ILD 4990 SENIOR ILLUSTRATIVE DESIGN GRADUATION PORTFOLIO

The illustrative designer's portfolio of work is the employer's primary tool for assessing the skills and talents of a prospective employee. The portfolio is the art student's most important asset in successfully gaining employment upon graduation. Portfolio class explores these issues as well as what constitutes a professional-looking portfolio, who should see it, and how to arrange appointments. Instructors assist the students in selecting artwork for refinement and inclusion in the portfolio and in assembling the portfolio for maximum effect.

Prerequisites: ILD 4980 - Senior Illustrative Design Seminar

Course Learning Outcomes:	Exceeding	Meeting	Developing	Not Meeting	Program Learning Outcomes	Institutional Outcomes
Develop a complete personal branding system, a printed portfolio, an exhibition display of illustrative design work, a portfolio book and an online digital presence that includes social media.	Students create a branding system, a printed portfolio, an exhibition display of illustrative design work, a portfolio book and an online digital presence that includes social media.	Students determine a branding system, a printed portfolio, an exhibition display of illustrative design work, a portfolio book and an online digital presence that includes social media.	Students can describe what a branding system is along with a printed portfolio, an exhibition display of illustrative design work, a portfolio book and an online digital presence that includes social media.	Students cannot describe what a branding system is along with a printed portfolio, an exhibition display of illustrative design work, a portfolio book and an online digital presence that includes social media.	ILD-1, ILD-2, ILD-3, ILD-4, ILD-5, ILD-6, ILD-7, ILD-8, ILD-9, ILD-10, ILD-11	Cultural Competence, Communication Competence, Design Competence, Critical Thinking
Exercise crucial time management and critical decision-making skills by planning and implementing the final presentation of design work.	Students successfully implement a final presentation of their work.	Students determine what their final presentation of work will be.	Students can identify a plan for their final presentation of work.	Students cannot idenitfy a pla for their final presentation of work.	ILD-4, ILD-11	Communication Competence, Critical Thinking
Solve communication problems through illustrative design.	Students create a successful brand identity using illustrative design practices.	Students analyze communication problems through illustrative design.	Students identify communication problems.	Students cannot idenitfy communication problems.	ILD-3, ILD-5	Communication Competence, Design Competence
Apply research, information gathering and analysis to generate alternative solutions.	Students formulate different alternative solutions before creating their final.	Students analyze different alternative solutions.	Students identify different alternative solutions.	Students cannot identify different alternative solutions	ILD-1, ILD-2, ILD-11	Cultural Competence, Critical Thinking
Create prototypes, apply user testing and evaluate outcomes.	Students create protoypes, apply user testing and evaluate outcomes.	Students identify what prototypes to be made and how to apply user testing to evaluate outcomes.	Students recognize prototypes and how they are applied with user testing.	Students do not recognize prototypes and how they are applied with user testing.	ILD-2, ILD-11	Cultural Competence, Critical Thinking
Describe and respond to the audiences and contexts, which communication solutions must address.	Students design communication solutions that address audience and context.	Students describe audiences and contexts, which communication solutions must address.	Students identify audiences and contexts, which communiation solutions must address.	Students Cannot identify audiences and contexts, which communiation solutions must address.	ILD-1	Cultural Competence
Recognize the physical, cognitive, cultural, and social human factors that shape human decisions.	Students create work that are derived from physical, cognitive, cultural, and social human factors.	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
Create visual form in response to communication problems.	Students design visual work in response to communication problems.	Students identify visual solutions to communication problems.	Students identify communication problems.	Students cannot idenitfy communication problems.	ILD-9	Design Competence
Understand symbolic representation.	Students create work that contains symbolic representation.	Students identify work that contains symbolic representation.	Students understand symbolic representation.	Students do not understand symbolic representation.	ILD-1, ILD-7	Cultural Competence, Design Competence
Apply principles of visual organization/composition and information hierarchy.	Students create work that exemplifies organization/composition and information hierarchy.	Students identify the principles of visual organization/composition and information hierarchy.	Students understand the principles of visual organization/composition and information hierarchy.	Students do not understand the principles of visual organization/composition and information hierarchy.	ILD-6	Design Competence
Apply typography properly in its various applications.	Students design visual solutions with properly applied typography.	Students identify visual solutions with properly applied typography.	Students understand properly applied typography in its various applications.	Students do not understand properly applied typography in its various applications.	ILD-6	Design Competence
Use industry-based tools in the creation, reproduction, and distribution of visual messages.	Students create visual messages using industry-based tools.	Students identify visual messages created using industry-based tools.	Students understand visual messages created using industry-based tools.	Students do not understand visual messages created using industry-based tools.	ILD-9	Design Competence
Examine their position within illustration and design history, theory, and criticism.	Students design work that explores their position within 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

Show basic business practices, including the ability to organize and work productively as a member of a team.	Students create work through organization and working productively as a member of a team.	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
Organize and present a Senior-level portfolio representing program outcomes.	Students create a Senior-level portfolio representing program outcomes.	Students can identify Senior Level work that represents program outcomes.	Students can recognize Senior level work that represents program outcomes.	Students cannot recognize Senior level work that represents program outcomes.	ILD-1, ILD-2, ILD-3, ILD-4, ILD-5, ILD-6, ILD-7, ILD-8, ILD-9, ILD-10, ILD-11	Cultural Competence, Communication Competence, Design Competence, Critical Thinking
Apply storytelling that merges narrative & visual elements at a professional level. Directed to the right audience with clear purpose. The narrative elements are creative, original, easily recognized and understood.	Students create work that merges narrative and visual elements at a professional level.	Students analyze work that merges narrative and visual elements at a professional level.	Students recognize work that merges narrative and visual elements at a professional level.	Students do not recognize work that merges narrative and visual elements at a professional level.	ILD-1, ILD-5, ILD-10	Cultural Competence, Communication Competence, Design Competence
Demonstrate drawing mastery that combines observation and imagination with research to construct expressive images at a professional level.	Students create work with a mastery of drawing.	Students analyze work with a mastery of drawing.	Students recognize drawings that combines observation and imagination with research to construct expressive images at a professional level.	Students do not recognize drawings that combines observation and imagination with research to construct expressive images at a professional level.	ILD-6, ILD-7, ILD-8, ILD-9, ILD-10	Design Competence