

Graphic Communications 2

COURSE OUTLINE - UC

DESCRIPTION:

Graphic Communications 2 is the capstone course in the Graphic Production Technologies pathway which builds on the concepts of creating design elements and preparing final documents for printing. Students evaluate customer information, create a graphic communications solution and apply commercial printing skills. In an operational campus-based print shop, students produce hands-on projects involving reading, writing, analytical thinking and creative designs for programs and events in the community and the local school district. Emphasis is placed on the history and artistic origins of graphic communications, workshop supervision and safety, as well as the proper use of hand tools and power equipment. This course is designed to prepare students for an entry-level position in the graphic communications/printing industry. Activities in this course include work-based learning that connects students to industry and the local community. Students must successfully complete Graphic Communications 1 and Graphic Communications 2 for pathway completion and/or articulation.

INFORMATION:

PRE-REQUISITE:	Graphic Communications 1
LENGTH:	One Year
SECTOR:	Manufacturing and Product Development
PATHWAY:	Graphic Production Technologies
ARTICULATED:	No
UC A-G APPROVAL:	Yes: Visual and Performing Arts (F)/Visual Arts

O*NET SOC CODES:

43-5061.00	Production, Planning, and Expediting Clerks
51-1011.00	First Line Supervisors
51-5011.00	Helpers-Production Workers
51.5111.00	Prepress Technicians and Workers
51.5112.00	Printing Press Operators
51-5113.00	Print Binding and Finishing Workers

Orientation
<ul style="list-style-type: none"> A. Introduce the course and facilities. B. Discuss the syllabus and major objectives. C. Explain applicable classroom management procedures, and any operational guidelines. D. Review instructor/student expectations. E. Explain attendance requirements and procedures. F. Review grading and student evaluation procedures. G. Discuss the work-based learning aspect of the program, if applicable. H. Discuss the “next steps” related to additional education, training, and employment. I. Review classroom safety, emergency and disaster procedures.
1. Communication Skills
<ul style="list-style-type: none"> A. Demonstrate positive verbal communication skills using appropriate vocabulary, demeanor, and vocal tone in the classroom and/or worksite. B. Read and interpret written information and directions. C. Practice various forms of written communication appropriate to the occupation. D. Practice positive body language skills. E. Practice professional verbal skills for resolving a conflict. F. Demonstrate active listening skills including techniques for checking for understanding, and for obtaining clarification of directions.
2. Interpersonal Skills
<ul style="list-style-type: none"> A. Demonstrate positive teamwork skills by contributing to a group effort. B. Practice the importance of diversity awareness and sensitivity in the workplace. C. Define sexual harassment in the workplace and identify the employee’s role and responsibility. D. Practice participation skills. E. Identify different personality types and demonstrate flexibility and adaptability working with diverse individuals. F. Practice business and social etiquette skills appropriate to the occupation. G. Evaluate and discuss the role of business and personal ethics in decision making based on various job-related scenarios. H. Demonstrate the use of time management skills.
3. Employability Skills
<ul style="list-style-type: none"> A. Demonstrate appropriate attendance and punctuality practices for the classroom (and worksite, if applicable). B. Prepare a resume, cover letter, and job application. C. Demonstrate interviewing techniques in seeking employment, using appropriate tone, body language and professional dress and

grooming standards.

- D. Identify strategies for employment retention.
- E. Identify and analyze sources of job information, including electronic sources and the impact of social networking on employability.
- F. Identify the need for continuing education, professional development, and professional growth in chosen field.
- G. Identify appropriate procedures for leaving a job.
- H. Review company policies and current trends in employee compatibility screening, drug screening, and background checks.

4. Leadership

- A. Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- B. Work with peers to promote divergent and creative perspectives.
- C. Demonstrate how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
- D. Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- E. Employ ethical behaviors and actions that positively influence others.
- F. Analyze the short-term and long-term effects a leader's actions and attitudes can have on productivity, morale, and organizational culture.

5. Personal and Occupational Safety

- A. Demonstrate procedures to be followed in case of emergencies.
- B. Describe and discuss the procedure for reporting a work-related hazard or injury (worker's comp), including ways to report a potential safety hazard to a supervisor.
- C. Identify and discuss cyber ethics, cyber safety, and cyber security.
- D. Apply personal safety practices to and from the job.
- E. Recognize the effects of substance abuse in the workplace.
- F. Explain the importance of CAL-OSHA in the industry.
- G. Use MSDS sheets to identify potentially hazardous chemicals with their procedures for disposal, and first aid.
- H. Understand the importance of proper maintenance of equipment.
- I. Identify safety hazards commonly found in print/graphic arts lab.
- J. Identify the electrical hazards of working with electrical equipment.
- K. Identify and correct ergonomic concerns as they relate to print graphic arts.

