



## I. **COURSE DESCRIPTION:**

In this course, CICE students build on the skills and knowledge attained in semester one studio classes by developing more advanced expertise in the use of traditional technical design instruments, media and design, and colour theory. Students begin to experiment using type and imagery to create effecting and creative visual messages. Emphasis is placed on the process of design, and the experimentation and development of ideas to create better than expected results in their design solutions.

## II. **LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

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

1. **Have the basic ability to use traditional, technical design instruments and media, using appropriate degrees of detail and quality.**

### Potential Elements of the Performance:

- Create crisp, sharp edges on complex designs, images, type: with the use of: ruler, set square, french curves, flexible curve, compass.
- Use the paint brush and acrylic paint to apply several light coats of paint to fill design shapes so they appear flat, consistent, and clean.
- Use the technical pen on illustration board using a high degree of detail and quality.
- Apply skill and attention to detail in cleaning up edges and minimizing errors.

2. **Originate effective visual communications through the application of design and colour theories. (and principles and knowledge of lettering and type. – Take Out)**

### Potential Elements of the Performance:

- Effectively use the fundamental elements and principles of visual expression and communication (visual language), including composition and visual priorities.
- Effectively use basic colour terminology and theory using traditional media.
- Use knowledge of basic design principles to begin evaluating one's own work and the work of others.
- Effectively incorporate lettering with design imagery to create a unified visual message.

3. Identify design problems, plan and document design solutions

Potential elements of the performance

- Use provided documentation structure to document design problem statements
  - Develop a project plan to guide design research and creativity
  - Demonstrate an ability to follow plan to achieve creative solutions, document design process and record sources for design research
  - Demonstrate a basic ability to defend design solutions by communicating a design rationale for any design project.
4. Develop and implement solutions to basic design problems using a two-dimensional and three-dimensional approach.

Potential Elements of the Performance:

- Demonstrate a basic command of the design process from research and analysis, through appropriate levels of presentation (e.g. thumbnails, layouts, comprehensives) to the final product.
  - Create designs according to instructions using traditional media.
  - Demonstrate a basic ability to problem solve regarding design parameters and limitations.
  - Render all preliminary studies (thumbnails, layouts, comprehensives) and final presentations using appropriate degrees of detail and quality.
5. Apply 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.
- Make effective design presentations, as per instructor specifications regarding directions and quality.

**III. TOPICS:**

1. Usefulness of basic design shapes to create quickly understood symbols to give identity to a subject.
2. Importance of simplicity and communication in logo design development
3. Incorporating lettering with visual symbols to achieve design unity.
4. Design methodology and creative thinking
5. Developing effective visual communications within the constraints of colour limitations; using a limited number of colours or “inks” as in the industry.
6. Research and design documentation skills including the importance of exploring and expanding on all possible design directions
7. Design development for target market.
8. Design development for simulated “real-life” commercial commissions.
9. Professional presentation techniques.
10. Professional practices.

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

The following items from the mandatory first year portfolio kit will be used throughout this course:

For preliminary design studies:

coloured pencils  
layout paper  
bond paper

For finished design presentations:

technical pen	compass
set squares	acrylic paints*
french curves	paint mixing tray
flexible curves	paint brushes
ruler	india ink

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

CICE students will need to purchase # 27 illustration board and construction paper for cover stock for all the design presentations throughout this course. These items are available in the college’s Campus Shop.

Recommended books:

**Design Basics** by David Lauer

**Exploring the Elements of Design** by Poppy Evans

**A Designer’s Research Manual** by Jen and Ken O’Grady

**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 in postsecondary courses:

<b>Grade</b>	<b>Definition</b>	<i>Grade Point Equivalent</i>
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.	

**DEDUCTIONS – LATES AND FAILS****Lates:**

An assignment is considered late if it is not submitted at the time and date specified by the instructor.

A late assignment will be penalized by a 5% deduction for each week that it's late. The total late penalty Will be deducted from the final grade. Eg. 3 weeks late = 15% deduction from final grade.

Maximum grade for a late assignment is "C"

A late assignment which is not executed to a minimum D (satisfactory) level will be assigned a fail grade with additional penalties outlines 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.

A failed assignment must be entirely re-done or corrected according to the instructor's specific instructions and resubmitted within one week.

A failed assignment will be penalized by a 5% deduction from the final grade.

Maximum grade for a failed assignment is “C”

Failed assignments not submitted within the one week timeframe will be subject to 5% late deductions for each week they are overdue.

**Attendance:**

Significant learning takes place in the classroom setting through an interactive learning approach; therefore 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 deductions for lates.

i.e. 4 classes missed = 10% deduction from final grade

4 classes missed and 1 late = 15% deduction from final grade

**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.

**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 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

## VI. SPECIAL NOTES:

### Research:

CICE students are encouraged to use extensive research methods for obtaining proper visual references in the brainstorm/ideation process for design problem-solving. Research materials are welcome in the classroom to assist in the development of images. However, the direct copying of research reference is strictly prohibited by copy infringement laws. Wherever possible, the student should use real life visual reference rather than relying on existing two-dimensional imagery.

### Plagiarism:

CICE Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”, (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material. The Learning Specialist will assist the CICE student with APA Formatting.

### Homework:

This is a four credit course delivered in a 3 hour supervised format. It is expected that a minimum of one-hour homework be done each week.

### Course Expectations:

Significant learning takes place in the classroom through an interactive learning approach; therefore, students are expected to attend all classes and to inform the instructor of an anticipated absence.

Reclaiming and Retaining Past Assignments

For the development of student portfolios it is important that ALL past assignment work be reclaimed and retained by the student.

It is the students, responsibility to reclaim assignments after they have been assessed. Marked assignments will be returned by faculty during classroom sessions. If a student is absent on the day that work is returned the work will be held by faculty for a minimum of three weeks from the return date after which, due to a shortage of storage space, the work may be discarded

**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.