



**I. COURSE DESCRIPTION:**

This is an introductory course in the fundamentals of 2 dimensional design, visual language and colour theory. CICE students will be introduced to design instruments and media to produce effective design presentations. Emphasis is placed on professional practices, problem solving, use of design principles, processes and creative thinking. The student will learn the importance of developing creative solutions to visual problems presented in a context of accuracy, cleanliness in presentation and adherence to deadlines.

**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. Demonstrate a basic understanding of the definition of Graphic Design**Potential Elements of the Performance:

Have the basic ability to document research and cite sources

Have a basic understanding of the definition of graphic design based upon RGD Ontario definition of graphic design

**2. Demonstrate an ability to produce comprehensives that are accurate, clean and on time**Potential Elements of the Performance:

Practice the basic ability to produce clean and accurate presentations in adherence with project and program guidelines

Produce final comprehensives free of unsightly marks

Demonstrate a basic understanding of and use both imperial and metric measurement systems in projects

Demonstrate the basic ability to meet scheduling and deadline requirements of projects

**3. Demonstrate a basic understanding of basic colour theory(itten)**Potential Elements of the Performance:

Demonstrate a basic understanding of basic colour theory (itten) including colour wheel, complimentary, tints/tones, analogous , tridactic harmonies, primary, secondary and tertiary colours, and value equivalents.

Demonstrate the basic ability to use paints and/or software to reproduce colour to a level of accuracy required by the project.

4. **Demonstrate a basic ability to use visual language to communicate concepts to others**

Potential Elements of the Performance:

Have the basic ability to evoke a variety of emotions in the viewer.  
Demonstrate an ability to communicate abstract concepts using colour, shape, form

5. **Develop an ability to use documented design process to communicate design concept to others**

Potential Elements of the Performance:

Have a basic understanding of the importance of all stages of traditional design processes including ideas, thumbnails, roughs, semi-comprehensives, and final comprehensives  
Have the basic ability to make judgements on the appropriate level of accuracy and detail required at each stage of development

6. **Demonstrate an understanding of creative thinking techniques**

Potential Elements of the Performance:

Develop an ability to be openminded to new ideas  
Demonstrate an ability to develop ideas without prejudgement  
Have the basic ability to apply visual research in creative development  
Demonstrate a basic ability to employ different creative techniques such as but not limited to mind mapping, research driven design, free association, visual research.  
Practice the ability to take creative chances and discuss them in a group setting with confidence

**III. TOPICS:**

1. Definition of graphic design
2. Presentation techniques, importance of accuracy and cleanliness
3. Colour theory (itten)
4. Visual language, composition principles
5. Design process and documentation
6. Creative thinking – various approaches
7. Basic software skills re: indesign and illustrator

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Required Text: Understanding Color, An introduction for Designers, Fourth Edition, Linda Holtzschue. Published by Wiley. ISBN 978-0-470-38135-9

A wide assortment of items provided in the portfolio kit will be used in this course. CICE students are expected to restock consumable items for their kits and purchase additional supplies as their creative solutions warrant.

\* Note: Due to the lack of proper health and safety features of the design studio, no oil based paints or solvents are to be used in this course. Only water based acrylic paints will be used.

Students will need to purchase # 27 illustration board, mounting board and cover stock for all the design presentations throughout this course. These items are available in the College's Campus Shop.

**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:

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

## VI. SPECIAL NOTES:

### Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

## VI. COURSE OUTLINE ADDENDUM:

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

## VII. 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 CICE 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:**

Most 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.

Check your evaluation criteria for each assignment to assess the need for preliminaries.

**Graphic Design Assignment Resubmission policy**

- Any assignment completed during this course may be submitted for re-evaluation if the following criteria are met by the 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 CICE 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.

**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.