

ITT Technical Institute
GC2799
Graphic Communications and Design
Capstone Project
Onsite Course

SYLLABUS

Credit hours: 4.5

Contact/Instructional hours: 60 (30 Theory Hours, 30 Lab Hours)

Prerequisite(s) and/or Corequisite(s):

Prerequisites: Completion of a minimum of 75 credits earned in the program of study including GC2530 Animation or equivalent and GC2620 Digital Prepress and Production Processes or equivalent

Course Description:

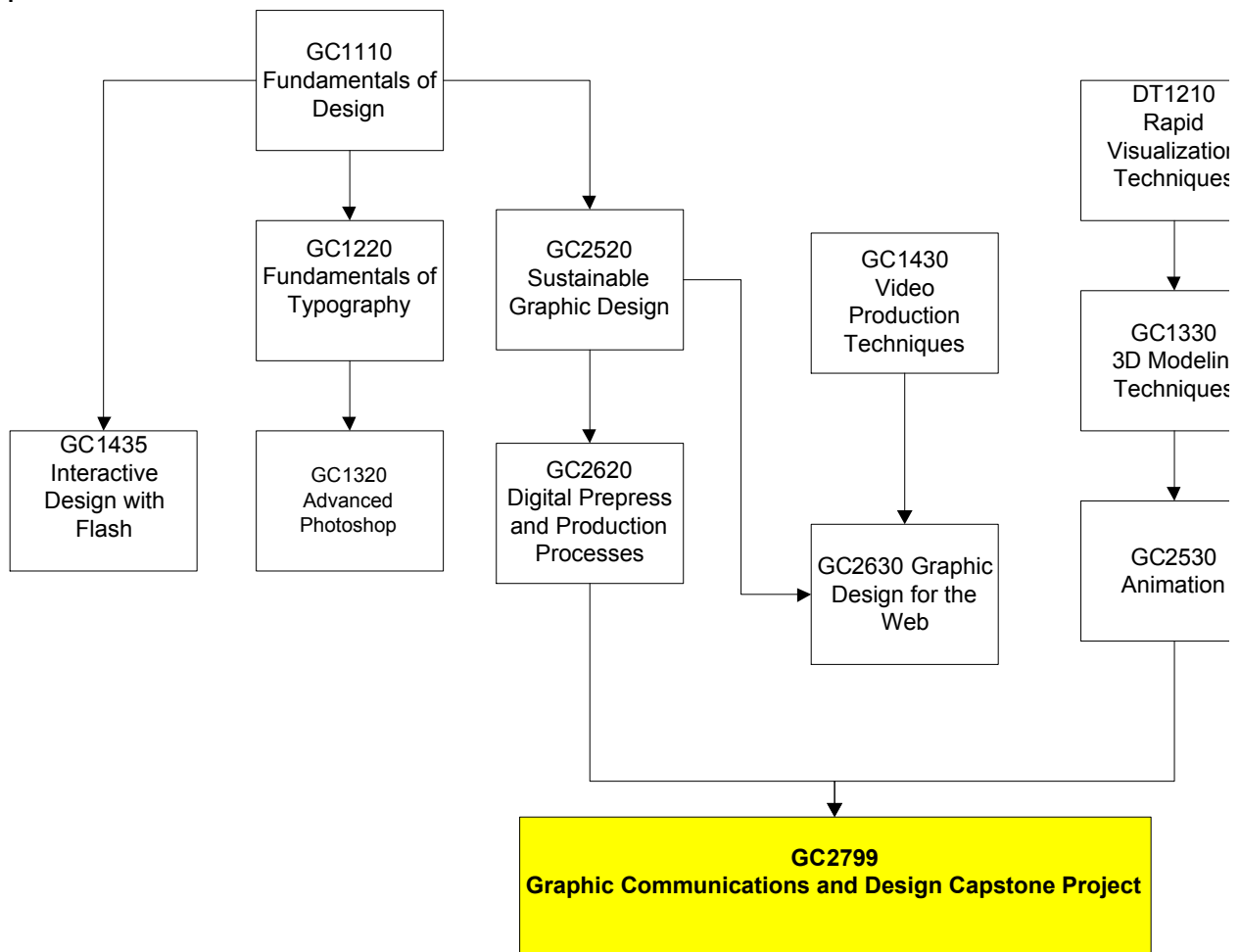
This course provides an independent learning experience directed toward the completion of a graphic design project from start to finish. The project requires prior approval by the instructor.

Where Does This Course Belong?

GCD Capstone Project is a course required to achieve an Associate's Degree in the Graphic Communications and Design program.

The course provides students with an opportunity to review what was covered throughout the program, decide on the software programs and areas or disciplines in which they need to further their proficiency, and become proficient graphic designers. Students can seek project assistance and career insights from industry professionals while researching their projects using a combination of multimedia-related software programs.

The following course sequence provides an overview of how the GCD Capstone Project fits into all the core areas of the program.



NOTE: Refer to the catalog for the state-specific course and program information, if applicable.

