ILD 3000 ILLUSTRATIVE DESIGN JUNIOR PORTFOLIO

Credits: 0

Students who have completed over 60 credit hours are required to participate in a mid-career portfolio review before reaching 90 credits. This review is designed to identify students' strengths and weaknesses so that they may address both in their upcoming major coursework.

Prerequisite: Completion of 60+ credits or approval of department Chair

Course Learning Outcomes:	Exceeding	Meeting	Developing	Not meeting	Program Outcomes	Institutional Outcomes
Students demonstrate cultural competencies in the ability to describe and respond to audiences and contexts that communication and design solutions must address.	Students create work that respond to audiences and contexts.	Students analyze audiences and contexts that communication and design solutions must address.	Students can identify audiences and contexts that communication and design solutions must address.	Students cannot identify audiences and contexts that communication and design solutions must address.	ILD-1	Cultural Competence
Students demonstrate cultural competencies in recognizing the physical, cognitive, cultural, and social human factors that shape design decisions.	Students create work that explore the physical, cognitive, cultural, and social human factors that shape design decisions.	Students identify the physical, cognitive, cultural, and social human factors that shape design decisions.	Students are able to describe cognitive, cultural, and social human factors that shape design decisions.	Students cannot describe cognitive, cultural, and social human factors that shape design decisions.	ILD-2	Cultural Competence
Students demonstrate communication competency in the ability to solve communication + design problems.	Students create work that solve communication + design problems.	Students identify communication + design problems.	Students are able to describe communication + problems	Students cannot describe communication problems.	ILD-3	Communication Competence
Students demonstrate communication competency in their understanding of basic business practices, including the ability to organize design projects and to work productively as a member of teams.	Students compose a project plan organizing their design project and dividing work among team members.	Students identify the importance of organizing design projects and working productively as a member of a team.	Students recognize the importance of organizing design projects and working productively as a member of a team.	Students do not recognize the importance of organizing design projects and working productively as a member of a team.	ILD-4	Communication Competence
Students demonstrate communication competency in a strong use and proficiency in storytelling & communication.	Students compose a story communicating an idea through visual design.	Students explain the importance of storytelling and communication in design.	Students comprehend the importance of storytelling and communication in design.	Students do not comprehend the importance of storytelling and communication in design.	ILD-5	Communication Competence
Students demonstrate design competencies in understanding: symbolic representation, principles of visual organization/compositional theory and information hierarchy, and the proper use of typography and its various applications.	Students create work that contains symbolic representation, uses principles of visual organization/compositional theory and information hierarchy, and the proper use of typography and its various applications.	Students analyze work that contains symbolic representation, principles of visual organization/compositional theory and information hierarchy, and the proper use of typography and its various applications.	Students describe work that contains symbolic representation, principles of visual organization/compositional theory and information hierarchy, and the proper use of typography and its various applications.	Students cannot describe work that contains symbolic representation, principles of visual organization/compositional theory and information hierarchy, and the proper use of typography and its various applications.	ILD-6	Design Competence
Students demonstrate design competencies in understanding art and design history, theory and criticism.	Students compose written design briefs that reference design history, theory and criticism.	Students can analyze art and design history, theory and criticism.	Students can describe art and design history, theory and criticism.	Students cannot describe art and design history, theory or criticism.	ILD-7	Design Competence
Students demonstrate design competencies in a strong use and proficiency in media and digital skills, and mechanical skills such as drawing and the use of value and color.	Students create work that has a strong use and proficiency in media and digital skills, and mechanical skills such as drawing and the use of value and color.	Students can identify strong use and proficiency in media and digital skills, and mechanical skills such as drawing and the use of value and color.	Students can identify strong use and proficiency in media and digital skills, and mechanical skills such as drawing and the use of value and color.	Students cannot describe strong use and proficiency in media and digital skills, and mechanical skills such as drawing and the use of value and color.	ILD-8	Design Competence
Students demonstrate design competencies in the ability to create and develop visual form in response to communication problems.	Students design visual solutions to communication problems.	Students identify visual solutions to communication problems.	Students identify communication problems.	Students cannot idenitfy communication problems.	ILD-9	Design Competence
Students demonstrate design competencies in a strong sense of personal style.	Students create work that have a strong sense of personal style.	Students investigate different personal styles.	Students can name a specific personal style.	Students cannot name a specific personal style.	ILD-10	Design Competence
Students demonstrate critical thinking skills in research and information gathering, analysis, generation of alternative solutions.	Students compose a visual solution based on research and information gathering, analysis, and generation of alternative solutions.	Students analyze research and information gathering, analysis, and generation of alternative solutions.	Students can locate research and information gathering, analysis and generation of alternative solutions.	Students cannot locate research and information gathering, analysis and generation of alternative solutions.	ILD-11	Critical Thinking