

**ITT Technical Institute**

**VC250T**

**Design Project**

**Onsite Course**

# **SYLLABUS**

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**Credit hours:** 4

**Contact/Instructional hours:** 60 (36 Theory Hours, 24 Lab Hours)

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

Prerequisites: Completion of a minimum of 80 credits earned in the program of study including IT311T Animation II or equivalent and VC230T Digital Prepress or equivalent

**Course Description:**

The Design Project course provides an independent learning experience directed towards the completion of a graphic design project from start to finish. Project will require prior approval by the instructor.

# Syllabus: Design Project

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Instructor:	_____
Office hours:	_____
Class hours:	_____

## 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.

## SCANS Objectives

SCANS is an acronym for Secretary's Commission on Achieving Necessary Skills. The committee, created by the National Secretary of Labor in the early 1990s, created a list of skills and competencies that the committee feels are necessary for employees to function in a high-tech job market.

1. Select appropriate technology to obtain desired outcomes.
2. Convert the information into a desired format and conveying information to others through oral presentations and handouts.
3. Analyze the design for improvements in the functioning of the system/organization of communication.
4. Organize and maintain information to maximize the retention and expression of knowledge.
5. Suggest modifications to existing systems and develop new or alternative system to improve performance.
6. Prevent, identify, or solve problems with equipment, including computer and other technologies.
7. Interpret information and communicate results in the form of oral, written, or multimedia methods.

## Course Outline

Note: All graded activities, [except the Project](#), are listed below in the pattern of <Unit Number>.<Assignment Number>. For example, [Lab 1.5](#) refers to the [5th lab](#) activity in Unit [1](#).

<b>Unit</b>	<b>Activities</b>
1—Digital Design World and the Importance of a Unique Personal Identity	<ol style="list-style-type: none"> <li>1. Course Project (Development) Start: Think of an idea for a Capstone project. Research, Design and formulate a plan for completion. Develop a plan in Microsoft Project. (Creation of tasks, determining order, establishing dependencies). Design a test plan.</li> <li>2. Project 2 Personal Brand (Personal Identity)Start: Logo, matching business cards, envelopes, letterhead AND an incredible web site</li> </ol>
2—Project Planning	<ol style="list-style-type: none"> <li>1. <b>Submit:</b> Course Project- Execution Plan- Sell that idea to your instructor.</li> <li>2. Project 2 Personal Brand (Personal Identity) Continued: Apply personal identity in various applications—a stationary system or a Web site.</li> </ol>
3— Project Production	<ol style="list-style-type: none"> <li>1. Course Project (Production): Start</li> <li>2. <b>Submit:</b> Project 2 Personal Brand (Personal Identity)</li> </ol>
4— Project Production	<ol style="list-style-type: none"> <li>1. Course Project (Production): Contd. <b>Submit:</b> Progress Report</li> <li>2. Resumes and Cover Letters: Start Create a cover letter and resume for your portfolio</li> </ol>
5— Staying on Track	<ol style="list-style-type: none"> <li>1. Course Project (Production): Contd. <b>Submit:</b> Progress Report</li> <li>2. Resumes and Cover Letters: Contd.</li> <li>3. Continue to implement production and modify plan as needed based on IPRs.</li> </ol>
6— Digital Design Portfolio	<ol style="list-style-type: none"> <li>1. Course Project (Production): Contd. Continue to implement production and modify plan as needed based on In-Process Review (IPR).</li> <li>2. <b>Submit:</b> Resumes and Cover Letters</li> <li>3. Project 1 (Compilation of Portfolio): Start</li> </ol>
7— Improving Your Project	<ol style="list-style-type: none"> <li>1. Course Project (Production): Contd. Continue to implement production and modify plan as needed based on IPRs. <b>Submit:</b> Progress Report</li> <li>2. Project 1 (Compilation of Portfolio): Contd.</li> </ol>
8— Copyright Laws in Multimedia	<ol style="list-style-type: none"> <li>1. Course Project (Production): Contd. Continue to implement production and modify plan as needed based on IPRs. <b>Submit:</b> Progress Report</li> </ol>

