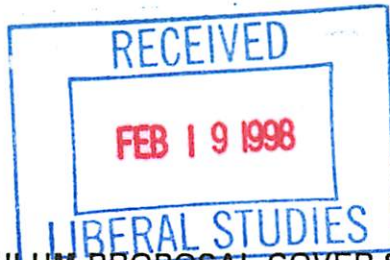


LSC Use Only
Number: _____
Submission Date: _____
Action-Date: _____



UWUCC USE Only
Number: 99-525
Submission Date: _____
Action-Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Paul Kornfeld Phone 2492
Department Communications Media

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE Communications Graphics
Suggested 20 character title

____ **New Course*** _____
Course Number and Full Title

Course Revision CM 240 Communications Graphics
Course Number and Full Title

____ **Liberal Studies Approval +** _____
for new or existing course Course Number and Full Title

____ **Course Deletion** _____
Course Number and Full Title

Number and/or Title Change CM 440 Communications Graphics
Old Number and/or Full Old Title
CM 240 Communications Graphics
New Number and/or Full New Title

Course or Catalog Description Change CM 240 Communications Graphics
Course Number and Full Title

____ **PROGRAM:** _____ **Major** _____ **Minor** _____ **Track**

____ **New Program*** _____
Program Name

____ **Program Revision*** _____
Program Name

____ **Program Deletion*** _____
Program Name

____ **Title Change** _____
Old Program Name

New Program Name

III. Approvals (signatures and date)

B. Kornfeld 12/15/97
Department Curriculum Committee

Paul Kornfeld 12/15/97
Department Chair

Paul Kornfeld 2/18/98
College Curriculum Committee

Paul Kornfeld 2/18/98
College Dean

+ Director of Liberal Studies (where applicable)

Paul Kornfeld 2/18/98
*Provost (where applicable)

Part II. Description of Curriculum Change

1. New Syllabus of Record (attached)

2. Summary of proposed revisions

This revision includes a course number change, a catalog description change and content revisions to reflect changes in technology.

Old Course Number and Catalog Description

CM 440 -Communications Graphics

Prerequisites: CM101, permission

Provides basic experiences in planning and producing a commonly used television studio, industrial display, and classroom graphics which are applicable in educational, industrial, and medical training programs. Experiences include technical layout and lettering; color; mounting and laminating; copying and reproduction techniques utilizing photography and xerography; photo silk screening and photo sketching.

New Course Number and Catalog Description

CM 240 -Communications Graphics

Prerequisites: CM 101, permission

Introduction to graphic design concepts and related processes and techniques for a variety of forms of presentation media including television, multimedia, and on-line communications for educational, corporate training, and communications specialists. Both two and three dimensional design, and basic animation concepts will be explored. Hands-on experiences using a variety of graphic software applications.

Justification/Rationale for the change.

The original course number CM 440 was selected because the course was dual listed with a Master's program that is no longer being offered. The new number is in line with the learning experiences of other courses in the redesigned B.S. in Communications Media.

The new catalog description and syllabus of record reflect changes in the field. The original syllabus focused on graphic production processes and techniques associated with a generation of tools that included the T-square, compass, and triangle. These have been replaced by computer hardware, software applications, and new production processes.

4. Old Syllabus of Record (attached)

Part III. Letters of Support

Letters from interested departments are included at the end of this document.

Part II. Description of Curriculum Change

1. Syllabus of Record

I. Catalog Description

CM 240 Communications Graphics

3 credits
3 Lecture
0 Lab hours
(3c-0 l-3sh)

Prerequisites: CM 101 or permission of the instructor

Introduction to graphic design concepts and related processes and techniques for a variety of forms of presentation media including television, multimedia, and on-line communications for educational, corporate training, and communications specialists. Both two and three dimensional design, and basic animation concepts will be explored. Hands-on experiences using a variety of graphic software applications.

II. Course Objectives

At the conclusion of the course the students will:

- Have knowledge of the professional specialists employed by the graphics industry;
- Demonstrate the appropriate use of type, photographs, illustrations, and symbols in communicating messages;
- Demonstrate a knowledge of computer hardware used for graphic production and the related software applications;
- Demonstrate a knowledge of the problem solving process as it applies to producing graphics (thumbnails, roughs, storyboards, frame specs); and
- Understand and apply graphic design concepts to produce graphics for a variety of forms of conventional and electronic media including broadcast/cable television, multimedia presentations, and on-line media.

III. Course Outline

Week #1 (3 class hours)

- Introduction/discussion of course requirements
- the role of graphics in the communications industry
- specialists employed by the graphics industry
- products produced by graphics specialist

Weeks 2& 3 (6 class hours)

- Gestalt principles as they are applied to graphic design
- Design concepts as they apply to screen design for television, multimedia presentations, and on-line communications.