6. Careers in Graphic Communications

- A. Identify multiple industries that use graphic communications.
- B. List job opportunities available in the community.
- C. Research the use of graphic communications in a large company (such as HP, Amazon, etc.).
- D. Apply to training and apprenticeship programs.

- E. Identify professional organizations in the industry.
- F. Prepare a portfolio reflecting employability and professionalism in the profession.

7. Graphic Communications Industry

- A. Describe the evolution of printing.
- B. Identify industries that use graphic communications.
- C. Research historic design of typeface designs.
- D. Discuss the effect of history and artistic styles on typography.
- E. Present the historical significance and cultural importance of a selected art movement.

8. Safety in the Workshop

- A. Define safety rules for working in a print shop.
- B. Demonstrate correct handling of tools and machinery.
- C. Apply rules for safe operation of equipment.
- D. Properly shut down and maintain print shop machines.
- E. Follow Material Safety Data Sheets (MSDS) for equipment and materials.
- F. Maintain a safe working environment.
- G. Practice technical writing.

9. Shop Supervisor & Leadership

- A. Identify the responsibilities and behaviors for leading beginning students in graphic communications program.
- B. Explain and enforce safety practices and protocols.
- C. Demonstrate knowledge and leadership skills while managing projects and guiding students.
- D. Oversee equipment set up and maintenance.
- E. Practice diversity awareness and adaptability while working with teams.
- F. Interpret and follow operating manuals for equipment.

10. Concept Design and Typography

- A. Apply research skills for concept design.
- B. Explain the use of exploratory drawings to visualize ideas.
- C. Explore the design process including rough layouts with type indications.
- D. Use various media software to integrate graphics, text, images and color.
- E. Apply elements and principles of design-to-design projects.

11. Branding
<ul style="list-style-type: none"> A. Discuss the purpose of brands and brand identity. B. Evaluate relevant information from corporate media guides regarding branding. C. Explain the importance of competition in a market economy. D. Explain the importance of fonts and colors of a product to distinguish it from the competition. E. Describe common packaging strategies. F. Discuss the principles, materials, color, and typography of packaging design. G. Research market demographics or target audience for a selected product. H. Design a logo/word mark identity, brand and packaging for a company. I. Create an identity package to effectively communicate the company's message. J. Create a restaurant advertisement (either in print or web).
12. Graphics Composition and Design
<ul style="list-style-type: none"> A. Operate the offset press competently and safely. B. Use correct fountain solutions and inks. C. Run various substrates such as paper, card stock, NCR, envelopes. D. Perform basic maintenance and clean up of equipment. E. Print a two-sided project integrating registration in positioning, positioning on the page and various substrates.
13. Commercial Printing
<ul style="list-style-type: none"> A. Describe commercial printing. B. Compare and contrast the differences between print and digital products. C. Identify the processes involved in assembling and preparing the documents. D. Describe the steps for reproducing on a large scale. E. Differentiate Inkjet vs. digital printing. F. Explore large format printing and other relevant printing technologies. G. Examine the steps for finishing the process including cutting, collating and other final touches. H. Master the steps in the set-up and production process. I. Prepare a design for print.
14. Advanced Projects: Yearbooks and Certificates
<ul style="list-style-type: none"> A. Evaluate customer and project information, asking relevant questions. B. Apply layout design. C. Edit and format pictures using photo editing skills.

- D. Proofread for grammar and messaging.
- E. Apply pagination skills to school yearbooks.
- F. Identify appropriate substrates.
- G. Organize and structure work, individually and in teams, to effectively perform project.
- H. Apply time management and efficiency skills for on time completion.
- I. Estimate costs for materials, labor, and time.
- J. Preflight yearbook for final printing.
- K. Submit to print shop the proper file format for school yearbooks.
- L. Apply commercial printing skills to print certificates.
- M. Package certificates for delivery.
- N. Present work product for critique.

