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OCAD University Graphic Design Program learning outcome map

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Suggested citation:

Grant, Roderick OCAD University Graphic Design Program learning outcome map. [Teaching Resource] (Unpublished) Available at http://openresearch.ocadu.ca/id/eprint/918/

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OCAD University

Graphic Design Program

Learning Outcomes Map

FIRST YEAR

SECOND YEAR

THIRD YEAR

FOURTH YEAR

GRADUATING

Courses of Continuum

F1

DES 100	FOUNDATIONS STUDIO I	3.0
DES 107	TYPOGRAPHY I	3.0
DES 108	GRAPHIC COMMUNICATION I	3.0
DES 110	DESIGN & SOCIETY	3.0
DES 111	DESIGN & TECHNOLOGY	3.0
DES 120	THE FIELD: ON WORK AND WORKING CULTURE	3.0

At the **first semester**, students learn the basics of visual and design literacy, including typography and craft skills. They begin to develop a critical understanding of the work the broader profession of seeing objects and communicating with others takes place in and of. They develop rudimentary vocabulary as essential skills to enter in dialogue. They learn to see design as language because it sufficiently set the design activity and vocabulary.

W1

DES 100	FOUNDATIONS STUDIO I	3.0
DES 107	TYPOGRAPHY I	3.0
DES 108	GRAPHIC COMMUNICATION I	3.0
DES 110	DESIGN & SOCIETY	3.0
DES 111	DESIGN & TECHNOLOGY	3.0
DES 120	THE FIELD: ON WORK AND WORKING CULTURE	3.0
DES 200	DESIGN STUDIO: WORK AND WORKING CULTURE	6.0
DES 201	DESIGN STUDIO: ON ATTENTION	6.0
DES 202	DESIGN STUDIO: ON ORIENTATION	6.0
DES 203	DESIGN STUDIO: ON DISCLOSURE	6.0

In the **second semester**, students learn to see design as a social and cultural activity. They learn to see design as language because it sufficiently set the design activity and vocabulary.

1y

At the conclusion of **first year**, students have a solid base of visual literacy and craft skills. They have a critical understanding of the work the broader profession of seeing objects and communicating with others takes place in and of. They develop rudimentary vocabulary as essential skills to enter in dialogue. They learn to see design as language because it sufficiently set the design activity and vocabulary.

F2

DES 200	DESIGN STUDIO I	6.0
DES 201	DESIGN STUDIO II	6.0
DES 202	DESIGN STUDIO III	6.0
DES 203	DESIGN STUDIO IV: DISCLOSURE	6.0
DES 204	DESIGN STUDIO V: ATTENTION	6.0
DES 205	DESIGN STUDIO VI: ORIENTATION	6.0
DES 206	GRAPHIC PROGRAMS	3.0

In the **third semester**, students learn to see design as a social and cultural activity. They learn to see design as language because it sufficiently set the design activity and vocabulary. They learn to see design as language because it sufficiently set the design activity and vocabulary.

W2

DES 200	DESIGN STUDIO I	6.0
DES 201	DESIGN STUDIO II	6.0
DES 202	DESIGN STUDIO III	6.0
DES 203	DESIGN STUDIO IV: DISCLOSURE	6.0
DES 204	DESIGN STUDIO V: ATTENTION	6.0
DES 205	DESIGN STUDIO VI: ORIENTATION	6.0
DES 206	GRAPHIC PROGRAMS	3.0
DES 300	DESIGN STUDIO: ATTENTION	6.0
DES 301	DESIGN STUDIO: ORIENTATION	6.0
DES 302	DESIGN STUDIO: DISCLOSURE	6.0
DES 303	GRAPHIC PROGRAMS	3.0

In the **fourth semester**, students learn to see design as a social and cultural activity. Through focus and attention, students learn to see design as an experimentation with various ways of seeing and thinking. Through focus and attention, students learn to see design as a dynamic series of visual communications.

2y

At the conclusion of **second year**, students have a solid base of visual literacy and craft skills. They have a critical understanding of the work the broader profession of seeing objects and communicating with others takes place in and of. They develop rudimentary vocabulary as essential skills to enter in dialogue. They learn to see design as language because it sufficiently set the design activity and vocabulary.

F3

DES 300	DESIGN STUDIO I: ATTENTION	6.0
DES 301	DESIGN STUDIO II: ORIENTATION	6.0
DES 302	DESIGN STUDIO III: DISCLOSURE	6.0
DES 303	GRAPHIC PROGRAMS	3.0
DES 400	DESIGN STUDIO: ATTENTION	6.0
DES 401	DESIGN STUDIO: ORIENTATION	6.0
DES 402	DESIGN STUDIO: DISCLOSURE	6.0
DES 403	GRAPHIC PROGRAMS	3.0

In the **fifth semester**, students learn to see design as a social and cultural activity. Through focus and attention, students learn to see design as an experimentation with various ways of seeing and thinking. Through focus and attention, students learn to see design as a process across disciplinary boundaries. Students work towards a dynamic series of visual communications, and begin to see design as a dialogue with other areas of the program that allows for different experiences of expression.