Week #4 (3 class hours)

- Color
 - color theory
 - color systems (RGB, CYMK, HSV)
 - computer color concepts
 - dithering, anti-aliasing, look up tables, etc.
 - color depth
 - 8 bit, 24 bit, etc.
 - creating and altering color palettes/gradient palettes

Week 5 (3 class hours)

- creative problem solving process
 - research, thumbnails, roughs, storyboard
- Corporate identity
 - designing a symbol/logo

Week 6 & 7 (6 class hours)

- Designing with type for presentation graphics and electronic media
 - Rhythm and measurement
 - choosing typefaces for legibility and emphasis
 - Creating drop shadows
 - Application of color
 - Structural forms
 - Headings/Subheadings/Sideheadings
 - Progressive disclosure

Week #8 (3 class hours)

- Image processing
 - altering a photograph to communicate a new message

Week #9 (3 class hours)

- Illustration
 - creating an illustration using a drawing software application
 - Altering clips to communicate a new message by using a paint software application
 - combining photographic, drawn and painted information into one graphic

Week #10 (3 class hours)

- Producing Information graphics (charts and graphs)

Weeks #11&12 (6 class hours)

- computer animation
 - animation concepts
 - tools
 - types
 - cell, object, morph, tween, and color cycle

Week #13 (3 class hours)

- Graphics for video productions
 - Hardware
 - Genlocks, Character generators, framegrabbers
 - Limitations
 - Color
 - type legibility

Week #14 (3 class hours)

- 3 dimensional design concepts and perspective
 - Introduction to modeling software
- Copyright, and other legal considerations
- Future directions

During Final Exam period, students will meet individually with the instructor for review and critique of graphics projects.

IV. Evaluation Methods

Evaluation methods will vary from instructor to instructor.

The following is representative of an evaluation method in which each unit of instruction is associated with a project and/or exercises designed to target specific concepts, processes, and techniques. All exercises and projects are produced for the clients of an imaginary design firm, All Aboard Graphics, and its imaginary clients. In these simulations, the instructor is the Art Director and the members of the class, are the design team.

Screen Design Exercises and Projects

- | | |
|--------------------------|---|
| 10 % composition | Product: Title frame for a multimedia production on American Quilt Design |
| 10 % figure ground | Product: Illustration for American Quilt Design |
| 10 % designing color | Product: Illustration of computer color concepts for All Aboard's public service presentation at the New York Art Education Association Conference. |
| 10 % designing with type | Product: Illustration of type design concepts as they apply to electronic media for All Aboard's public service presentation at the New York Art Education Conference |

- 10 % image processing Product: Combine two color photographs so that they communicate a new message.
- 5% Altering clip art Product: Television graphic for the Comedy Hour. Using drawing and paint software, combine and alter three or more pieces of clip art to communicate a new message.
- 10 % Information Graphics Product: Home Page design, and related graphs for Zeitel Toy Company's on-line corporate annual corporate report.
- 15 % Corporate logo Product: Using a drawing program, design a corporate identity symbol for the Culinary Arts Cable Channel. The final product includes 15 thumbnails and one scanned rough. It is to be animated in the form of a flying logo
- 20 % 3 D graphics Product a weather system display graphics for Culinary Arts Cable Channel News (Map, forecast display and related symbols) and a 3D animated Station ID for the Culinary Arts Channel.

Grading Scale: Grades are calculated by totaling the points received on all assignments and dividing that number by the total points possible. The resulting percentage determines the letter grade, based on the scale below:

- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- below 60% = F

V. Required textbooks, supplemental books and readings

Rabb, Margaret Y(1993) The Presentation Design Book. Chapel Hill: Vanata Press.

VI. Special resource requirements

Each student will be expected to supply a ZIP disk.