Unit	Activities
	2. Project 1 (Compilation of Portfolio): Contd.
9— Measuring Success	1. Course Project (Production): Contd. Continue to implement production and modify plan as needed based on IPRs. <b>Submit:</b> Progress Report 2. Project 3 (Testing and Presentation): Start: Test your project against the test plan.
10— Presenting Your Course Project	1. <b>Submit:</b> Course Project (Production): 2. Project 3 (Testing and Presentation): Contd. 3. <b>Submit:</b> Project 1 (Print Portfolio):
11— Final Exam and Portfolio Presentation	1. <b>Submit:</b> Project 3 (Testing and Presentation): 2. <b>Exam</b>

## Instructional Methods

The Capstone project is a quarter-long exercise that demonstrates some of the skills and abilities you acquired in previous courses. The Capstone project will be the headline feature in your print and digital portfolios. This course has a course project, personal brand project, portfolio project, presentation project, resume and cover letter assignment, and a program comprehensive exam as graded activities. While creating a portfolio in the print and digital formats, students will practice using some or possibly all of the software programs utilized in previous quarters including; Adobe InDesign, Illustrator, Photoshop, Flash, Dreamweaver, AfterEffects, Premiere and/or 3DS Max.

The focus of this course is the portfolio and course project, which is a Capstone project. As a student, you are the best judge of what is needed to complete your portfolio. Use this opportunity to pick the project that best complements your portfolio. A successful presentation of your digital portfolio is required to complete the course and succeed in the world of new media. Candidates will also submit a print portfolio for review by the instructor and school chair. You will:

- Choose your project.
- Sell the idea to your instructor and get the instructor's approval.
- Develop the objectives and the test plan for determining whether the project meets the objectives.
- Develop a comprehensive plan in Microsoft Project to track all deliverables and milestones.
- Hold one-on-one in-process reviews (IPRs) with your instructor during the lab time to show the work in progress of the course project to obtain feedback and incorporate it into subsequent tasks.
- Continually track the progress of your project and update the project plan.
- Test your completed project to determine if it met the defined objectives.
- Finally, present and submit the course project in a digital and print portfolio.

You will develop a new and improved version of your personal identity and design an impressive resume and a cover letter for your portfolio. Time will be allocated to improve upon the existing portfolio pieces to make them more impressive. The ultimate goal is that by the time you graduate, your portfolio will be complete or will be as near completion as possible. You will also add the course project and the personal brand project completed in this course to your portfolio. In addition, you will present your course project to get comfortable with selling your skills and public speaking. Confidence and professionalism in public speaking are valuable assets to any employer. Finally, your instructor and peers will critique your course

project. You will also provide feedback on the course project presentations of your peers. Providing and receiving feedback will provide vital learning to prepare you for a career in graphic design.

## Instructional Materials and References

### Student Textbook Package

None

### Other Required Resources

In addition to the student textbook package, the following is also required in this course:

- Access to the Internet for research and study purposes

### Equipment and Tools

- Sketchbook
- Colored markers and pencils
- Ten blank CDs

### References

#### ITT Tech Virtual Library

Log on to the ITT Tech Virtual Library at <http://www.library.itt-tech.edu/> to access online books, journals, and other reference resources selected to support ITT Tech curricula.

#### Books

You may click “Books” or use the “Search” function on the home page to find the following books.

Ebrary

- DiMarco, John. *Web Portfolio Design and Application*. Hershey, PA: Idea Group Publishing, 2005.
- Ghinea, Gheorghita, and Sherry Chen. *Digital Multimedia Perception and Design*. Hershey, PA: Idea Group Publishing, 2006.
- Marcus, John J. *Resume Makeover: 50 Common Problems With Resumes and Cover Letters - and How to Fix Them*. New York: McGraw-Hill Trade, 2003.
- Public Library Association Staff and VGM Career Books (Firm) Staff. *Guide to Basic Resume Writing*. Chicago, IL: The McGraw-Hill Companies, 2003.
- Stamatoudi, Irini A. *Copyright and Multimedia Works: A Comparative Analysis*. New York: Cambridge University Press, 2002.

#### Books 24x7

- *Give Great Presentations: How To Speak Confidently and Make Your Point*. London: A&C Black, 2005.

#### Program Links

You may click “Program Links” or use the “Search” function on the home page to find the following program links.

