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