



COURSE IMPLEMENTATION DATE: September 2014
COURSE REVISED IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: September 2020
(six years after UEC approval) (month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

Table with 3 columns: COURSE NAME/NUMBER (GD 499), FACULTY/DEPARTMENT (Graphic & Digital Design), UFV CREDITS (3). Includes COURSE DESCRIPTIVE TITLE: Directed Study in Graphic and Digital Design II

CALENDAR DESCRIPTION:

This course offers students the opportunity to focus on an area within the discipline of graphic design through self-directed capstone projects and/or experiential learning. Students will demonstrate professional knowledge in visual communication practice by applying a culmination of skills, conceptual abilities, and processes to an industry standard.

PREREQUISITES: 9 credits 300-level GD.
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

SERVICE COURSE TO: (department/program)

TOTAL HOURS PER TERM: 60

STRUCTURE OF HOURS: Lectures: 8 Hrs, Seminar: Hrs, Laboratory: 12 Hrs, Field experience: 12 Hrs, Student directed learning: 28 Hrs, Other (specify): Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course:
Hours per day:

OTHER:

Maximum enrolment: 6
Expected frequency of course offerings: Each semester, on demand (every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) [] Yes [] No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) [] Yes [] No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: [] Yes [X] No

Table with 2 columns: Approver/Committee (Course designer(s), Department Head, Campus-Wide Consultation, Curriculum Committee chair, Dean/Associate VP, Undergraduate Education Committee) and Date approved/meeting (November 1, 2013, November 8, 2013, December 6, 2013, December 6, 2013, January 31, 2014)

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

- define professional goals
- identify opportunities and new visual communication projects that support professional goals
- implement a plan, strategy and schedule for the development of new projects an/or experiential learning (mentorship or internship)
- prepare creative briefs, strategies, and deliverables specific to a specialization (e.g. interactive design, dynamic media, or branding) to industry standards
- demonstrate a culmination of visual communication knowledge, technical skills, design thinking, and professional skills to an industry standard in a professional presentation of project outcomes
- assess visual communications projects and develop comprehensive case studies with evidence-based rationales

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

The course will be supported by weekly consultation with the instructor, industry presentations, guest lecturers, and professional development workshops themed around standards of practice, proposal writing, presentation skills, and case study documentation. Industry mentors may be assigned to individuals depending on the focus of the student proposal. Weekly reporting will require documentation online. Field trips will be scheduled as appropriate to support the course learning outcomes.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Examination(s) Portfolio assessment Interview(s) Other (specify):

PLAR cannot be awarded for this course for the following reason(s): Capstone course

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. An example of texts might be:]*

Taylor, Fig. How to Create a Portfolio and Get Hired: A Guide for Graphic Designers and Illustrators. UK: Laurence King, 2010.
Heller, S. and Teresa Fernandes. Becoming a Graphic Designer: A Guide to Careers in Design. 4th Ed. John Wiley and Sons, 2010.

SUPPLIES / MATERIALS:

Adobe Creative Cloud

STUDENT EVALUATION: *[An example of student evaluation for this course might be:]*

Student proposal: 20%
Mid-term student presentation: 20%
Final student presentation and documented case study: 40%
Participation, reporting and weekly consultation: 20% (Week 4 through 13, 2% per week)

COURSE CONTENT: *[Course content varies by instructor. An example of course content might be:]*

Weeks 1 to 3: Students will develop a proposal for self-directed projects and/or experiential learning.
Weeks 4 to 7: As per the student proposal.
Week 8: Mid-term student presentations.
Weeks 9 to 12: As per the student proposal.
Week 13: Final student presentation of learning outcomes.
Case study documentation of self-directed project and/or experiential learning due.