15. Advanced Projects: Posters and Wide Format Banners

- A. Evaluate customer and project information, asking relevant questions.
- B. Apply layout and concept design.
- C. Edit and format pictures using photo editing skills.
- D. Proofread for grammar and messaging.
- E. Apply pagination skills.
- F. Determine end usage: indoor or outdoor.
- G. Identify substrates such as vinyl or paper.
- H. Organize and structure work, individually and in teams, to effectively perform project.
- I. Apply time management and efficiency skills for on time completion.
- J. Estimate costs for materials, labor, and time.
- K. Preflight yearbook for final printing.
- L. Apply commercial printing skills.
- M. Package for delivery.
- N. Present work product for critique.

16. Entrepreneurship

- A. Describe various forms of business entities.
- B. Explore the risks and benefits of entrepreneurship.
- C. Identify start-up costs for a business.
- D. Detail responsibilities for running a business.
- E. Identify entrepreneurial opportunities for graphic communications.

17. Portfolio Design

- A. Develop personal marketing and computer skills by refining your digital portfolio for post-secondary and employment acceptance.
- B. Compile best samples of original works and documents for a variety of purposes, which shows a progression in the acquisition of knowledge and/or skills.
- C. Demonstrate knowledge of competencies through journaling or summary of selected works or documents.
- D. Revise professional resume and cover letter to align with skills and objective statements of the relevant industry.
- E. Dress professionally and practice interviewing techniques using portfolio materials.
- F. Assemble industry and employability documents (resume, cover letter, certifications, recommendation letters, etc.).
- G. Create a "leave behind" book or folder.
- H. Display portfolio materials during a fair, community event, competition, or professional panel review.
- I. Evaluate and utilize feedback to improve portfolio.

18. Certification / Certificate (Optional)

- A. Meet qualifications for Adobe certification.
- B. Participate in SkillsUSA career technical student organization.

Key Assignments

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
1. Students will participate in mock interviews that represent current industry practices (e.g., skills demonstrations, resumes, applications, portfolios, personal websites, etc.).	1A-D, F 2B, D, F, G 3A-C, E, F, H 6A-F 18A-I	1 2 3 4 10	2 3 4 10		LS 1-12.6 SLS 11-12.2
2. Students will gather information from lecture, readings, and research to write a 3-page paper on two major contributors to the history of printing and/or graphic communications industry in general. Students will compare and contrast their contributions, then identify how their involvement impacted modern graphic communications.	1A-C 2D, H 4A-E 7A-E	1 2 4 10	2 4 10	A1.0 A2.0	LS 11-12.3 LS 11-12.6
3. In teams, students will practice technical writing by creating an Instruction Manual or guide (with accompanying graphics/pictures) on how to operate equipment in the workshop safely. Students will pass a safety test. Students will use 8 th grade vernacular to make it easy for beginning graphic communications students and school visitors to understand workshop safety.	1A-C 2D 4B, C, E 5A, D, F-H 8A-G 9A-F	1 2 4 9 10	2 4 9 10	A1.0 A2.0 A7.0	LS 11-12.3 LS 11-12.6
4. Students will research how concept design is applied in the industry and develop a digital brochure highlighting the features and benefits of a specific cell phone.	1A-C 2A, D 4B, C, E 10A-E 11G, H	1 2 9 10 11	2 4 5 9 10	A1.0 A2.0 A3.0 A6.0	LS 11-12.3 LS 11-12.6 RSIT 11-12.7 WS 11-12.3 WS 11-12.6 WS 11-12.7

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
<p>5. Students will create a brand and design a menu and advertisement for their own restaurant, or redesign them for a local restaurant, using branding skills learned in this unit. Students will research their restaurant's market segment and target audience using reliable digital sources. Students will present their menu and advertisement digitally, or in print and may share them with local restaurant owners or managers.</p> <p>Students will then write a 500-word reflection explaining:</p> <ul style="list-style-type: none"> • Why they chose the restaurant • What are the estimated startup costs • The risks and benefits of ownership • How their menu sets the restaurant apart from competitors 	1A- F 2D 4B, C, E 9A-F 10A, D, E 11A-J 13H, I 16A-E	1 2 4 5 7 9 10	2 4 5 7 9 10	A1.0 A2.0 A3.0 A6.0 A7.0	LS 11-12.3 RSL 11-12.4 WS 11-12.6
<p>6. Students will redesign an existing product box, such as a cereal box. Students will research the product and brainstorm ideas, then redesign and construct all four panels of the box and present to class.</p>	1A-C, E, F 2A, D 4B, C, E 9A-F 10A, D, E 11G, H 12A-E 13H, I	1 2 4 5 9 10	2 4 5 9 10	A1.0 A2.0 A3.0 A6.0 A7.0	LS 11-12.3 LS 11-12.6 G-GMD5
<p>7. Students will design a newsletter highlighting a faculty/staff member, emailing the final product to their subject.</p>	1A-D 2A, D 4B, C, E 10A, D, E 11G-I 13H, I	1 2 4 5 7 8 10	2 4 5 7 8 10	A1.0 A2.0 A3.0	LS 11-12.3 LS 11-12.6 SLS 11-12.1d WS 11-12.3 WS 11-12.6 WS 11-12.7