Visual Communications (AVC)> Recommended Links

- AIGA: A record of annual juried selections of design excellence; an extensive collection of contemporary American design. <http://designarchives.aiga.org/> (accessed December 12, 2008)
- Counter Space: A website dedicated to typography and its history." Includes information on the anatomy of letters, classification, multimedia typefaces, and a timeline. <http://www.counterspace.us/typography/> (accessed December 12, 2008)
- Animation Artist: <http://animationartist.digitalmedianet.com/>
- Communication Arts: The online counterpart of the COMMUNICATION ARTS magazine; it focuses on graphic design, advertising, illustration, photography, and interactive design.

[www.commarts.com](http://www.commarts.com) (accessed November 13, 2008).

## Other References

The following resources can be found **outside** of the ITT Tech Virtual Library, whether online or in hard copy.

### Books

- Beard, Jason. *The Principles of Beautiful Web Design*. SitePoint, 2007.
- Cullen, Cheryl, and Amy Schell. *Identity Solutions: How to Create Effective Brands With Letterheads, Logos and Business Cards*. Cincinnati, OH: HOW Design Books, April 2003.
- Eisenman, Sara. *Building Design Portfolios: Innovative Concepts for Presenting Your Work (Design Field Guides)*. Gloucester, MA: Rockport Publishers, 2006.
- Skolos, Nancy, and Tom [Wedell](#). *Type, Image, Message: A Graphic Design Layout Workshop*. Gloucester, MA: Rockport Publishers, 2006.

### Web sites

- [ArtLex: A Dictionary of Visual Art: This art dictionary provides definitions of terms related to the fields of art production, criticism, history, aesthetics, and education.](http://www.artlex.com/) <http://www.artlex.com/> (accessed November 13, 2008).
- Computer Graphics World: This Web site is for people who are interested in pursuing a career in computer graphics and animation. The site also provides an opportunity for graphic designers to showcase their work. <http://www.cgw.com/ME2/Default.asp> (accessed November 13, 2008).
- Digital Web Magazine: This magazine provides articles on graphic design, typography, information design, and Web design. <http://www.digital-web.com/> (accessed November 13, 2008).

All links to Web references outside of the ITT Tech Virtual Library are always subject to change without prior notice.

## Course Evaluation and Grading

### Evaluation Criteria Table

The final grades will be based on the following categories:

CATEGORY	WEIGHT
Course Project	30%
Project 1- Portfolio	20%

Project 2- Personal Brand	15%
Project 3- Presentation	10%
Resumes and Cover Letters	10%
Final Exam	15%
<b>Total</b>	<b>100%</b>

Note: Students are responsible for abiding by the Plagiarism Policy.

### Grade Conversion Table

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

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

### VC250–Course Snapshot

Grading Category	Grade Book Category Weight (% of Course Total)	Unit	Activity/Graded Deliverable	Grade Allocation (% of Course Total)	Program SLO	Measuring Rubric	Rubric Alias
Project Documentation (Project 2)	15%	1	Course Project (Development) Start: Think of an idea for a Capstone project. Research, Design and formulate a plan for completion.	5%	1	1-1	Communication
				5%	1	1-2	Project Management
		2	Personal Brand (Personal Identity)Start: Logo, matching business cards, envelopes, letterhead AND an incredible web site	5%	5	5-3	Web Site
Resume and Cover Letters	10%	4	Resumes and Cover Letters: Start Create a cover letter and resume for your portfolio	10%	1	1-1	Communication
Presentation (Project 3)	10%	10	Presentation Evaluation	10%	1	1-1	Communication
Portfolios (Project 1)	20%	11	submit completed portfolios	20%	1	1-1	Communication
VC Project Solution (Course Project)	30%	1	Project Scope	2%	2	2-1	Research
				2%	3	3-2	Industry Trends
		3	Specifications document	2%	2	2-2	Critical Thinking
				2%	4	4-1	Software Components
				2%	3	3-2	Industry Trends
		3	The Project Plan	2%	2	2-2	Critical Thinking
		4	Design Phase	2%	2	2-2	Critical