Course Summary

Major Instructional Areas

1. Project Development—Research, Design, and Planning/Scheduling
2. Project Production—Tasks and Monitoring Tasks
3. Project Presentation—Testing and Presentation
4. Digital Design and Visualizing Information
5. Print, Web, and Beyond
6. Business of Digital Design
7. Effective Self-Promotion
8. Copyright Laws, Visual Communications, and Emerging Technologies

Course Objectives

1. Create a visual communication project that applies the technical and creative skills to demonstrate employability as a graphic designer.
2. Develop a realistic project plan to implement the visual communication project that you have chosen to meet a production schedule.
3. Develop a personal identity and utilize it in various applications.
4. Write a strong resume and a cover letter to enhance your portfolio.
5. Describe the benefits of successful self-promotion in the business of graphic design.
6. Enhance existing digital images by using software applications for a design portfolio.
7. Recognize copyright laws governing digital design.
8. Create a portfolio that demonstrates a marketable personal identity.
9. Present your course project to a group of peers.

Learning Materials and References

Required Resources

Complete Textbook Package	New to this Course	Carried over from Previous Course(s)	Required for Subsequent Course(s)
Heldman, K. (2011). <i>Project management jumpstart</i> (3 rd ed.). Indianapolis, IN: John Wiley and Sons, Inc.	■		

Recommended Resources

Books, Professional Journals

- Alspach, Ted. *Adobe Illustrator CS5 Bible*. Indianapolis, IN: Wiley Publishing Inc., 2010.
- Burke, Pariah S. *Mastering InDesign CS5 for Print Design and Production*. Indianapolis, IN: Wiley Publishing Inc., 2011.
- Dayley, Lisa DaNae and Brad Dayley. *Adobe Photoshop CS5 Bible*. Indianapolis, IN: Wiley Publishing Inc., 2010.
- Gruman, Galen. *Adobe InDesign CS5 Bible*. Indianapolis, IN: Wiley Publishing Inc., 2010.
- How Magazine. <http://www.howdesign.com> (accessed May 2012).
- Print24. <http://print24.com> (accessed May 2012).
- The Law for Creatives. <http://thelawforcreatives.com> (accessed May 2012).
- Walking Paper. <http://www.walkingpaper.org> (accessed May 2012).

Professional Associations

- American Institute of Graphic Arts (AIGA): This Web site contains articles that design professionals can go through to exchange ideas and information and participate in analysis and research work. www.aiga.org (accessed May, 2012).
- Graphic Artists Guild (GAG): This Web site is a meeting point for illustrators, designers, and Web artists for sharing their experiences and developing industry standards. <https://www.graphicartistsguild.org/> (accessed May, 2012).

ITT Tech Virtual Library (accessed via Student Portal | <https://studentportal.itt-tech.edu>)

- Golding, Mordy. *Adobe Creative Suite*. Indianapolis: Pearson Education, Inc., 2005.
- Camenson, Blythe. *Careers in Publishing*. McGraw-Hill Trade, 2002.
- DiMarco, John. *Web Portfolio Design and Application*. Idea Group Publishing, 2005.
- Satterthwaite, Frank, and Gary D'Orsi. *Career Portfolio Workbook*. McGraw-Hill Trade, 2002.

Other References

On Portfolio Preparation

- *7 Tips for Creating a Print-Based Design Portfolio*. NubbyTwiglet.com. <http://nubbytwiglet.com/2009/07/27/7-tips-for-creating-a-print-based-design-portfolio/> (accessed May 2012).
- Adams, Daniel. *90 Inspirational And Creative Portfolio Designs*. InstantShift. <http://www.instantshift.com/2009/01/05/90-inspirational-and-creative-portfolio-designs/> (accessed May 2012).
- Bear, Jack Howard. *What Goes in Beginner's Graphic Design Portfolios: Creating Samples of Work that Doesn't Exist*. About.com. http://desktoppub.about.com/cs/freelance/a/portfolio_2.htm (accessed May 2012).
- Bowley, Mark. *Preparing and Talking About Your Design Portfolio*. PSD Tuts+, February 23rd, 2012. <http://psd.tutsplus.com/articles/techniques/preparing-and-talking-about-your-graphic-design-portfolio/> (accessed May 2012).
- Design Buzz, The. *6 Tips for Creating a Stunning Print-Based Portfolio. + 4 Amazing Examples*. <http://www.thedesignbuzz.net/6-tips-for-creating-a-stunning-print-based-portfolio-4-amazing-examples/> (accessed May 2012).
- Kerins, Paul. *iPad Portfolios vs Print Portfolios, The Pros and the Cons*. Through the Photographer's Eye, March 2nd, 2012. <http://www.paulkerins.com/blog/ipad-portfolios-vs-print-portfolios-the-pros-and-the-cons/> (accessed May 2012).
- Print24. *40 Sensational Print Portfolios*. February 18th, 2010. <http://print24.com/blog/2010/02/40-sensational-print-portfolios/> (accessed May 2012).

