COURSE INFORMATION FORM

DISCIPLINE: Graphic Design
COURSE TITLE: Art Portfolio – Graphic Design
CR.HR. 3  LECT HR. 1  LAB HR. 5  CLIN/INTERN HR.  CLOCK HR. 

CATALOG DESCRIPTION
Selection and presentation of a Graphic Design portfolio along with interviewing techniques and employment searches. The student should be in the last semester of the Graphic Design program.

PREREQUISITES
GDES 210 Graphic Design II or Concurrent enrollment

EXPECTED STUDENT OUTCOMES IN THE COURSE (ESO)
Upon completion of this course, the student will be able to:
1. Identify and describe the types of work appropriate for inclusion in a portfolio that will interest a potential employer and present the student as a potential asset to the firm.
2. Select from the student’s body of work those pieces that communicate design and graphic strengths, skills, versatility, originality and problem-solving ability and that meet professional goals.
3. Evaluate a variety of portfolios, selecting one which supports professional goals and scale of work, giving special consideration to the ease of transporting, setting up and reviewing the portfolio of work.
4. Produce a finished portfolio package and design a digital portfolio for an effective electronic presentation.
5. Describe and list the basic components and structure of a professional resume and cover letter.
6. Design and produce a professionally structured resume and cover letter.
7. Demonstrate successful interviewing techniques.
8. Describe and demonstrate effective employment search methods.

GENERAL EDUCATION OUTCOMES (ESO)
Specify which general education outcomes, if any, are substantially addressed by the course. Numbers in parentheses identify the Expected Student Outcomes linked to the specific General Education Outcome.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>ESO</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Critical Thinking:</td>
<td></td>
</tr>
<tr>
<td>B. Define, analyze, and evaluate information, materials and data</td>
<td>(3,5)</td>
</tr>
<tr>
<td>4. Integrate information and see relevant relationships that broaden and deepen understanding</td>
<td>(3,5)</td>
</tr>
<tr>
<td>3. Life-Long Learning</td>
<td></td>
</tr>
<tr>
<td>C. Attributes of an Awareness of the Convergence of Knowledge</td>
<td>(2,3,4,5)</td>
</tr>
<tr>
<td>3. Synthesize information to facilitate application</td>
<td>(2,3,4,5)</td>
</tr>
<tr>
<td>6. Humanities</td>
<td></td>
</tr>
<tr>
<td>C. Identify aesthetic standards used to make critical judgments</td>
<td>(3,5)</td>
</tr>
</tbody>
</table>
PROGRAM-LEVEL OUTCOMES

CAREER AND TECHNICAL EDUCATION PROGRAM OUTCOMES
Specify which Career and Technical program outcomes, if any, are substantially addressed by the course by completing the “Career and Technical Education template” to show the relationship between course and program outcomes to assessment measures.

1. Demonstrate the ability to learn and apply required software and technical tools according to industry standards.
2. Apply technical skills and critical thinking skills to solve visual communication problems.
3. Work with others by engaging in collaborative efforts to solve design problems and manage projects.
4. Demonstrate effective time management and communication skills – both written and oral.
5. Demonstrate professional ethics, apply effective business practices and project management skills.

CLASS-LEVEL ASSESSMENT MEASURES
Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

1. Student activity and the products of that activity will be analyzed during the class period to assess the level of student involvement in and understanding of the processes. (ESO#1,2,3,4,5,6,7,8,9)
2. Classroom critiques and portfolio reviews facilitated to assess conceptual and practical understanding of the processes, project objectives and outcomes of the student’s design solutions, and to evaluate the student’s ability to exhibit fundamental competency in client-presentation skills and establish critical criteria for judgment and appropriate work habits. (ESO#1,2,3,4,5,6,7,8,9)
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. Career opportunities

II. Portfolio
   A. Resume
   B. Printed pieces
   C. Stationery
   D. Publication layout
   E. Type design
   F. Logo/Trademarks
   G. Photography
   H. Poster
   I. Illustrations
   J. Package Design
   K. Number of pieces
   L. Order

III. Presentation quality

IV. Evaluating the portfolio

V. Staying current—software, trends, portfolio

VI. Portfolio case options

VII. Digital portfolio

VIII. Defining employment options based on portfolio

IX. Interviews
   A. Meeting the art director/production director
   B. Professional interview protocols
   C. Salary expectations
   D. Follow up and thank you letters

X. Resumes & Cover letters
   A. Components of a professionally structured resume
   B. Formats