



INSTRUCTIONAL PACKAGE

ARV 121

Introduction to Design

Fall
2019

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 2019-2020

COURSE PREFIX: ARV 121

COURSE TITLE: Introduction to Design

CONTACT HOURS: 3

CREDIT HOURS: 3

RATIONALE FOR THE COURSE:

This course gives the student foundational knowledge regarding basic design theories and ideas. This course is also a pre-req for future design courses in the Digital Arts curriculum.

COURSE DESCRIPTION:

This course covers basic theories, vocabulary, principles, techniques, media and problem solving in basic design.

PREREQUISITES/CO-REQUISITES:

The co-requisite for this course is ARV 110 Computer Graphics I, which must be taken at the same time or before ARV 121.

REQUIRED MATERIALS:

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

sketchbook , notebook and at least an 8G USB FlashDrive

Additional Recommendations: Home access to Adobe Creative Cloud on desktop or laptop computer. Mac systems are recommended, but certainly not required.

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.

WaveNet and D2L email access.

STUDENT IDENTIFICATION VERIFICATION

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

1. Turn off your computer when you leave the classroom. Your professor will show you the correct procedure.
2. As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate. Texting and messaging during class are not allowed.
3. Students are prohibited from copying software from the college computers. Anyone found copying copyrighted software will be disciplined through the Dean of Students Office.
4. Show respect for other students by working in the lab and classroom in a professional manner.
5. Do not load personal software of any type on the computers in the labs including games or entertainment software. Systems are purged frequently of data files or unauthorized software.

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Materials Covered: Chapter 1

***Assessment(s): Midterm Exam**

Learning Outcomes:

- Understand design as a visual language that is built on fundamental principles and elements
- Explain how the primary principles of unity, variety, hierarchy, dominance, proportion, and balance affect the design composition as a whole
- Explain how the supporting principles of scale, emphasis, rhythm, movement, proximity, and repetition affect internal relationships of the elements within a design composition
- Describe the uses of the design elements shape, space, line, size, color, texture, and typography as compositional content

Materials Covered: Chapter 2

***Assessment(s): Final Exam**

Learning Outcomes:

- Present a historical context for the evolution of typography
- Define typographic terms and explain measurement systems
- Explore how to select typefaces appropriate to a project's design and communication goals
- Explore ways that type can lend expression to a design

- Examine harmonious combinations of type with imagery and other design elements

Materials Covered: Chapter 3

***Assessment(s): Final Exam**

Learning Outcomes:

- Explain the differences between symbols, logos, and representational and informational imagery and
 - ways they function in design and communication
- Explain the differences between photographs and illustrations and ways they can be fully exploited to
 - best serve and enhance a communication message
- Explain how iconographic symbols differ from other types of imagery and how they communicate visual
 - information at a glance
- Discuss how logos are designed and how they identify brands in the marketplace
- Examine ways in which identity and way finding systems are developed
- Develop a knowledge of the basic types of charts and graphs and the way they put statistical
 - information into a visual context

Materials Covered: Chapter 4

***Assessment(s): Midterm Exam**

Learning Outcomes:

- Explore the dimensions of color related to issues of visual communication
- Explain how color is perceived and processed by the eye and brain
- Identify key color systems and describe their relevance to graphic art
- Define color terminology using visual examples
- Investigate color psychology, symbolism, and cultural influences as they affect your understanding and use of them
- Reveal strategies for choosing color schemes
- Discuss the impact of color in composition

Materials Covered: Chapter 5

***Assessment(s): Midterm Exam**

Learning Outcomes:

- Discuss the role of organization and format as basic design issues
- Present various grid systems for organizing compositions
- Explain the functions of eye movement and strategies for controlling it
- Identify and discuss key visual relationships that every designer must know
- Examine structures in nature and the constructed environment as sources for graphic designers

Materials Covered: Chapter 6***Assessment(s): Midterm Exam**

Learning Outcomes:

- Explore processes and methods of research used in the field of visual communication
- Apply methods of research to project-based design
- Explore processes/methods for research in visual communication
- Investigate four components of visual communication: motive, message, audience, and image
- Explain the value of teamwork in problem solving

Materials Covered: Chapter 7***Assessment(s): Final Exam**

Learning Outcomes:

- Discuss the different media options available to graphic designers
- Explain how graphic communication and media are interrelated
- Explain how media can affect the delivery and perception of graphic content
- Develop a historical awareness of the evolution of graphic communication and media
- Explain how technological advancements have affected media development
- Discuss how new and traditional media are combined in graphic communication

Materials Covered: Chapter 8***Assessment(s): Final Exam
Final Portfolio**

Learning Outcomes:

- Explain how the field of graphic design developed and what it encompasses today
- Review areas within the field of visual communication
- Discuss career options in the graphic design industry
- Discover what will pique the interest of a prospective employer and help land a job interview
- Prepare and present a portfolio of your design samples
- Provide resources as professional tools for establishing and supporting a career

****Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

Part III: Grading and Assessment**EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS***

Students’ performance will be assessed and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

Tests	40%*
Projects & Final Portfolio	50%*
Class Participation	10%
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	100%

****Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.***

GRADING SYSTEM:

State the College's or departmental grading system as delineated in the Catalog. Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean's approval if changes in the scale are made.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if

you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources



The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
2. **On-line student success and academic support resources**.

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455 or go to the [Online Resource Center](#) to access on-demand resources any time.



Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC**: General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Student Testing: (If course is offered in multiple format include this section, delete if only F2F sections are offered.)

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Beth Havens, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

Inquiries regarding the non-discrimination policies: Students and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs, Dr. Melissa Batten, VP Student Affairs, Title IX Coordinator, Building 1100, Room 107A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, Melissa.Batten@hgtc.edu. Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources, Jacquelyne Snyder, VP Human Resources, Section 504, Title II, and Title IX Coordinator, Building 200, Room 212A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, Jacquelyne.Snyder@hgtc.edu.

Title IX Requirements

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student Services Officer, campus law enforcement, or with the college's Title IX Coordinator, or designee.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

<p>Inquiries regarding the non-discrimination policies:</p>	
<p>Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.</p>	<p>Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.</p>
<p>Dr. Melissa Batten, VP Student Affairs <i>Title IX Coordinator</i></p> <p>Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu</p>	<p>Jacquelyne Snyder, VP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i></p> <p>Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu</p>