On Creativity

- Breen, Billy. *The 6 Myths of Creativity*. <http://www.fastcompany.com/magazine/89/creativity.html> (accessed May 2012).
- Gupta, Anil. *India's Hidden Hotbeds of Invention*. TEDIndia 2009. http://www.ted.com/talks/anil_gupta_india_s_hidden_hotbeds_of_invention.html (accessed May 2012).
- Harrison, Sam. *Brainstorming by Yourself*. How Magazine, February 1st, 2012. <http://www.howdesign.com/design-creativity/brainstorming-by-yourself/> (accessed May 2012).
- Henry, Todd. *Overcome Unhealthy Creative Expectations*. How Magazine, December 6th, 2011. <http://www.howdesign.com/design-creativity/unhealthy-creative-expectations/> (accessed May 2012).
- TED Talks on Creativity. <http://www.ted.com/talks/tags/creativity> (accessed May 2012).
- Whitman, Sarah. *Creative Bliss Day 4: 5 Exercises to Get Your Creativity Unstuck*. How Magazine, April 12th, 2012. <http://www.howdesign.com/how-magazine/how-may-2012/unstuck/> (accessed May 2012).

On Selecting a Research Topic

- Fleming, Grace. *Choosing a Strong Research Topic*. About.com. <http://homeworktips.about.com/od/researchandreference/a/topic.htm> (accessed May 2012).
- *How to Select a Topic for a Thesis*. Essortment.com. <http://www.essortment.com/select-topic-thesis-40014.html> (accessed May 2012).
- *Select a Topic to Research*. University of Michigan-Flint. <http://www.umflint.edu/library/research/selecttopic.htm> (accessed May 2012).

On Socially Responsible Design

- Wells-Papanek, Doris and Walter Hargrove. *Victor Papanek's Research*. Human Centered Action Research. <http://sites.google.com/humanCenteredActionResearch/section-1-victor-papanek-s-research> (accessed May 2012).

On Giving Good Presentations

- Carlton, Ann Marie & Daniel Jacob, *How to Give Good Presentations*. PDF download available from: http://acmg.seas.harvard.edu/education/presentations/carlton_presentations.pdf (accessed May 2012).
- Hardin, G. *Pearltrees Presentations*. <http://www.pearltrees.com/hardin/presentation/id2883451> (accessed May 2012).
- *How to Give a Good Presentation*. <http://www.princeton.edu/~archss/webpdfs08/BaharMartonosi.pdf> (accessed May 2012).
- *How to Give a Great Presentation*. From the HP Learning Center. http://www.pc.maricopa.edu/data/GlobalFiles/file/learning_tech_development/ocl/How%20to%20give%20a%20presentation.pdf (accessed May 2012).
- Schmidt, Aaron. *HOWTO Give a Good Presentation*. <http://www.walkingpaper.org/695> (accessed May 2012).

On Copyright Laws

- *Copyright Basics FAQ*. Stanford University Libraries. 2007. NOLO. http://fairuse.stanford.edu/Copyright_and_Fair_Use_Overview/chapter0/0-a.html (accessed May 2012).
- *Copyright and the Fair Use Exception*. August 12th, 2011. The Law for Creatives. <http://thelawforcreatives.com/category/copyright-law/page/2/> (accessed May 2012).
- *Do You Own the Rights to Works Created by Your Workers?* August 22nd, 2011. The Law for Creatives. <http://thelawforcreatives.com/category/copyright-law/> (accessed May 2012).

- *Moral Dilemma: My Company Steals from Other Creatives*. Web Designer Depot. <http://www.webdesignerdepot.com/2012/02/moral-dilemma-my-company-steals-from-other-creatives/> (accessed May 2012).
- *Online Copyright Protection Basics for Digital Creatives & Busy Startup Owners*. February 6th, 2012. MYOWS. <http://myows.com/blog/online-copyright-protection-basics-for-digital-creatives-busy-startup-owners/> (accessed May 2012).
- Perkins, Shel. *Copyright Essentials for Creatives*. November 6th, 2008. FunctionFox Webinar. <http://www.functionfox.com/events/Copyright-Essentials-For-Creatives/> (accessed May 2012).
- Templeton, Brad. *A Brief Intro into Copyright*. <http://www.templetons.com/brad/copyright.html> (accessed May 2012).

NOTE: All links are subject to change without prior notice.

Information Search

Use the following keywords to search for additional online resources that may be used for supporting your work on the course assignments:

-
- Design portfolios
- Design portfolio preparation
- Building a design portfolio
- Graphic Design
- Design projects
- Brainstorming
- Creative design projects
- Creativity
- Craft

Suggested Learning Approach

In this course, you will be studying individually and within a group of your peers. As you work on the course deliverables, you are encouraged to share ideas with your peers and instructor, work collaboratively on projects and team assignments, raise critical questions, and provide constructive feedback.

