Course Outline for GDDM 68

CREATIVE PORTFOLIO PREPARATION

Effective: Fall 2018

I. CATALOG DESCRIPTION:
GDDM 68 — CREATIVE PORTFOLIO PREPARATION — 3.00 units

Students in this class will revise and develop their existing body of work to be portfolio quality. Students will also create new works to fill gaps in their portfolio and to highlight an area of focus. The course will focus on skill-building, sharpening one's design sense, creative self-expression, and in-depth exploration of software and techniques.

 1.50 Units Lecture 1.50 Units Lab

Prerequisite
GDDM 53 - Photoshop I
with a minimum grade of C
or

GDDM 54 - Illustrator I
with a minimum grade of C
or

GDDM 64 - InDesign I
with a minimum grade of C

Grading Methods:
Letter or P/NP

Discipline:
 • Graphic Arts

	MIN
Lecture Hours:	27.00
Expected Outside of Class Hours:	54.00
Lab Hours:	81.00
Total Hours:	162.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:
Before entering the course a student should be able to:

A. GDDM53
1. Create new Photoshop documents and open existing Photoshop documents to edit or manipulate them, integrate elements from photographs and other Photoshop documents, using low intermediate masking techniques, into one another with some degree of expertise and believability.
2. Begin to understand pixel density as it pertains to image size and quality, and how this makes raster images different from images created in vector drawing programs.
3. Use various Photoshop tools and techniques as required by the projects, including: low-intermediate level masking and blending, typographic manipulation and distortion, creation of simple Brushes, Patterns, and Gradients.
4. Analyze a project to determine possible technical strategies in terms of Photoshop tools and techniques for image creation;
5. Organize Layers Panel for proper workflow and to create desired visual effects using Groups, Clipping Masks, Layer Masks, Filters, Art Boards, and Blend Modes.

B. GDDM54
1. Work in the Illustrator interface with facility;
2. Create new Illustrator Documents efficiently and open existing Illustrator Documents for editing and modification: set-up/launch, retrieve, save for print and screen, cross-platform;
3. Understand the total independence in vector images between actual size, screen size, scalable size;
4. Perform basic-to-intermediate level image creation and manipulation tasks using the following Illustrator tools and techniques: Selection and Direct Selection, multiple Shape Tools, multiple Pen Tool variations, Transformations including rotate, scale, skewing, and separate point editing; Color Palette Creation: Master and Sub Layers, Swatches, Gradient

Creation and editing, using Illustrator Brushes, Work Spaces,
5. Understand the difference between Illustrator's LIVE and EXPANDED objects and to be able to use each art type appropriately.
C. GDDM64
1. Create and modifying single and multiple page documents in differentformats, such as brochures, newspapers, and books.
2. Setup documents to effectively place, format, and edit text within various page layouts.
3. Setup documents to effectively place and format images within various page layouts.
4. Combine the use of text and images together in a single layout and preparethe document for output.

IV. MEASURABLE OBJECTIVES:
Upon completion of this course, the student should be able to:
A. Revise and update existing projects with fresh perspective and develop projects to reflect current skill levels
B. Create self-initiated projects that reflect the student's interests and reflect their design sensibility
C. Compile a body of work to be used to build a professional level portfolio

V. CONTENT:
A. Identify gaps in student's body of works and area of concentration.
B. Update existing student work or previous client work to current standards and sensibilities.
C. Present work professionally. For each piece, students will learn to identify the key audience, their design strategies and how they identified and solved the client's design problems.
D. Create new works to showcase student's area of concentration and skillset.

VI. METHODS OF INSTRUCTION:
A. **Classroom Activity** -
B. **Student Presentations** -
C. **Lecture** -
D. **Critique** -

VII. TYPICAL ASSIGNMENTS:
A. Identify gaps in student's body of works and area of concentration.
1. Students will bring their existing body of work they are considering for use in portfolio.
2. Students students will identify their area of concentration (web, print, UI, etc)
3. Students will work with instructor to identify at least three design pieces which need to be updated and refined to be portfolio quality.
B. Update existing student work or previous client work to current standards and sensibilities.
1. Upon identifying pieces that need to be updated, students will revisit these pieces and think about how they would approach the project differently and to come up with a more effective design.
2. For each piece, students will learn to identify the key audience, their design strategies and how they identified and solved the client's design problems and create a more effective design.
3. Student will work with instructor for feedback and comments to futher refine work.
C. Creating mockups for their works
1. Students will create multiple mockups for each of their designs, showing the design in context (on products, in print or web), details and close ups, and the design process
D. Presenting work professionally
1. Students will learn how to talk about their designs and create case studies
a. In terms of how it communicates the client's message clearly and effectively
b. In terms of how it improves on the clients existing designs and the benefits of adopting the new designs.
c. In terms of their design approach, aesthetic, and be able to justify their design decisions.
d. In terms of the particular challenges for each projects and how it's overcome
E. Identify holes in Portfolio and create new workst to show area of focus
1. Students will create new works to add to their portfolio pieces. New works will to showcase student's area of concentration and highlight their most current skillset.
2. Various design projects will be given to the students to challenge their thinking and design approach.
a. Dailies: An ongoing generative exercise suprs design thinking through a daily creative act situated within a conceptual framework. The rigor and momentum involved inc reating a desig-a-day help students build key discipline and time management skills and yield a robust body of work that devlops the designer's portfolio and process. Dailies generally span at least two weeks
1. Examples: App-a-day, record-a-day
b. Process verbs: After building a solid typographic composition, designers appli a series of actions (both digital and physical) to their initial design. The actions are prompted by a list of verbs, including fold, cut, tear, touch, warp, reflect, multiply, copy, disperse, compress, and reflect. Each designer choose how to turn the verbs into design processes and outcomes.
c. Alter-Egos: Desigers are invited to invent a fictitious persona that amplifies, undermines, or rediscovers and element of themselves and then to design through the lens of that character. Alter egos pushes designers to step outside and beyond their comfort zone and experiment with fresh design language, media, and making.

VIII. EVALUATION:
A. **Methods**

1. Oral Presentation
2. Projects
3. Class Work
B. **Frequency**

1. Oral Presentations - As needed upon completion of a project
2. Projects - 2-3 new projects as well as 3+ revisit of existing projects
3. Class work - Daily

IX. TYPICAL TEXTS:
1. Phaidon Editors. *Graphic: 500 Designs that Matter.* 1 ed., Phaidon Press, 2017.
2. Brower, Steven. *Inside Art Direction: Interviews and Case Studies.* 1 ed., Fairchild Books, 2016.
3. Stowell, Scott. *Design for People: Stories about How (and Why) we all can work together.* 1 ed., Metropolis Books, 2016.

X. OTHER MATERIALS REQUIRED OF STUDENTS: