crafts movement and its heritage  
(CGs 2 & 4)
- Identify the Art Nouveau period and its importance in advertising  
(CGs 1 & 4)
- Analyze the Genesis of the 20<sup>th</sup> Century Design  
(CGs 2 & 4)
- Discuss his/her work and critically evaluate and justify his/her own artistic and vocational practice  
(CGs 4 & 6)

## **Unit IV:     **The Modernist Era****

The student will be able to:

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

## **Unit V:     **The Age of Information****

The student will be able to:

- Identify Swiss/International Style  
(CGs 1 & 2)
- Examine the New York School style and the importance of a conceptual image  
(CGs 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.  
(CGs 2 & 4)
- Discuss his/her work and critically evaluate and justify his/her own artistic and vocational practice  
(CGs 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
- 10 weekly posting assignments/participation = 20 points)
- Three timed Quizzes (3 x 10 points = 30 points)

### **Project Values/ Grade Breakdown**

The final grade is based on the following values:	
Project 1	25%
Project 2	25%
10 Weekly Discussion Posts	20%
Three Timed Quizzes	30%

### **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)).

### **Accessibility Statement**

Mercer County Community College is committed to ensuring the full participation of all students in all activities and 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 of 1973. Please contact Arlene Stinson in LB21 [stinsona@mccc.edu](mailto:stinsona@mccc.edu) (609) 570-3525 for information regarding academic accommodations and additional 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, 2020** for the 2021-22 academic year. Visit [www.fafsa.edu.gov](http://www.fafsa.edu.gov) to complete your application. Applications should be completed **before** December 1, 2020. Students who are interested in MCCC Foundation scholarships are expected to complete an application as well.