Use the following advice to receive maximum learning benefits from your participation in this course:

DO	DON'T
<ul style="list-style-type: none">▪ Do take a proactive learning approach▪ Do share your thoughts on critical issues and potential problem solutions▪ Do plan your course work in advance▪ Do explore a variety of learning resources in addition to the textbook▪ Do offer relevant examples from your experience▪ Do make an effort to understand different points of view▪ Do connect concepts explored in this course to real-life professional situations and your own experiences	<ul style="list-style-type: none">▪ Don't assume there is only one correct answer to a question▪ Don't be afraid to share your perspective on the issues analyzed in the course▪ Don't be negative about the points of view that are different from yours▪ Don't underestimate the impact of collaboration on your learning▪ Don't limit your course experience to reading the textbook▪ Don't postpone your work on the course deliverables – work on small assignment components every day

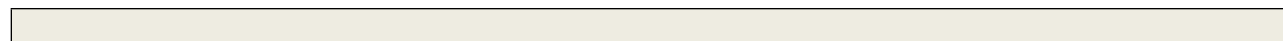
Course Outline

<p>Unit 1: PORTFOLIO ASSESSMENT</p> <p style="text-align: right;">Out-of-class work: 11.1 hours</p> <p>Upon completion of this unit, the students are expected to:</p> <ul style="list-style-type: none"> ▪ Critically assess a portfolio for clarity, message, audience, professionalism, and target market. ▪ Identify goals, audience, and work selection criteria for a design portfolio. ▪ Evaluate a design project for portfolio-readiness. 			
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Heldman, Chapter 1	Portfolios	Unit 1 Assignment 1: Assessing the Job Search Package: How Ready Am I?	3%
	Portfolios	Unit 1 Exercise 1: Preliminary Portfolio Presentation	2%

<p>Unit 2: PROJECT SELECTION</p> <p style="text-align: right;">Out-of-class work: 12.5 hours</p> <p>Upon completion of this unit, the students are expected to:</p> <ul style="list-style-type: none"> ▪ Choose a strong research topic for a visual design project. ▪ Brainstorm ideas. ▪ Explain the various processes for managing a major project. ▪ Conduct preliminary research for potential project topics. 			
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Heldman, Chapters 2-3	GCD Project Solution	Unit 2 Assignment 1: Inventing a Project for the Portfolio	3%
	Project Documentation	Unit 2 Exercise 1: Selecting a Topic for Research	3%

<p>Unit 3: PROJECT RESEARCH</p> <p>Upon completion of this unit, the students are expected to:</p> <ul style="list-style-type: none"> ▪ Select a project research topic. ▪ Identify research resources for a chosen topic. ▪ Create a blog. ▪ Write a strong resume. ▪ Prepare a cover letter. 				<p>Out-of-class work: 19.1 hours</p>
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES			
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)	
N/A	GCD Project Solution	Unit 3 Exercise 1: Project Blog	4%	
	Project Documentation	Unit 3 Project Part 2: Project Research and Documentation	3%	

<p>Unit 4: PROJECT SCOPE, GOALS, & ACTIVITIES</p> <p>Upon completion of this unit, the students are expected to:</p> <ul style="list-style-type: none"> ▪ Define project goals for a design project. ▪ Identify the component activities of a design project. ▪ Acquire resources for a design project. ▪ Create a project activities diagram for a design project. 				<p>Out-of-class work: 6 hours</p>
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES			
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)	
Heldman, Chapters 4-6	Project Documentation	Unit 4 Assignment 1: Defining the Project Goals	3%	
	Project Documentation	Unit 4 Exercise 1: Breaking Down the Project Activities	2%	
	GCD Project Solution	Unit 4 Project Part 3: Project Activities Diagram	5%	



Unit 5: PROJECT PLANNING & BUDGETING			Out-of-class work: 8.5 hours
Upon completion of this unit, the students are expected to: <ul style="list-style-type: none"> ▪ Identify the steps in assessing risk for a design project. ▪ Develop a project plan for a design project. ▪ Create a project schedule using established methods. ▪ Develop a budget for a design project. ▪ Identify best practices for managing creative professionals on a design project. 			
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Heldman, Chapters 7-9	Project Documentation	Unit 5 Exercise 1: Drafting the Project Schedule with PERT	2%
		Unit 5 Exercise 2: Drafting the Project Schedule with the Critical Path Method	2%

Unit 6: PROJECT PRE-PRODUCTION			Out-of-class work: 12 hours
Upon completion of this unit, the students are expected to: <ul style="list-style-type: none"> ▪ Identify the steps in the execution of a design project. ▪ Explain issues related to human-centered design. ▪ Prepare and present a client sketch presentation for a design project. 			
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Heldman, Chapter 10	GCD Project Solution	Unit 6 Assignment 1: Student Project Sketch Presentations	5%

