SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

SAULT COLLEGE

CICE COURSE OUTLINE

COURSE TITLE: Production For Design 1

CODE NO. : ADV142   **SEMESTER:** Fall
MODIFIED CODE: ADV0142

PROGRAM: Graphic Design

AUTHOR: Frank Salituri
MODIFIED BY: Maria Parrella-Ilaria, Learning Specialist CICE Program

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APPROVED: "Angelique Lemay"   Sept/13

                    Dean, School of Community Services   **DATE**
                          and Interdisciplinary Studies

TOTAL CREDITS: 4

PREREQUISITE(S): College and Program Admission Requirements

HOURS/WEEK: 3

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I.   COURSE DESCRIPTION:
This course is a hands-on class that will introduce CICE students to the operating systems for Apple/Mac computers, for proper usage in the development of Graphic Design solutions. CICE students, with assistance from a Learning Specialist, will begin with the proper means of storing and accessing files and file organization. CICE students will also develop research methods using various search engines. Following the introduction to operating systems students will develop projects using InDesign CS3. Particular emphasis will be placed on the development of Typographic design solutions, while incorporating various Graphic formats for proper print output or formatting for the web or intranet distribution. CICE students will be introduced to the basics of Adobe Photoshop and Illustrator for the purpose of proper integration into InDesign formats. CICE students will also be developing and/or exporting files in Adobe Acrobat format with attention being placed on technical accuracy.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student will, with the assistance of a Learning Specialist, demonstrate the basic ability to:

1.   **The basic ability to properly access and store files on the Macintosh platform**

      Potential Elements of the Performance:

      - Recognize and utilize the Mac OS10 operating system and the standard software within the operating system
      - Have a basic understanding of file storage methods for proper access to files and archiving methods
      - Develop a basic understanding of networking within a studio setting
      - Develop a basic understanding of disk burning software, both with OS10 and with Toast

2.   **The basic ability to properly use keyboard and keyboard commands for standard operating systems and specific software applications**

      Potential Elements of the Performance:

      - Learn proper keyboard short cuts
      - Strengthen keyboard and mouse skills for proper production of files
      - Increase production speed

3.   **The basic ability to efficiently use Adobe Indesign**

Potential Elements of the Performance:

- Learn most tools for Indesign
- Develop proper document formats for varied Graphic Design Problems
- Recognize and use appropriate file formats for integration into InDesign
- Develop typographic style sheets for paragraph and character formatting
- Develop the basic ability to collect files for proper output and recognize various technical problems that can affect output.
- Develop the ability to (take out – consistently) check documents for proper spelling and basic grammar

4. **The basic ability to properly export files for Acrobat Format**

Potential Elements of the Performance:

- Develop the basic ability to properly export files from InDesign to Acrobat format
- Develop basic skills for the use of Acrobat

5. **Apply a basic ability in appropriate, effective, and professional practices in the classroom studio setting.**

Potential Elements of the Performance:

- Demonstrate basic organizational skills such as scheduling, prioritizing, planning, and time management.
- Demonstrate the basic ability to work within project restrictions and time limitations.
- Demonstrate the basic ability to make effective design presentations, as per instructor specifications regarding directions and quality.

III.   TOPICS:

1.   The Macintosh computer and basics of operating system
2.   Macintosh OS 10 and the software included with the operating systems
3.   File formats for Graphic Design.
4.   Use of College network, LMS and the Student Portal
5.   Adobe InDesign, the tools and methods for proper development of Graphic Design
6.   File formats for placement or exporting into Acrobat
7.   Diagnostics for Macintosh computer and networking troubleshooting, with

particular emphasis on printing

8. Proper file management
9. Computer (Mac) hardware

   Professional presentation techniques.

