

**Course Title: GDT-215 Typography**

**Date: June 26, 2014**

**Course Leader: Ellen Smith**

**Expected Learning Outcomes for Course**

- The student will be able to set and proof type
- The student will be knowledgeable regarding the history of type, typesetting and typography.
- The student will be able to handle digital type fonts for print production.
- The student will be able to use typography to solve visual problems

**Assessment**

(How do students demonstrate achievement of these outcomes?)

- Students complete lessons from the text book which is *Exploring Typography* by Tova Rabinowitz
- Students create eight original graphic design projects in Adobe Illustrator or InDesign in which they learn how to include typography as part of the design process. The projects must follow the graphic design process including statement, research, sketches, designs, through to comprehensives

The projects are graded on a rubric found in Graphic Design Solutions by Robin Landa and modified over the years.

- A grade for in class participation in critiques or online design exercises
- 8 projects
- A midterm and a final based on quizzes from the textbook

**Validation**

(What methods are used to validate your assessment?)

- Physical evidence of completed design projects
- Many of these projects are included in final portfolios
- Visible improvement in design over the course of the semester

**Results**

(What does the data show?)

**Average score on midterm and final exams.**

	<b>Midterm</b>	<b>Final</b>		
<b>GDT-215 SP13</b>	<b>68.44</b>	<b>90.91</b>		
<b>GDT-215 SP12</b>	<b>71.45</b>	<b>84.82</b>		

## Course Outcomes Guide #4

We have instituted a “portfolio review” which has been used to “close the loop” for the GDT (WEB and SDE) programs. Students have created projects that have been included in their portfolios in this course, GDT-215. The portfolios are presented at a portfolio review. The GDT (and SDE and WEB) program is evaluated as a whole in this process. Below is the most recent results from our portfolio review which took place on May 2, 2014.

	Responses													Average				
Photoshop	3	3	5	4	4	3	3	3	4	3	3	5	4	4	3	3.6	5= Exceeded Expectations	
Illustrator	4	3	5	4	4	3	3	3	5	4	4	2	5	4	4	3	3.8	4=Above Expectations
Indesign	2	5	4	1	3	3	2	4	4	3	5	3	4	2			3.2	3=Meets Expectations
Dreamweaver							2	3	4	4	4						3.4	2=Lower than Expected
Premier								4					3				3.5	1=Far Below Expectations
HTML	3					3	5	4	4	4	5	3	4				3.9	
CSS						3	4	4	4	3			4				3.7	
JavaScript/jQuery						3	3	4	3	3			3				3.2	
PHP							3	4	3	3							3.3	
SQL								4	3								3.5	
3D Modelling/Animation	3						2					3					2.7	
2D Animation	3			2			3	3			4						3.0	
Lightroom			4														4.0	
Game Engines	4						2					4					3.3	
Physics Integration	4						2					3					3.0	
Game Scriptin and Programming	4						3					4					3.7	
Photography	3	5	3	3	3		3	2			5	4	5				3.6	
Video	2						2					3					2.3	
Typography	4	2	3	3	4	2	3	3	5	3	2	2	5	4	5	2	3.3	
Use of Narrative	3	3	3	4	4	3		3	5	3	4	4					3.5	
Interactivity Design	4							5	4	4		4					4.2	
2D Design	3	3	3	4	4	3	3	3	5	4	5	5	5				3.8	
Portfolio Quality	4	3	3	4	4	4	3	3	4	3	2	4	5	5	5	3	3.6	
Professionalism	5	3	3	3	5	5	5	4	4	3	3	5	4	3	3		3.9	
Craftsmanship/Attention to Detail	3	2	3	3	3		4	2	5	3	3	3	5	4	5	2	3.3	
Communication and Presentation	3	3	4	5	4	3	3	4	5	4	3	4	5	4	5	3	3.9	
Overall Design Skill	3	3	4	4	3	3	3	3	4	3	4	3	5	4	5	3	3.6	
Overall Technical Skill	3	3	4	4	3	3	3	2	4	3	4	3	5	4	5	4	3.5	

The students are unfamiliar with the idea of included the written message in their design. Often students will understand composition in photography or painting and just insert a line of text, like a caption under the image. It is important to give students practice using type as part of the communicated message. This has been improved using the “Three Critique” process.

### Follow-up

(How have you used the data to improve student learning?)

- Instructor has redesigned the course process. Students are now required to submit each graded project a minimum of three times (three critique process). Each time, the project is critiqued by the class together. The student is instructed to take notes, implement whichever suggestions they feel will help the project and present the project again. This has been very helpful. Students now participate in a discussion board in Moodle

### Budget Justification

(What resources are necessary to improve student learning?)

Course Outcomes Guide #4

No resources are requested to offer this course.