Unit 7: PROJECT PRODUCTION			Out-of-class work: 9.7 hours
Upon completion of this unit, the students are expected to: <ul style="list-style-type: none"> ▪ Explain best practices for delivering project presentations. ▪ Identify copyright issues for creative professionals. ▪ Explain accepted techniques for controlling changes on a design project. 			
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Heldman, Chapter 11	GCD Project Solution	Unit 7 Exercise 1: Controlling the Project Outcome	5%
	GCD Project Solution	Unit 7 Assignment 1: The Moral Dilemma of Copying Creative Work	3%

Unit 8: PROJECT COMPLETION: FINAL OUTPUT			
Upon completion of this unit, the students are expected to: <ul style="list-style-type: none"> ▪ Explain how to design professional project presentations. ▪ Prepare color comprehensives for a design project. ▪ Produce and control quality output for a design project. 			Out-of-class work: 13.2 hours
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
N/A	GCD Project Solution	Unit 8 Project Part 4: Student Project Color Comprehensive Prep	10%

Unit 9: FINALIZING THE PRINT PORTFOLIO			
Upon completion of this unit, the students are expected to: <ul style="list-style-type: none"> ▪ Explain what constitutes a quality print portfolio. ▪ Build a professional print-based portfolio. 			Out-of-class work: 6 hours
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Heldman, Chapter 12	Portfolios	Unit 9 Assignment 1: Sensational Print Portfolios	5%
	GCD Project Solution	Unit 9 Project Part 5: Student Project Color Comprehensive Presentation and Evaluation	10%

Unit 10: FINALIZING THE WEB PORTFOLIO/BLOG			
Upon completion of this unit, the students are expected to: <ul style="list-style-type: none"> ▪ Explain what constitutes a quality web-based design portfolio. ▪ Build a professional web-based design portfolio. 			Out-of-class work: 15 hours
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
N/A	Portfolios	Unit 10 Assignment 1: Web Portfolio Compare and Contrast	5%
	Portfolios	Unit 10 Exercise 1: Web Portfolio Mock-Up Presentation	5%

Unit 11: PROJECT & PORTFOLIO PRESENTATIONS			
Upon completion of this unit, the students are expected to:			Out-of-class work: 8 hours
<ul style="list-style-type: none"> ▪ Give a professional presentation of a design project. ▪ Give a professional design portfolio presentation. 			
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Review all reading assignments	Presentation	Unit 11 Exercise 1: Student Portfolio Presentation	5%
	Presentation	Unit 11 Presentation: Final Project Presentation	5%

Note: Your instructor may add a few learning activities that will change the grade allocation for each assignment in a category. The overall category percentages will not change.

Evaluation and Grading

Evaluation Criteria

The graded assignments will be evaluated using the following weighted categories:

Category	Weight
Project Documentation	15%
Presentations	20%
Portfolios	20%
GCD Project Solution	45%
TOTAL	100%

Grade Conversion

The final grades will be calculated from the percentages earned in the course, as follows:

Grade	Percentage	Credit
A	90–100%	4.0
B+	85–89%	3.5
B	80–84%	3.0
C+	75–79%	2.5
C	70–74%	2.0
D+	65–69%	1.5
D	60–64%	1.0
F	<60%	0.0

Academic Integrity

All students must comply with the policies that regulate all forms of academic dishonesty or academic misconduct, including plagiarism, self-plagiarism, fabrication, deception, cheating, and sabotage. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.

GC2799—COURSE SNAPSHOT

Category	Grade Book Category Weight (% of Course Total)	Unit	Activity/Graded Deliverable	Grade Allocation (% of Course Total)	Measuring Rubric (Gradebook Assignment Name)
A. Documentation	15%	2-5	Unit 2 Exercise 1: Selecting a Topic for Research	3%	A-X2-1 Information Analysis
			Unit 3 Project Part 2: Project Research and Documentation	3%	A-X4-2 Effective Communication
			Unit 4 Assignment 1: Defining the Project Goals	3%	A-1-3 Project Management
			Unit 4 Exercise 1: Breaking Down the Project Activities	2%	A-1-3 Project Management
			Unit 5 Exercise 1: Drafting the Project Schedule with PERT	2%	A-1-3 Project Management
			Unit 5 Exercise 2: Drafting the Project Schedule with the Critical Path Method	2%	A-1-3 Project Management
B. Presentation	20%	11	Unit 11 Exercise 1: Student Portfolio Presentation	10%	B-X4-4 Effective Communication
			Unit 11 Presentation: Final Project Presentation	10%	B-X4-4 Effective Communication
C. Portfolios	20%	1,9,10	Unit 1 Assignment 1: Assessing the Job Search Package: How Ready Am I?	3%	C-X6-3 Lifelong Learning
			Unit 1 Exercise 1: Preliminary Portfolio Presentation	2%	C-X4-4 Effective Communication
			Unit 9 Assignment 1: Sensational Print Portfolios	5%	C-X4-4 Effective Communication
			Unit 10 Assignment 1: Web Portfolio Compare and	5%	C-X4-4 Effective