				2%	4	4-2	Thinking Appropriate Technology
		5	Project Implementation	2%	4	4-2	Appropriate Technology
				2%	4	4-3	Project Justification
		6	Specifications and Reports: Modeling and System Design	2%	5	5-1	Storyboards
				2%	5	5-3	Communicatio n Systems
		7	Assembling the Project	2%	5	5-1	Storyboards
				2%	5	5-2	Design Data Analysis
				2%	5	5-3	Communicatio n Systems-- Animations
Individual Skills Assessment (Final Exam)	15%	1 - 10	Comprehensive Review	15%	All Applicabl e	All Applicable	
Total	100%			100%			

## COURSE GRADING RUBRIC

### VC250—Design Project (Visual Communications)

Campus: \_\_\_\_\_

Faculty Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

**Directions:** Please assign a percentage grade on the line for each subcategory.

#### A. Project Documentation (Project 2) (15% of total grade)

##### Unit 1—Course Project, Project Plan

###### \_\_\_\_\_ A-1-1 Communication:

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

###### \_\_\_\_\_ A-2-1 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
- Below60%: Vaguely defined purposes for the project; lack of evidence of structured planning and tracking for a project

## A. Project Documentation—Continued

### Unit 2—Personal Brand (Personal Identity)

#### \_\_\_\_\_ **A-5-3 Communication Systems--Website**

- 90-100%: Outstanding, effective execution of storyboards, animations or 3D models that clearly defined the project. The web based project contains all necessary details and appropriate terminology required by the design. Complete notes and appendixes were included.
- 80-89%: Effective execution of storyboards, animations or 3D models that clearly defined the project. The working drawings contain most of the necessary details and terminology required by the design. Notes and appendixes were included.
- 70-79%: Execution of storyboards, animations or 3D models that clearly defined the project. The working drawings contain some necessary details and terminology required by the design. Notes and appendixes were included.
- 60-69%: Most of the storyboards, animations or 3D models were provided. The web based project contains some necessary details and terminology required by the design. Some Notes and appendixes were included.
- Below 60%: Some of the storyboards, animations or 3D models were provided but the project is not adequately documented. The web based project contains some details and terminology required by the design. Notes and appendixes were not included.

## B. Resume & Cover Letters (10% of total grade)

### Unit 4—Resumes & Cover Letters

#### \_\_\_\_\_ **B- 1-1 Communication**

- 90-100%: Accurate and concise message effectively delivered through writing with clarity, logical organization of thoughts and appropriate format/style for expected understanding by targeted audience
- 80-89%: Accurate message delivered through writing with appropriate format/style for expected understanding by the target audience

- 70-79%: Intended message gets across to the target audience in writing with necessary modifications and/or polishing
- 60-69%: Most of the intended message gets across to the audience in writing with some degree of ambiguity; lack of consistent format/style
- Below 60%: Disorganized thoughts with little evidence of logical structure in writing; failure to get the intended message across to the audience

### C. Presentation (Project 3) (10% of total grade)

#### Unit 10—Presentation Evaluation

##### \_\_\_\_\_ C-1-1 Communication:

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

### D. Portfolios (Project 1) (20% of total grade)

#### Unit 11—Submit completed portfolios

##### \_\_\_\_\_ D-1-1 Communication

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

### E. VC Project Solution (Course Project) (30% of total grade)

#### Unit 1—Project Scope

**\_\_\_\_\_ D-2-1 Research**

- 90-100%: Selection of valid topic with clearly defined problem statement, substantial literature review, appropriate methodology, convincing conclusions, quality documentation and accurate bibliographical format/style
- 80-89%: Valid topic with clear problem statement, adequate literature review and specific methodology; meaningful conclusions with adequate documentation and proper bibliographical format/style
- 70-79%: Valid topic with adequate problem statement and minimum literature review; evidence of attempting with certain methodology; reasonable conclusions with required documentation and proper bibliographical format/style
- 60-69%: Loosely defined topic with unstructured problem statement and random literature review; weak evidence of specific methodology; lack of conclusion; poor documentation with inconsistent bibliographical format and style
- Below 60%: Largely undefined topic and no problem statement; little literature review; lack of methodology; no conclusion and no evidence of purposeful documentation

