

GD 3120 - VISUAL SEQUENCING

Credits: 3

In this junior-level course, students will advance their understanding of sequential art concepts and design principles as they research and explore innovative solutions to more complex multi-page visual communication problems. Weekly topics will include conceptual development, storytelling techniques, advanced grid systems, image sequencing, typographic hierarchy, and text/image integration. Upon successful completion of this course, students will demonstrate the ability to develop, design, and produce a fully formed digital/print publication that explores a unique narrative concept.

Prerequisites: GD2100 - Layout Design, GD 2210 - Vector Illustration and GD 2220 - Raster Image Processing

Course Learning Outcomes:	Exceeding	Meeting	Developing	Not meeting	Program Outcomes	Institutional Outcomes
Apply sequential art research and design skills to an effective narrative.	The student's work effectively applies thorough sequential art research and design skills to a fully formed and visually intriguing narrative.	The student's work demonstrates application of sequential art research and design skills to an effective narrative.	The student's work implies application of rudimentary sequential art research and design skills to a partially developed narrative.	The student's work fails to demonstrate an application of sequential art research and design skills to an effective narrative.	GD-1, GD-4, GD-8	Cultural Competence Design Competence Communication Competence Critical Thinking
Create a conceptually-driven, narrative-based "think piece" (experimental book).	The student has created a high concept, narrative-based think piece. Story is intriguing, takes creative risks, and has fully formed characters throughout. The form and style is exceptional, completely in line with the unique concept.	The student has created a conceptually-driven, narrative-based think piece. Story is sensible and functional, with conflict, characters, at least one well-developed protagonist, informative, and story archetype-based — in addition the form and style of the piece needs to matches with the concept.	The student has developed a partially formed narrative project. Written concept provides minimal foundation for design work. Story is somewhat difficult to follow or riddled with plot holes. In addition, the form and style of the piece doesn't fully match with the concept.	The student has failed to create a conceptually-driven, narrative-based think piece. There is little evidence of concept development or backstory. Also the form and style of the piece misrepresents the concept.	GD-1, GD-4, GD-5, GD-6, GD-7, GD-8, GD-9	Cultural Competence Design Competence Communication Competence Critical Thinking
Utilize grid systems, sequencing, typographic hierarchy, and text/image integration.	The student has synthesized the advanced use of grid systems, sequencing, typographic hierarchy, and text/image integration into an exceptionally cohesive final result.	The student has effectively utilized grid systems, sequencing, typographic hierarchy, and text/image integration throughout the project.	The student has implied a developing sense of grid systems, sequencing, typographic hierarchy, and text/image integration.	The student has not utilized grid systems, sequencing, typographic hierarchy, and text/image.	GD-1, GD-5, GD-6, GD-7, GD-8, GD-9	Cultural Competence Design Competence Communication Competence Critical Thinking