		Contrast		Communication
		Unit 10 Exercise 1: Web Portfolio Mock-Up Presentation	5%	C-X4-4 Effective Communication

Category	Grade Book Category Weight (% of Course Total)	Unit	Activity/Graded Deliverable	Grade Allocation (% of Course Total)	Measuring Rubric (Gradebook Assignment Name)
D. GCD Project Solution	45%	2	Inventing a Project for the Portfolio	1%	D-X2-1 Information Analysis
				2%	D-X6-2 Lifelong Learning
		3	Project Blog	2%	D-X3-1 Solving Complex Problems
				2%	D-X4-1 Effective Communication
		4	Project Activities Diagram	5%	D-X3-4 Solving Complex Problems
		6	Student Project Sketch Presentations	2%	D-X3-5 Solving Complex Problems
				3%	D-4-2 Appropriate Technology
		7	Controlling the Project Outcome The Moral Dilemma of Copying Creative Work	5%	D-5-1 Appropriate Technology
				3%	D-5-2 Project Justification
		8	Student Project Color Comprehensive Prep	5%	D-6-1 Storyboards
				5%	D-X4-4 Effective Communication
		9	Student Project Color Comprehensive Presentation and Evaluation	5%	D-7-1 Storyboards
				5%	D-7-2 Design Data Analysis
Total	100%			100%	

COURSE GRADING RUBRIC

GC2799– Design Project (Graphic Communications & Design)

Campus: _____

Faculty Name: _____

Student Name: _____

Directions: Please assign a percentage grade on the line for each measuring rubric (gradebook assignment name).

A. Project Documentation (15% of total grade)

Unit 2, Exercise 1

_____ *A-X2-1 Information Analysis:*

- 90-100%: The student uses tools to locate and organize source information independently, quickly and effectively, and accurately evaluates the data retrieved.
- 80-89%: The student readily locates and organizes source information and evaluates the data retrieved.
- 70-79%: The student locates and organizes source information in most cases and evaluates the data retrieved.
- 60-69%: The student often needs help locating, organizing and evaluating source information.
- Below 60%: The student rarely locates, organizes and evaluates source information independently.

Unit 3, Project Part 2

A- X4-2 Effective Communication

- 90-100%: The student produces a clear, concise and unified message, even when there are short deadlines.
- 80-89%: The student produces a clear, concise and unified message.
- 70-79%: The student correctly usually produces a clear, concise and unified message.
- 60-69%: The student produces a message that is hard to follow, excessively wordy or disjointed.
- Below 60%: The student constructs communications in which the message cannot be discerned.

 Unit 4, Assignment 1

 Unit 4, Exercise 1

 Unit 5, Exercise 1

 Unit 5, Exercise 2

Use the rubric below to assign grades for these four activities

A-1-3 Project Management

- 90-100%: Effective execution of clearly defined purposes, conditions and limitations of the project with milestones, resources and deliverables consistently planned and managed using specific tools
- 80-89%: Clearly defined purposes, conditions and limitations of the project with milestones, resources and deliverables with obvious evidence of using systematic tools for planning and management purposes

- 70-79%: Project scope and resources identified with the expected milestones and deliverables using appropriate tools for planning and tracking
- 60-69%: Loosely defined scope of the project with the majority of the expected milestones and deliverables; lack of evidence in applying specific tools for planning and tracking functions
- Below 60%: Vaguely defined purposes for the project; lack of evidence of structured planning and tracking for a project

B. Presentation (20% of total grade)

_____ Unit 11, Exercise 1: Student Portfolio Presentation

Use the rubric below
for grades

_____ Unit 11, Presentation: Final Project Presentation

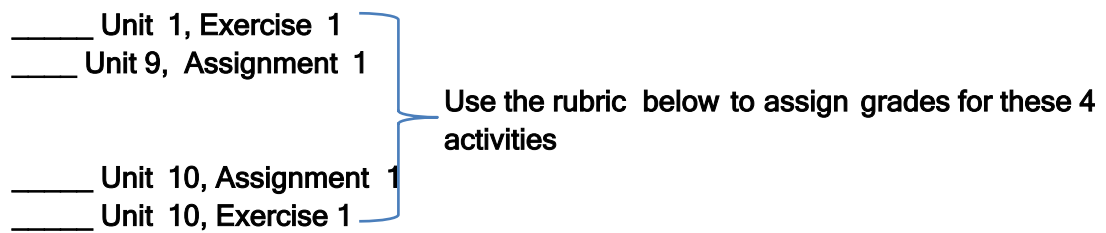
A-X4-4 Effective Communication

- 90-100%: The student excels in the application of professional standards for visual, oral and written communication and presentation.
- 80-89%: The student applies appropriate professional standards for visual, oral and written communication and presentation.
- 70-79%: The student usually applies appropriate professional standards for visual, oral and written communication and presentation.
- 60-69%: The student rarely applies appropriate professional standards for visual, oral and/or written communication and presentation.
- Below 60%: The student rarely constructs communication pieces that demonstrate knowledge of professional standards for visual, oral and written communication and presentation.