VII. Bibliography

- Bringhurst, Robert (1992). The Elements of Typographic Style. Vancouver: Hartley & Marks.
- Holmes, Nigel (1991). Designer's Guide to Creating Charts and Diagrams. New York: Watson-Guptill.
- Fowler, Susan and Victor Stanwick (1995). The GUI Style Guide AP Professional.
- Gonzalez, Rafael C. and Richard E. Woods (1992). Digital Image Processing. Reading: Addison-Wesley.
- Laurel, Brenda (1990). The Art of Human-Computer Interface Design Reading: Addison-Wesley Publishing Co.
- Lapuck, Lisa (1996). Designing Multimedia : A visual Guide to Multimedia and Online graphic Design. Berkeley: Peachpit Press.
- MacNicol, Gregory (1992). Desktop Computer Animation. Boston:Focal Press.
- Merritt, Douglas. (1987). Television Graphics, From Pencil to Pixel. Florence:Van Nostrand, Reinhold Co.
- Murray, James D. and William vanRyper (1994). Encyclopedia of Graphics File Formats. Sebastopol: O'Reilly & Associates, Inc.
- Pennebaker, William B. and Joan L. Mitchell (1993). JPEG Still Image Data Compression Standard. Florence:Van Nostrand Reinhold.
- Perfect, Christopher (1992). The Complete Typographer. London: Little, Brown and Company.
- Powell, James (1990). Designing User Interfaces San Marcos: Microtrend Books.
- Rabb, Margaret Y. (1993). The Presentation Design Book . Chapel Hill: Vantana Press.
- Wolfgang, Douglas E. (1994). Creating Multimedia Presentations. Indianapolis: Que Corporation.

Syllabus

Communications Graphics
CM 440/540

- Behavioral Objectives
- Assignment and Demonstration Sheet
- General Course Content and Requirements
- Evaluation Procedure
- Evaluation Form

Merle Klinginsmith
Revised 1981/82

Text: Minor & Frye - Techniques for Producing Visual Instructional Media

Competencies

The vast majority of students entering this course lack practical experiences in the area of the graphic arts.

Areas to be examined include lettering, coloring, simple layout and design, mounting, laminating, and the preparation of pictures, posters, charts, television graphics, and slide flats for projected and non-projected use.

If you possess any competencies in the areas mentioned above, please communicate these competencies to the instructor for evaluation. This should be done in your very first class period.

As a result of this course you will be able to:

1. Letter, skillfully using dry transfer lettering or paper cut-outs utilizing proper spacing between letters and lines so that the letters, words, or slogans are neat and legible.
2. Letter skillfully with the Leroy and Wrico lettering systems utilizing proper spacing between letters and lines so that the letters, words, or slogans are neat and legible.
3. Select proper size of letters, symbols and numerals for projected visuals as described in the text.
4. Design eye-catching, uncluttered, attractive posters and charts utilizing proper letter sizes, styles and spacing that enhances the legibility of the graphic for use in a 30-35 seat classroom.
5. Color visuals skillfully and with some degree of color selectivity. (Reference color selector guides made available in labs).
6. Design eye-catching, uncluttered, attractive and legible projected visuals.
7. Plan and design, letter and color individual cells for the production of a 2" x 2" slide title.
8. Skillfully and permanently mount pictures or other flat material using either rubber cement or seal mounting tissue as described in the text.
9. Plan and prepare inked Diazo masters for the production of overhead transparencies according to procedures described in the text.
10. Print Diazo masters, utilizing the Tecnifax printer and pickle jar Diazo film developer and the Ozalid printer according to demonstrated directions.

11. Assemble printed Dizado films into a functional visual according to procedures described in the text.
12. Laminate pictures, charts and maps utilizing the General Binding Corporation's hot roll press as demonstrated.
13. Reduce and enlarge visuals utilizing a variety of techniques (minimum of 2) as illustrated and described in the text.

All of the competencies mentioned will be mastered by each student. In order to evaluate each student's progress, periodic critiques will be held in each skill area. A final critique for each student will be held during the last one or two class periods. This final critique will involve your presentation of a portfolio as described in the Portfolio Requirement Handout.

Evaluations during the critiques will be based on the following criteria:

1. Layout and design

Is the visual neat, uncluttered and generally attractive?

Is there some evidence that the student attempted to establish a well designed graphic considering good balance of forms, linear composition and contrasting color areas?

2. Lettering

Is there evidence that the student has given thought to the selection of proper letter sizes and styles for the particular function of the graphic? Have mechanical lettering systems been utilized?

3. Color

Is there evidence that there has been good color planning in that the student has demonstrated his use of good color contrast and color selection; such as the use of analogous, direct or split compliments and similar color selections to enhance the graphic?

4. Construction

Is the graphic skillfully prepared and assembled evidenced by clean-cut straight and curved lines, neat and permanently executed paste-ups and mounts, laminating procedures correctly done, etc.?

5. Graphic Production and Equipment

Is there evidence that visuals produced involving the use of graphic production equipment are properly processed in relationship to exposure and development times?

Poorly colored, designed and lettered visuals will not be acceptable nor will bent, sloppily constructed or smudged material be accepted for final evaluation.

Also see Pages 5 and 6 in Portfolio Requirement Handout, titled "Preparation of Your Graphic Portfolio" for additional evaluation information.