**\_\_\_\_\_ D-3-2 Industry Trends**

- 90-100%: Displays a thorough or exceptional understanding of the trends and implications and requirements of the graphic design profession.
- 80-89%: Displays an effective, above-average understanding of the trends and implications and requirements of the graphic design profession.
- 70-79%: Displays an adequate understanding of the trends and implications and requirements of the design profession.
- 60-69%: Displays a minimum understanding of the trends and implications and requirements of the graphic design profession
- Below 60%: Cannot articulate an understanding of the trends and implications and requirements of the graphic design profession

**E. VC Project Solution (Course Project)—cont'd  
Unit 3—Specifications Document****\_\_\_\_\_ D-2-2 Critical Thinking**

- 90-100%: Effective decision making based on qualitative and quantitative analysis of data and convincing reasoning; evidence

of original creativity in providing solutions for challenging qualitative and quantitative problems

- 80-89%: Making decisions based on adequate research and reasoning that require a fair amount of analytical reading and critical thinking; capable of solving qualitative and quantitative problems
- 70-79%: Evidence of making decisions based on some research and analysis; able to solve normal qualitative and quantitative problems
- 60-69%: Making decisions by following the status quo; lack of evidence in strenuous research, analysis and reasoning in making a decision or solving qualitative and quantitative problems
- Below 60%: No evidence of making any decision based on analysis; incapable of solving specific qualitative and quantitative problems

#### **D-4-1 Software Components**

- 90-100%: Student has a complete understanding of the functions and capabilities of various interactive design software applications and equipment for solving specific graphic design problems. Student shows skill in choosing the best software for their project, makes recommendations that are supported by the data, and shows an understanding of the reliability of their conclusions.
- 80-89%: Student makes the proper decisions on which software and tools to use. The student provided a set of documents utilizing the proper equipment to develop the project.
- 70-79%: Student has a basic understanding of the processes and functions of the software and equipment needed to develop a comprehensive capstone project. The student provided a minimum set of documents utilizing the proper equipment to develop the project.
- 60-69%: Student demonstrates an incomplete understanding of the software and equipment needed to develop the comprehensive capstone project. The student cannot define the function of the application and did not utilize the proper software to develop the project.
- Below 60%: Student has not indicated the nature of the processes and functions of the software and equipment needed to develop a comprehensive capstone project. The student can not define the function of the application and did not utilize the proper software nor develop their capstone project.

### **E. VC Project Solution (Course Project)—cont'd Unit 3—Specifications Document—cont'd**

#### **D-3-2 Industry Trends**

- 90-100%: Displays a thorough or exceptional understanding of the trends and implications and requirements of the graphic design profession.

- 80-89%: Displays an effective, above-average understanding of the trends and implications and requirements of the graphic design profession.
- 70-79%: Displays an adequate understanding of the trends and implications and requirements of the design profession.
- 60-69%: Displays a minimum understanding of the trends and implications and requirements of the graphic design profession
- Below 60%: Cannot articulate an understanding of the trends and implications and requirements of the graphic design profession

### Unit 3—The Project Plan

#### E-2-2 Critical Thinking

- 90-100%: Effective decision making based on qualitative and quantitative analysis of data and convincing reasoning; evidence of original creativity in providing solutions for challenging qualitative and quantitative problems
- 80-89%: Making decisions based on adequate research and reasoning that require a fair amount of analytical reading and critical thinking; capable of solving qualitative and quantitative problems
- 70-79%: Evidence of making decisions based on some research and analysis; able to solve normal qualitative and quantitative problems
- 60-69%: Making decisions by following the status quo; lack of evidence in strenuous research, analysis and reasoning in making a decision or solving qualitative and quantitative problems
- Below 60%: No evidence of making any decision based on analysis; incapable of solving specific qualitative and quantitative problems

### Unit 4—Design Phase

#### D-2-2 Critical Thinking

- 90-100%: Effective decision making based on qualitative and quantitative analysis of data and convincing reasoning; evidence of original creativity in providing solutions for challenging qualitative and quantitative problems
- 80-89%: Making decisions based on adequate research and reasoning that require a fair amount of analytical reading and critical thinking; capable of solving qualitative and quantitative problems
- 70-79%: Evidence of making decisions based on some research and analysis; able to solve normal qualitative and quantitative problems
- 60-69%: Making decisions by following the status quo; lack of evidence in strenuous research, analysis and reasoning in making a decision or solving qualitative and quantitative problems