C. Portfolios (20% of total grade)

Unit 1, Assignment 1 _____ *C-X6-3 Lifelong Learning:*

- 90-100%: The student eagerly assimilates new technological skills before industry standards change.
- 80-89%: The student eagerly assimilates new technological skills as industry standards change.
- 70-79%: The student assimilates new technological skills as industry standards change. Uses feedback and prior experience in making decisions.
- 60-69%: The student assimilates new technological skills as industry standards change but only out of necessity.
- Below 60%: The student resists technological change.



C-X4-4 Effective Communication

- 90-100%: The student excels in the application of professional standards for visual, oral and written communication and presentation.
- 80-89%: The student applies appropriate professional standards for visual, oral and written communication and presentation.
- 70-79%: The student usually applies appropriate professional standards for visual, oral and written communication and presentation.
- 60-69%: The student rarely applies appropriate professional standards for visual, oral and/or written communication and presentation.
- Below 60%: The student rarely constructs communication pieces that demonstrate knowledge of professional standards for visual, oral and written communication and presentation.

D. GCD Project Solution (Course Project) (45% of total grade)

Unit 2–Project Scope

_____ ***D- X2-1 Information Analysis:***

- 90-100%: The student uses tools to locate and organize source information independently, quickly and effectively, and accurately evaluates the data retrieved.
- 80-89%: The student readily locates and organizes source information and evaluates the data retrieved.
- 70-79%: The student locates and organizes source information in most cases and evaluates the data retrieved.
- 60-69%: The student often needs help locating, organizing and evaluating source information.
- Below 60%: The student rarely locates, organizes and evaluates source information independently.

_____ ***D- X6-2 Lifelong Learning:***

- 90-100%: The student demonstrates the ability and desire to search for and quickly locate information about new concepts.
- 80-89%: The student demonstrates the ability and desire to search for and locate information about new concepts.
- 70-79%: The student often demonstrates information literacy skills.
- 60-69%: The student rarely applies information literacy skills.

- Below 60%: The student is not willing to search and find information about new concepts without external motivation.

D. GCD Project Solution (Course Project)—cont'd

Unit 3—Project Blog

_____ D- X3-1 *Solving Complex Problems:*

- 90-100%: The student readily identifies patterns in problem types and their components and evaluates which components are most relevant to solving the problem.
- 80-89%: The student readily identifies problem components and accurately determines which components are relevant to solving the problem.
- 70-79%: The student identifies problem components and usually identifies which components are relevant to solving the problem.
- 60-69%: The student needs help or extra time identifying problem components and struggles identifying which components of the problem statement are relevant to solving the problem.
- Below 60%: The student rarely identifies relevant problem components.

_____ D-X 4-1 *Effective Communication*

- 90-100%: The student readily identifies purpose and audience and accurately tailors his/her communication accordingly. Assesses the risk of not communicating effectively.
- 80-89%: The student identifies purpose and audience and accurately tailors communication accordingly.
- 70-79%: The student correctly identifies purpose and audience when reviewing or constructing a communication piece.
- 60-69%: The student struggles to articulate purpose and identify audience when reviewing or constructing a communication piece.
- Below 60%: The student does not identify purpose and audience when reviewing or constructing a communication piece.

D. GCD Project Solution (Course Project)—cont'd

Unit 4—Project Activities Diagram

_____ D- X3-4 *Solving Complex Problems:*

- 90-100%: Applies appropriate quantitative methods with ease.
- 80-89%: The student applies appropriate quantitative methods.
- 70-79%: The student applies appropriate quantitative methods.
- 60-69%: The student often makes errors evaluating alternative solutions.
- Below 60%: The student rarely identifies appropriate quantitative methods and makes errors in applying them. .

Unit 6–Student Project Sketch Presentation

D- X3-5 Solving Complex Problems:

- 90-100%: The student readily interprets and articulates correct solution(s)
- 80-89%: The student interprets and articulates correct solution(s).
- 70-79%: The student usually interprets and articulates correct solution(s)
- 60-69%: The student struggles interpreting and articulating solutions, which may not be correct.
- Below 60%: The student often cannot find a solution.

D-4-2 Appropriate Technology

- 90-100%: Selection of appropriate technology with clearly defined analysis, adequate literature review, appropriate methodology and convincing conclusions with exceptional documentation.
- 80-89%: Selection of appropriate technology with evidence of attempting to define proper methodology, reasonable conclusions with adequate documentation
- 70-79%: Selection of appropriate technology with evidence of attempting with proper methodology; somewhat reasonable conclusions with adequate documentation
- 60-69%: Selection of technology with random literature review; weak evidence of specific methodology; lack of conclusion; poor documentation.
- Below 60%: Loosely identified technology with little literature review; lack of evident methodology; no conclusion and no evidence of documentation

Unit 7– Controlling the Project Outcome

D-5-1 Appropriate Technology

- 90-100%: Selection of appropriate technology with clearly defined analysis, adequate literature review, appropriate methodology and convincing conclusions with exceptional documentation.
- 80-89%: Selection of appropriate technology with evidence of attempting to define proper methodology, reasonable conclusions with adequate documentation
- 70-79%: Selection of appropriate technology with evidence of attempting with proper methodology; somewhat reasonable conclusions with adequate documentation
- 60-69%: Selection of technology with random literature review; weak evidence of specific methodology; lack of conclusion; poor documentation.