10. Professional practices.
11.

IV.   REQUIRED RESOURCES/TEXTS/MATERIALS:

Required text: None

Recommended Reading
Adobe Classroom in a book for InDesign, Illustrator, Photoshop and Acrobat
Photoshop WOW book
Illustrator WOW book

V.   EVALUATION PROCESS/GRADING SYSTEM:
Assignments = 100% of final grade
Final evaluation for this course will be a letter grade as outlined below.
Assignments will be weighted equally and will constitute 100% of the CICE
student's final grade. A missing assignment is equivalent to course objectives not
achieved which results in an "F" (fail) grade for the course.

The following semester grades will be assigned to students:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.

| NR | Grade not reported to Registrar's office. |
| W | Student has withdrawn from the course without academic penalty. |

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VI.   SPECIAL NOTES:

Attendance:
Significant learning takes place in the classroom setting through an interactive learning approach; therefore CICE students are expected to attend all classes and inform the instructor of an anticipated absence. Attendance is mandatory for this course to ensure the course requirements and objectives are met. A total absence of 3 classes for the semester will be tolerated. After 3 absences penalties will take effect, an additional 10% will be deducted from the final grade for this course per class missed and %5 deduction for lates.
i.e. 4 classes missed = 10% deduction from final grade
4 classes missed and 1 late = 15% deduction from final grade

DEDUCTIONS – LATES AND FAILS

All assignments must be submitted to a satisfactory level to achieve credit for this course

Lates:
An assignment is considered late if it is not submitted at the time and date specified by the instructor. The maximum grade a late assignment will be assessed is a C (65%) grade.
If an assignment deadline is missed the student MUST immediately negotiate a new deadline with the instructor. If a renegotiated deadline is missed the maximum allowable grade is 50% D when the assignment is submitted for evaluation.
A late assignment which is not executed to a minimum D (satisfactory) level will be assigned a fail grade with additional penalties outlined below.

Fail:
A fail grade (F) is assessed to an assignment which has not been executed to a minimum satisfactory "D" grade level or in which the directions have not been followed correctly.
Upon achieving a Fail (F) grade (below 50%) the student must meet with the instructor **immediately** to negotiate a revised deadline. The assignment must be redone to passing standard by the new deadline to achieve credit for the assignment.
Maximum grade for a failed assignment is "C" (65%)
If failed assignments are not submitted by the negotiated deadline the late penalty policy will apply.

Preliminary Studies:
All assignments require preliminary or intermediate steps such as thumbnails, roughs, and preliminary comprehensive layouts.

These intermediate steps are evaluated according to criteria established by the instructor and submitted according to established timelines. The final grade for each assignment will be an average of the grade achieved for all stages of the assignment. This reinforces the importance of the preliminary stages of each project.

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Resubmission policy

- Any assignment completed during this course may be submitted for re-evaluation if the following criteria are met by the CICE student.
- An assignment that was initially submitted past the initial assigned deadline will not be eligible for re-evaluation.
- an assignment that initially achieved a fail grade must be resubmitted to achieve minimum project standards and will receive a maximum C grade as indicated under the section for Lates and Fails in this outline.
- the resubmitted project must be accompanied by the original project and the original evaluation sheets (with written indication of grade breakdown) provided by the professor
- assignments may be resubmitted at any time during the semester. The final date for last resubmissions will be announced by the professor during class and usually are no later than two weeks prior to the end of the semester.
- Resubmitted assignments must identify the project and class, and be clearly marked "RESUBMISSION" when submitted
- it must be understood that resubmitted assignments are usually marked with greater scrutiny than first submissions to take into consideration the learning experiences, practice, and achievement of learning outcomes achieved by the student during later sessions in the semester.
- When comparing the original submission grade and the resubmission grade the student will receive benefit of the higher grade
- Assignments will not be accepted for resubmission to include preliminary studies. Preliminary studies should be completed before the commencement of work on final comprehensives and as such will only be considered for evaluation on or before the original submission. Assignments resubmitted to include preliminaries must be completely re-done and have a new creative direction for evaluation.

VII.   COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

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CICE Modifications:
Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.