- Below 60%: No evidence of making any decision based on analysis; incapable of solving specific qualitative and quantitative problems

## E. VC Project Solution (Course Project)—cont'd

### Unit 4—Design Phase—cont'd

#### \_\_\_\_\_ 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 5—Project Implementation

#### \_\_\_\_\_ 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

#### \_\_\_\_\_ D-4-3 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.

## E. VC Project Solution (Course Project)—cont'd

### Unit 6—Specifications and Reports: Modeling and System Design

#### \_\_\_\_\_ D-5-1 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-5-3 Communication Systems

- 90-100%: Outstanding, effective execution of storyboards, animations or 3D models that clearly defined the project. The web based project contains all necessary details and appropriate terminology required by the design. Complete notes and appendixes were included.

- 80-89%: Effective execution of storyboards, animations or 3D models that clearly defined the project. The working drawings contain most of the necessary details and terminology required by the design. Notes and appendixes were included.
- 70-79%: Execution of storyboards, animations or 3D models that clearly defined the project. The working drawings contain some necessary details and terminology required by the design. Notes and appendixes were included.
- 60-69%: Most of the storyboards, animations or 3D models were provided. The web based project contains some necessary details and terminology required by the design. Some Notes and appendixes were included.
- Below 60%: Some of the storyboards, animations or 3D models were provided but the project is not adequately documented. The web based project contains some details and terminology required by the design. Notes and appendixes were not included.

#### **E. VC Project Solution (Course Project)—cont'd Unit 7—Assembling the Project**

##### **\_\_\_\_\_ D-5-1 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-5-2 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

### **E. VC Project Solution (Course Project)—cont'd Unit 7—Assembling the Project—cont'd**

#### \_\_\_\_\_ D-5-3 Communication Systems--Animations

- 90-100%: Outstanding, effective execution of storyboards, animations or 3D models that clearly defined the project. The web based project contains all necessary details and appropriate terminology required by the design. Complete notes and appendixes were included.
- 80-89%: Effective execution of storyboards, animations or 3D models that clearly defined the project. The working drawings contain most of the necessary details and terminology required by the design. Notes and appendixes were included.
- 70-79%: Execution of storyboards, animations or 3D models that clearly defined the project. The working drawings contain some necessary details and terminology required by the design. Notes and appendixes were included.
- 60-69%: Most of the storyboards, animations or 3D models were provided. The web based project contains some necessary details and terminology required by the design. Some Notes and appendixes were included.
- Below 60%: Some of the storyboards, animations or 3D models were provided but the project is not adequately documented. The web based project contains some details and terminology required by the design. Notes and appendixes were not included.

### **F. Individual Skills Assessment (15% of total grade) See worksheet on the next page.**

\_\_\_\_\_ **Individual Skills Assessment**

**Individual Skills Assessment Scoring Table**

Levels of Knowledge	Number of topics Satisfied	Number of topics failed	Points Earned	Points earned
Synthesis/Evaluation			1	( ) x 1.0 = ____
Application/Analysis			0.8	( ) x 0.8 = ____
Knowledge/Comprehension			0.6	( ) x 0.6 = ____
<b>Total Points Earned</b>				
Divide <b>Total Points Earned</b> by 15 (maximum number of points that can be earned), then multiply by 100 and enter the resulting percentage value in this box. This resulting value is to be copied to the Individual Skills Assessment section of the Grade Book				

For example, the student satisfied 5 questions at the top level, 5 questions at the middle level, 4 questions at the lowest level, and failed to address 1 question (total of 15 questions), this is what he/she gets:

$$5 \times 1 = 5$$

$$5 \times 0.8 = 4$$

$$4 \times 0.6 = 2.4$$

$$1 \times 0 = 0$$

$$5 + 4 + 2.4 + 0 = 11.4 \text{ Total Points Earned}$$

$$(11.4 \div 15) \times 100 = \mathbf{76.0}$$

Enter this number on the previous page and in the Skills Assessment section of the Grade Book for this student.

*(End of Syllabus)*