

College of San Mateo Course Outline

- New Course
 Update/No change
 Course Revision (Minor)
 Course Revision (Major)

Date: 10/7/10

Department: Digital Media Number: 103

Course Title: Thinking Visually: Fundamentals of Two-Dimensional Design Units: 3

Total Semester Hours Lecture: 48 Lab: 16 Homework: 80 By Arrangement: 0

Length of Course

- Semester-long
 Short course (Number of weeks ___)
 Open entry/Open exit

Grading

- Letter
 Pass/No Pass
 Grade Option (letter or Pass/No Pass)

Faculty Load Credit (To be completed by Division Office; show calculations.):

FLCS 3.7 Calculations: Lecture: $(48 \div 16) = 3$ Lab: $(16 \div 16) = 1 \times .7$

1. **Prerequisite** (Attach Enrollment Limitation Validation Form.)
None.
2. **Corequisite** (Attach Enrollment Limitation Validation Form.)
None.
3. **Recommended Preparation** (Attach Enrollment Validation Form.)
4. **Catalog Description** (Include prerequisites/corequisites/recommended preparation. For format, please see model course outline.)

DGME 103 Thinking Visually: Fundamentals of Two-Dimensional Design

(3) (Pass/No Pass or letter grade) Minimum of 48 lecture hours and 16 lab hours per term.

Exploring basic theoretical and practical concepts of 2D design. Students apply visual solution strategies to solve design problems in a series of design projects. A materials fee shown in the Schedule of Classes is payable upon registration. (AA: Area E5d, CSU, UC)

5. **Class Schedule Description** (Include prerequisites/corequisites/recommended preparation. For format, please see model course outline.)

DGME 103 Thinking Visually: Fundamentals of Two-Dimensional Design

Exploring basic theoretical and practical concepts of 2D design. Students apply visual solution strategies to solve design problems in a series of design projects. A \$xx.xx materials fee is payable upon registration. *(3) (Pass/No Pass or letter grade) (AA: Area E5d, CSU, UC)*

6. **Student Learning Outcomes** (Identify 1-6 expected learner outcomes using active verbs.)

Upon successful completion of the course, the student will be able to:

1. Apply practical knowledge of the concepts of 2D design.
2. Create a series of design projects that reveal successful comprehension and application of the various principles of 2D design.
3. Use their nascent visual discrimination skills to solve design problems.
4. Use acquired theoretical and practical knowledge of the concepts and terms of 2D design when self-critiquing and critiquing the work of others.
5. Apply visual solution strategies to design problems.

7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. In this case, "Same as Student Learning Outcomes" is appropriate here.*)

Same as Student Learning Outcomes.

8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, a sample course syllabus with timeline may be attached.)

1. THE PHYSICS OF LIGHT, THE BIOLOGY OF VISION

Test your visual acuity: a series of visual eye openers

How we see: the properties of light, the nature of vision, and why it matters

2. IMAGE COGNITION AND COMPREHENSION

How the brain "sees" and why it matters to a visual artist

Eye traces, fMRI's, and what they reveal about how the brain decodes images; applying that knowledge to 2D design

3. COMMUNICATION

Expression of content and meaning

Levels of communication: representational, symbolic, abstract

Symbology

Photography / Illustration / Video

Typography

Time and motion

4. THE DESIGN PROCESS

Problem definition

Research

Ideation, thinking strategies

Development

Refinement, analysis

Production

Presentation

5. SEEING FORM AND SPACE

Form and content

Form conveys meaning

The nature and quality of space: active, passive, neutral

The shape of space: formats

Formats and media

6. DESIGN ELEMENTS

The dot
Line: imagined and concrete
Shapes positive and negative
Geometric and organic shapes
Surface activity: texture and pattern

7. COLOR AND COLOR RELATIONSHIPS

Hue, hue relationships
Saturation, saturation relationships
Value, value relationships
Temperature, temperature relationships
Color's use in form and space
Coding with color

8. GESTALT PRINCIPLES OF DESIGN

Equilibrium; symmetry and asymmetry; felt axis, horizontal referents
Continuation
Closure
Figure and ground
Proximity; separation and grouping
Isomorphic correspondence
Similarity and anomaly (grouping and contrast)

9. BREAKING SPACE

Use of negative space
Passive and dynamic space
Edge tension

10. IMPLYING DEPTH

Layering
Overlap and transparency
Scale
Perspective
Atmospheric perspective/value relationships
Texture

11. COMPOSITIONAL STRATEGIES

Contrasts
Tension
Grouping and separation
Alignments, masses, and voids
Proportional systems for division of space
Grids: column, modular, hybrids
Grid development
Variation within and violation of the grid

12. NONSTRUCTURAL APPROACHES TO COMPOSITION

Intuitive arrangement
Grid deconstruction
Spontaneous optical composition

13. VISUAL LOGIC

Interrelatedness of all design elements

Graphic resonance

Evaluating optical weight

Developing visual hierarchies

The importance of clarity, decisiveness, and clear intentions

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Describe out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills. **If hours by arrangement are required, please indicate the additional instructional activity which will be provided during these hours, where the activity will take place, and how the activity will be supervised.**)

Lectures with supporting visuals and audio.

Reading and practical textbook assignments to be completed and turned in.

Projects created by the instructor to test student comprehension will be completed by the students and turned in.

10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

Letter grades are determined by analyzing the quality of execution, attention to detail, level of craft, successful application of design principles, effectiveness of final solution on projects and assignments.

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

Design Elements: A Graphic Style Manual. Samara, Timothy. Rockport; 2007

ISBN 1-59253-261-6

Prepared by:

(Signature)

Email address:

appelp@smccd.edu

Submission Date:
