



GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

Grossmont-Cuyamaca Community College District Articulation Agreement

High School Course	Credits	College Course	Units
Graphic Design II - Intermediate Graphic Design	10	GD-126 Adobe Photoshop Digital Imaging	3

High school(s): Steele Canyon Charter High School | **College:** Cuyamaca College

1. **Course Prerequisites**

Graphic Design I -Intro to Graphic Design

2. **Recommended Preparation**

"B" grade or higher in Graphic Design I

College Articulation Credit

"B" grade or higher in Graphic Design I - Introduction to Graphic Design (both terms)

3. **College Course Description**

Explores capturing, digitizing and editing images. Students will learn to digitize images and use industry standard software (Adobe Photoshop) to edit, manipulate, retouch, enhance and composite digital images. Explores digital workflows, color management, digital effects, and output methods used to achieve the best possible output from digital image files. Emphasis is on meeting aesthetic and technical requirements of the commercial arts and graphic design industry.

4. **Required Content for Articulation**

- 1) Recognize and identify major art and design movements that have influenced graphic design
- 2) Describe the relationship of illustrator to client or designer and goal of meeting the needs of clients
- 3) Identify and apply raster and vector images for illustration
- 4) Identify and apply basic scanning and resolution issues and techniques
- 5) Describe the various forms of illustration required by business
- 6) Describe copyrights as applied to illustration
- 7) Identify and solve illustration design problems
- 8) Evaluate effective illustration solutions
- 9) Utilize the design process of thumbnail sketches, roughs and comprehensive layouts
- 10) Design and produce illustration in various formats
- 11) Create artwork using current illustration techniques
- 12) Apply good craftsmanship in visual presentation
- 13) Establish a professional portfolio

5. Required Competencies (SLOs) for Articulation

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

- 1) Create and import digital images for use in graphic design applications.
- 2) Recognize the relationship between raster and vector images and how they come together in graphic design.
- 3) Perform the set up a digital imaging work environment and manage computer hardware and software.
- 4) Demonstrate how to make intelligent choices regarding appropriate digital color spaces and workflow.
- 5) Apply the set-up of digital files at the proper size and resolution for optimum output.
- 6) Edit, retouch, color correct, enhance and manipulate digital images using industry standard software.
- 7) Generate composite digital images.
- 8) Use digital imagery as a visual communication tool.
- 9) Apply color management to the digital workflow.
- 10) Output predictable digital files to inkjet printers, printing presses and the web.
- 11) Develop digital imagery suitable for portfolio presentation.

6. Assessment Methods

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Participation in class discussions and brainstorming sessions
- 2) Research on historic styles of illustration
- 3) Illustration assignments that evaluate the use of design principles and the design process
- 4) Verbal critiques of student digital illustration projects
- 5) Portfolio review to evaluate the comprehensive presentation of projects

7. RUBRIC: Attached

8. Texts and other supporting materials (software, etc.)

1) Representative examples:

- a. Adobe Illustrator CC Classroom in a Book. B. Wood. Adobe Press, 2015.
- b. Smith. *Photoshop Digital Classroom*. 1st edition. AGI Creative Team, 2013. ISBN-

10:1118639561

c. Adobe Creative Team, *Adobe Photoshop CC Classroom In A Book*. Adobe Press, 2013. ISBN- 10:0-321-92807-5.

d. Supplemental: Software reference manuals as needed

9. Criteria for Course Articulation

- 1) High school and college teachers attend articulation meetings to determine curriculum alignment and articulation competency rubric.
- 2) Student must pass high school course with a grade of "B" or better and have mastered course competencies as identified in the articulation competency rubric.

Agreement was based on Statewide Career pathways Project Template: Yes X No

Name of Template Used: Articulation meeting held: May 17, 2019

Effective date: June 30, 2019 Expiration date: June 29, 2022

High School/CTE/Signatures

Mickey Clausen 6-3-19
 Teacher Date

MICKEY CLAUSEN

Dan Holing 6-3-19
 Principal Date

STEELE CANYON HS
 High School

 Teacher Date

 Teacher (print name)

 Principal Date

 High School

College Signatures

Tom Bugzavich 6/12/19
 Instructor/Division Chair, Cuyamaca Date

Tom Bugzavich
 Instructor/Division Chair (print name)

[Signature] 6-17-19
 Dean of Instruction, Cuyamaca Date

 Instructor/Division Chair, Grossmont Date

 Instructor/Division Chair (print name)

 Dean of Instruction, Grossmont Date

Date: _____

Student Name _____

Graphics Design Project

Name of project: _____

CATEGORY	4 20 Points	3 15 Points	2 10 Points	1 5 Points
Degree of Difficulty	Project demonstrates a high degree of difficulty in techniques/skills.	Project demonstrates some degree of difficulty in techniques/skills.	Project demonstrates little degree of difficulty in techniques/skills.	Project demonstrates no degree of difficulty in techniques/skills.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
Followed Directions/ Met Requirements	Followed all aspects of the directions perfectly. All requirements are met and exceeded.	Followed most of the directions. All requirements are met.	Did not follow all the directions. One requirement was not completely met.	Followed little or none of the directions. More than one requirement was not completely met.

Comments:

Your Portfolio Rubric

Student Name: _____

Date: _____

CATEGORY	4	3	2	1
Body of Work	The portfolio is an accurate and comprehensive representation of the student's body of work.	The portfolio is an acceptable reflection of the student's body of work but needs development.	The portfolio is a poor reflection of the student's body of work in the program.	The student's portfolio is incomplete.
Creativity	The student's portfolio design reflects an exceptional degree of student creativity in organization and/or final product.	The student's portfolio design reflects an acceptable degree of creativity in organization and/or final product.	The student's portfolio design lacks creativity in organization and/or final product.	The student's portfolio design does not meet expectations.
Attractiveness	The portfolio is exceptionally attractive in terms of design, layout, and neatness.	The portfolio is attractive in terms of design, layout, and neatness.	The portfolio is acceptably attractive though it may be a bit messy.	The portfolio is distractingly messy or very poorly designed. It is not attractive.
Graphic Images	Graphic images of work are of exceptional quality throughout the portfolio.	The quality of graphic images is acceptable.	More than half of the graphic images of work are unacceptable.	The quality of graphic images is unacceptable.
File Types	The file types used are appropriate for the portfolio content.	Most of the file types used are appropriate for the portfolio content.	More than half of the file types used are inappropriate for the content.	The file types used are inappropriate for the portfolio content.
Portfolio Planning - Portfolio Goal - Portfolio Worksheet - Organizational Structure - Supporting Documents - Tracking Spreadsheet	Student fully participated in the portfolio planning process. All elements/ documents are of exceptional quality.	Student participated in the portfolio planning process. One or two of the planning elements/ documents were not created.	Student minimally participated in the portfolio planning process. Three or more of the planning elements/ documents were not created.	Student did not participate in the portfolio planning process.
Grammar and Mechanics	There are no grammatical mistakes. Capitalization and punctuation are correct throughout the portfolio.	There is one grammatical mistake. There is one error in capitalization or punctuation.	There are two grammatical mistakes. There are two errors in capitalization or punctuation.	There are three or more grammatical mistakes. There are three or more errors in capitalization or punctuation.
Point to Grade Conversion: 25-28=A; 22-24=B; 19-21=C; 17-18=D; Below 17=F			TOTAL POINTS:	