Credit for Prior Learning: GCIP 141

Students may attain credit for GCIP 141, Photoshop 2, by demonstrating the Learning Outcomes and Objectives for the course have been achieved through prior learning. This document establishes the materials to be provided plus grading criteria of a Project Portfolio demonstrating Outcomes and Objectives have been achieved.

GCIP 141 Student Learning Outcomes

1. At completion of course student will demonstrate an intermediate skill level of blending modes, selective color, masking, transforming, duotone, curves and shapes.
2. The student will have an understanding of perspective and how to apply design to a perspective surface like a billboard.
3. The students will be able to create paths to use for selections or in illustration.

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| GCIP 141 Objective | Evidence to be Provided | Information demonstrated in Project Portfolio and/or personal interviews |
| 1. Demonstrate use of blending modes and perspective to create realistic wrap textures.
 | * Digital or print production of layered Photoshop documents or completed photographic image.
 | * Digital or print production of layered Photoshop documents using blend modes ie. car wraps or building textures.
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| 1. Demonstrated use of Duotone Curves for Print process and logo creation using brush shapes
 | * Knowledge of Printing process using duotone curves. Knowledge of basic logo creation with brushes.
 | * Printed or digital imagery of a print advertisement including a logo.
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| 1. Create a complex masking project with Photorealistic lighting and perspective for composition.
 | * Demonstrated use of color matching and masking to blend objects and fit perspective.
 | * Printed or Digital Imagery of an intermediate photo composition either fantasy or realistic.
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| 1. Use of Paths to create cut out or as selections for illustration and use of shading for depth.
 | * Demonstrate ability to use paths for clipping paths in imagery or use of paths as selections to create an illustration.
 | * A printed or a digital image of clipping paths with text wraps or paths used as selection to color and shade for illustrations like children’s books or Tee shirt designs.
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| 1. Apply basic Advertising techniques for creation of a mailer to reach a defined audience.
 | * Knowledge of Target Marketing and CMYK print production
 | * Provide a verbal or written definition of the audience to be reached with a printed mailer and how to set up print curves for press. Ie. Printed mailer or brochure in CMYK.
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Portfolio Rubric

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| Criteria | Description | Maximum Points per Criteria |
| Criterion #1: Examine and compose evidence of learning | The portfolio demonstrates critical thinking, high level communication skills, is well organized, coherent, and includes college level thinking, writing, and/or speaking.The student demonstrates the listed objectives through print or digital media for their portfolio of work. | 40 |
| Criterion #2: Identify, discuss, and apply learning | Artifacts, exhibits, and other relevant documentation provide evidence of learning.Applied learning can be demonstrated verbally with discussion about projects and how they were completed and examples of the discussed printed or digital material. | 40 |
| Criterion #3: Describe and reflect learning | The student is able to integrate into the portfolio a verbal or written description of audience or target market that they are reaching with the projects in their portfolio. | 20 |

Rubric and Mastery Level

| Category | A, Superior | B, Good | C, Satisfactory | D, Less than Satisfactory | F, Failing |
| --- | --- | --- | --- | --- | --- |
| 1. Examine and compose evidence of learning | The portfolio is well organized with all learning outcomes and course objectives integrated throughout. Written and/or oral communication is composed at a high level demonstrating critical thinking with minimal grammatical errors. | The portfolio is organized with all learning outcomes and the majority of course objectives integrated throughout. Written and/or oral communication is composed at a high level demonstrating good critical thinking skills, but missing some analysis, synthesis, or evaluation, with minor grammatical errors. | The portfolio is organized with all learning outcomes and at least half of course objectives integrated throughout. Written and/or oral communication is composed at a high level demonstrating some critical thinking skills, but missing more than one area of analysis, synthesis, evaluation, with some grammatical errors. | The portfolio lacks organization, has insufficient integration of learning outcomes and the majority of the course objectives are not integrated throughout. Written and/or oral communication is not composed at a high level and lacks skills in analysis, synthesis, and evaluation with grammatical errors at an unsatisfactory level. | The portfolio is unorganized with no evidence of learning outcomes and objectives integrated throughout. Written and/or oral communication is not composed at a high level and critical thinking skills in analysis, synthesis and evaluation are missing, with major grammatical errors. |
| 2. Identify, discuss, and apply learning | The student provided documentation and detailed descriptions of the learning experiences related to each learning outcome demonstrating mastery of the knowledge and skills gained from the course outcomes and provided concrete examples of their application. | The student provided documentation and descriptions of the learning experiences related to each learning outcome demonstrating mastery of the knowledge and skills gained from the course outcomes and provided sound examples of their application. | The student provided satisfactory documentation and descriptions of the learning experiences and related to most of the learning outcomes, demonstrating acquisition of the knowledge and skills gained from the course outcomes with sufficient examples of their application. | The student provided inadequate documentation and descriptions of the learning experiences related to the learning outcomes demonstrating limited knowledge and skills gained from the course outcomes. | The student did not provide documentation and descriptions of the learning experiences related to the learning outcomes, demonstrating minimal knowledge and skills gained from the course outcomes. |
| 3. Describe and reflect learning | The student described in detail an understanding of the learning outcomes with an in-depth reflection of how prior learning experience is related to each outcome and provided concrete examples. | The student described a sound understanding of the learning outcomes and reflected upon how prior learning experiences are related to the majority of the outcomes and provided good examples that were mapped to the outcomes. | The student described a basic understanding of the learning outcomes and included some reflection of prior learning experiences related to the majority of the outcomes and provided some examples. | The student described the learning outcomes but provided inadequate understanding of the learning outcomes, provided minimal reflection of prior learning experience related to the learning outcomes and provided minimal examples. | The student did not provide a description and understanding of the learning outcomes, did not reflect prior learning experience related to the outcomes and provided no examples. |