- Below 60%: Loosely identified technology with little literature review; lack of evident methodology; no conclusion and no evidence of documentation

D-5-2 Project Justification

- 90-100%: Exceptional, accurate and detailed analysis on cost-effectiveness and Return on Investment (ROI) with comprehensive supporting documents.
- 80-89%: Effective, above-average analysis of cost-effectiveness and ROI, adequate supporting documents
- 70-79%: Adequate analysis of cost-effectiveness and ROI, several supporting documents
- 60-69%: Minimally developed analysis on cost-effectiveness and Return on Investment (ROI) with 1 or 2 supporting documents
- Below 60%: Vaguely developed analysis on cost-effectiveness and Return on Investment (ROI) with a lack of supporting documents.

D. GCD Project Solution (Course Project)—cont'd

Unit 8— Student Project Color Comprehensive Prep

D-6-1 Storyboards

- 90-100%: Student can provide a complete description of the processes and skills needed to describe and apply design skills in the development of a comprehensive design project. The student provided story boards and 3D models that clearly defined the project. The software components contain all necessary details and appropriate terminology required by the graphic design.
- 80-89%: Student makes use of descriptions of the processes and skills needed to describe and apply design skills in the development of a comprehensive design project. The student completed storyboards, and presentation drawings and 3D models were provided. Notes and appendixes were included.
- 70-79%: Student has a basic understanding of processes and skills needed to describe and apply design skills in the development of a comprehensive design project. Most of the storyboard, presentation drawings and 3D models were provided. Minimum amount of notes and appendixes were included.
- 60-69%: Student does not demonstrate a complete understanding of the skill sets and responsibilities needed to describe and apply design skills in the development of a comprehensive design project. The student provided the minimum amount of Storyboards, presentation drawings and 3D models. Notes and appendixes were incomplete.
- Below 60%: Student has not indicated the nature of the processes and skills needed to describe and apply design skills in the development of

a comprehensive design project. The student cannot define the function of the application, did not developed story boards and 3D models. Notes and appendixes were not included.

D- X4-4 Effective Communication

- 90-100%: The student excels in the application of professional standards for visual, oral and written communication and presentation.
- 80-89%: The student applies appropriate professional standards for visual, oral and written communication and presentation.
- 70-79%: The student usually applies appropriate professional standards for visual, oral and written communication and presentation.
- 60-69%: The student rarely applies appropriate professional standards for visual, oral and/or written communication and presentation.
- Below 60%: The student rarely constructs communication pieces that demonstrate knowledge of professional standards for visual, oral and written communication and presentation.

Unit 9– Student Project Color Comprehensive Presentation and Evaluation

D-7-1 Storyboards

- 90-100%: Student can provide a complete description of the processes and skills needed to describe and apply design skills in the development of a comprehensive design project. The student provided story boards and 3D models that clearly defined the project. The software components contain all necessary details and appropriate terminology required by the graphic design.
- 80-89%: Student makes use of descriptions of the processes and skills needed to describe and apply design skills in the development of a comprehensive design project. The student completed storyboards, and presentation drawings and 3D models were provided. Notes and appendixes were included.
- 70-79%: Student has a basic understanding of processes and skills needed to describe and apply design skills in the development of a comprehensive design project. Most of the storyboard, presentation drawings and 3D models were provided. Minimum amount of notes and appendixes were included.
- 60-69%: Student does not demonstrate a complete understanding of the skill sets and responsibilities needed to describe and apply design skills in the development of a comprehensive design project. The student provided the minimum amount of Storyboards, presentation drawings and 3D models. Notes and appendixes were incomplete.
- Below 60%: Student has not indicated the nature of the processes and skills needed to describe and apply design skills in the development of a comprehensive design project. The student cannot define the

function of the application, did not developed story boards and 3D models. Notes and appendixes were not included.

D-7-2 Design Data Analysis

- 90-100%: Accurate and concise design communication effectively delivered through writing and sketching with clarity, logical organization of thoughts and appropriate format/style for expected understanding by targeted audience
- 80-89%: Accurate design communication delivered through writing and sketching with appropriate and consistent format/style for expected understanding by targeted audience
- 70-79%: Design communication delivered through writing and sketching with appropriate and consistent format/style; there may be some inaccuracies in communication
- 60-69%: Most of the design communication gets across to the audience in writing and sketching with some degree of ambiguity; lack of consistent format/style
- Below 60%: Disorganized thoughts with little evidence of logical structure in writing and sketching; failure to get the intended message across to the audience