

## Objective 2.1: Knowledge of the Liberal Arts Course: COMM 345-Visual and Creative Design

Students will possess a broad understanding of how to think about the world, having studied the modes of inquiry characteristic of humanities, mathematics, natural sciences, and social and behavioral sciences.

### Outcomes 2.1-A: Aesthetic Mode of Inquiry

By graduation students will:	Not Proficient	Developing Proficiency	Proficient	Exceeding Proficiency
Identify concepts and characteristics that illustrate their appreciation and interpretation of an artistic work.	Student cannot identify design elements used. Student may use subjective or non-descript terms in evaluation.	Student shows ability to think critically and evaluate a design in depth. Interpretation may be lacking in understanding of fundamentals or use ambiguous terms that do not properly identify concepts.	Student can evaluate artwork using objective interpretation of the use of fundamentals of design.	Student evaluation shows advanced understanding of fundamentals of design. Cognitive, educated articulation of elemental use is applied beyond the expectation of proficiency.
Compose a written work that explores artistic expression by use of critical thinking, analysis, and interpretation of an artistic work.	Student does not show ability to identify key elements, think critically, and/or accurately interpret the design. Work indicates misalignment of the fundamentals of design styles.	Student understands differences in design styles but identification of style, elements, and message may be incorrect or misinterpreted.	Student can identify design style as well as the visual elements that categorize the work. Using critical analysis, the student can interpret messages communicated in the use of elements.	Student engages in extensive critical thinking and analysis. Interpretation exceeds primary application of analytical skills, incorporating understanding of artistic nuance or designation of introspective expressional modes.
Explain how reflection on an artistic work can clarify personal and cultural values, beliefs, and attitudes.	Student does not exhibit understanding of a relationship between design and culture. Student failed to explain or demonstrate relevant connections.	Student can draw basic connections between imagery or visual elements and cultural ideals. Reflection may not reveal full comprehension of either modern or antiquated cultural values, beliefs, and attitudes.	Student draws connections and understands the relationship between design trends and cultural shifts.	Student explains relationship between design and cultural values, beliefs, and attitudes with evidence of extensive knowledge and comprehension of subject-matter as well as relative cultural periods, movements, or events.

**Assignment meeting Outcome 1: Critiques-Students will complete a practical critique of a professional art piece, in which they will utilize objective interpretation of artwork.**

**Assignment meeting Outcome 2: Design Analysis-** Students will choose from a series of advertisements, printed public service announcements, and promotional materials provided by the instructor. Students must identify the design style, the elements that categorize it as such, and interpret the ultimate message of the advertisement through critical thinking and discernment of elements used in a 2-page analysis.

**Assignment meeting Outcome 3: Advertising Update-**Students will choose a vintage advertisement and use research to evaluate what historical values, beliefs, and attitudes are reflected in the design. Students will update the imagery, typography, and message to reflect cultural shifts and illustrate modern cultural values, beliefs, and attitudes. Students will present updated advertisements to class alongside the vintage advertisements and explain elements that have been updated as well as reasoning behind changes made.