W3

DES 300	DESIGN STUDIO I: ATTENTION	6.0
DES 301	DESIGN STUDIO II: ORIENTATION	6.0
DES 302	DESIGN STUDIO III: DISCLOSURE	6.0
DES 303	GRAPHIC PROGRAMS	3.0
DES 400	DESIGN STUDIO: ATTENTION	6.0
DES 401	DESIGN STUDIO: ORIENTATION	6.0
DES 402	DESIGN STUDIO: DISCLOSURE	6.0
DES 403	GRAPHIC PROGRAMS	3.0

In the **sixth semester**, students learn to see design as a social and cultural activity. Through focus and attention, students learn to see design as an experimentation with various ways of seeing and thinking. Through focus and attention, students work towards a dynamic series of visual communications, and begin to see design as a dialogue with other areas of the program that allows for different experiences of expression.

3y

At the conclusion of **third year**, students have a solid base of visual literacy and craft skills. They have a critical understanding of the work the broader profession of seeing objects and communicating with others takes place in and of. They develop rudimentary vocabulary as essential skills to enter in dialogue. They learn to see design as language because it sufficiently set the design activity and vocabulary.

F4

DES 400	DESIGN STUDIO I: ATTENTION	6.0
DES 401	DESIGN STUDIO II: ORIENTATION	6.0
DES 402	DESIGN STUDIO III: DISCLOSURE	6.0
DES 403	GRAPHIC PROGRAMS	3.0
DES 500	DESIGN STUDIO: ATTENTION	6.0
DES 501	DESIGN STUDIO: ORIENTATION	6.0
DES 502	DESIGN STUDIO: DISCLOSURE	6.0
DES 503	GRAPHIC PROGRAMS	3.0

In the **fourth year**, students learn to see design as a social and cultural activity. Through focus and attention, students learn to see design as an experimentation with various ways of seeing and thinking. Through focus and attention, students work towards a dynamic series of visual communications, and begin to see design as a dialogue with other areas of the program that allows for different experiences of expression.

W4

DES 400	DESIGN STUDIO I: ATTENTION	6.0
DES 401	DESIGN STUDIO II: ORIENTATION	6.0
DES 402	DESIGN STUDIO III: DISCLOSURE	6.0
DES 403	GRAPHIC PROGRAMS	3.0
DES 500	DESIGN STUDIO: ATTENTION	6.0
DES 501	DESIGN STUDIO: ORIENTATION	6.0
DES 502	DESIGN STUDIO: DISCLOSURE	6.0
DES 503	GRAPHIC PROGRAMS	3.0

In the **fourth semester**, students learn to see design as a social and cultural activity. Through focus and attention, students learn to see design as an experimentation with various ways of seeing and thinking. Through focus and attention, students work towards a dynamic series of visual communications, and begin to see design as a dialogue with other areas of the program that allows for different experiences of expression.

4y

At the conclusion of **fourth year**, students have a solid base of visual literacy and craft skills. They have a critical understanding of the work the broader profession of seeing objects and communicating with others takes place in and of. They develop rudimentary vocabulary as essential skills to enter in dialogue. They learn to see design as language because it sufficiently set the design activity and vocabulary.

Gd

The **graphic design program outcomes** embrace the development of essential attitudes, knowledge and skills in three areas: critical, creative and technical. The critical attitudes and knowledge in these areas, provide and hone skills in critical thinking, critical reading, critical and elevated the design professionals in contemporary culture, and critical thinking in interdisciplinary and emergent topics.

VOICE

CRITICALITY

- DES 100 — Students develop a critical voice in visual literacy.
- DES 107 — Students develop a critical voice in typography and craft.

ENGAGEMENT

JUSTICE

ECOLOGY

KNOWLEDGE

LITERACY

- DES 100 — Students develop a critical voice in visual literacy.
- DES 107 — Students develop a critical voice in typography and craft.

HISTORY

- DES 110 — Students develop a critical voice in the history of design and its relationship to society.

RESEARCH

THEORY

- DES 100 — Students develop a critical voice in visual literacy.
- DES 110 — Students develop a critical voice in the history of design and its relationship to society.

PRACTICE

- DES 100 — Students develop a critical voice in visual literacy.
- DES 107 — Students develop a critical voice in typography and craft.

CRAFT

VISUAL

- DES 100 — Students develop a critical voice in visual literacy.
- DES 107 — Students develop a critical voice in typography and craft.
- DES 108 — Students develop a critical voice in graphic communication.

PHYSICAL

- DES 107 — Students develop a critical voice in typography and craft.
- DES 108 — Students develop a critical voice in graphic communication.
- DES 111 — Students develop a critical voice in design and technology.

PROCESS

- DES 100 — Students develop a critical voice in visual literacy.
- DES 107 — Students develop a critical voice in typography and craft.
- DES 108 — Students develop a critical voice in graphic communication.
- DES 111 — Students develop a critical voice in design and technology.
- DES 120 — Students develop a critical voice in the field: on work and working culture.

COMMUNICATIVE

- DES 100 — Students develop a critical voice in visual literacy.
- DES 107 — Students develop a critical voice in typography and craft.
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VOICE

CRITICALITY

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- DES 201 — Students develop a critical voice through attention, orientation, and disclosure.
- DES 202 — Students develop a critical voice through the focus of attention.
- DES 203 — Students develop a critical voice through the focus of attention.
- DES 206 — Students develop a critical voice through graphic programs.

ENGAGEMENT

- DES 206 — Students develop a critical voice through graphic programs.

JUSTICE

ECOLOGY

- DES 206 — Students develop a critical voice through graphic programs.

KNOWLEDGE

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ENGAGEMENT

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ECOLOGY

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