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
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<p>8. Students will apply concept design to design and produce posters and wide format banners for use at various events by various organizations, departments and programs in the school or community (such as fire department). Students will print and package for delivery to the customer.</p> <p>Students will then present their work product to an independent panel (their classmates) for critique, then reflect on the critique in their journal.</p> <p><i>(Students will use journal entries as a resource to document critiques from classmates, comprehend how they have progressed, reflect on teamwork / leadership skills, as well as work ethics, attitudes, beliefs, and motivations.)</i></p>	1A-D 2D 4B, C, E 9A-F 10A, D, E 11G, H 13A-I 15A-N	1 2 4 9 10	2 4 9 10	A1.0 A7.0	LS 1-12.6 SLS 11-12.2
<p>9. Students will develop yearbooks for the local elementary school and certificates for the school district. Students will proofread for correct grammar, layout and messaging, then save project in a file format or print for delivery to customer.</p> <p>Students will then present their work product to an independent panel (their classmates) for critique, then reflect on the critique in their journal.</p> <p><i>(Students will use journal entries as a resource to document critiques from classmates, comprehend how they have progressed, reflect on teamwork / leadership skills, as well as work ethics, attitudes, beliefs, and motivations.)</i></p>	1A-F 2D-H 4B, C, E 9A-F 10A, D, E 11G, H 13H, I 14 A-N	1 2 3 9 10	2 4 5 9 10	A1.0 A3.0 A6.0	LS 11-12.6 WS 11-12.3 WS 11-12.6
<p>10. Students will pass tests and/or complete projects to obtain certificate or certification.</p>	1A-C 2D 18A-B	1 5	2 5	A1.0 A3.0	LS 1-12.6 SLS 11-12.2

Standards Assessed in this Program

Career Ready Practices

1. Apply appropriate technical skills and academic knowledge.
2. Communicate clearly, effectively, and with reason.
3. Develop an education and career plan aligned to personal goals.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Practice personal health and understand financial well-being.
7. Act as a responsible citizen in the workplace and the community.
8. Model integrity, ethical leadership, and effective management.
9. Work productively in teams while integrating cultural/global competence.
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.
12. Understand the environmental, social, and economic impacts of decisions.

Anchor Standards

2.0 Communications

- Acquire and use accurately sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

- Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

- Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the sector workplace environment.

5.0 Problem Solving and Critical Thinking

- Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

- Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the sector workplace environment.

7.0 Responsibility and Flexibility

- Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

- Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

- Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution.

10.0 Technical Knowledge and Skills

- Apply essential technical knowledge and skills common to all pathways in the sector following procedures when carrying out experiments or performing technical tasks.

Pathway Standards

Manufacturing and Product Development-Graphic Production Technologies Pathway

- A1.0** Apply the basic graphic design principles to achieve effective visual communication.
- A2.0** Demonstrate an understanding of the psychology of color and color theory as it relates to visual communication.
- A3.0** Apply graphic design software and desktop publishing as a means of creating effective communication.
- A4.0** Demonstrate technical illustration and vector drawing skills.
- A5.0** Adhere to the prepress process and procedures required to reproduce single color and multicolor printing.
- A6.0** Apply the processes and procedures involved in producing image files for the reproduction of single color and multicolor products.
- A7.0** Develop a proficiency in applying the processes and procedures required for the reproduction of printed products and the image transfer process.
- A8.0** Understand various binding and finishing processes.

Common Core State Standards

ENGLISH LANGUAGE ARTS

Language Standards

LS 11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LS 11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the (career and college) readiness level, demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Literature

RSL 11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

Reading Standards for Information Text

RSIT 11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Speaking and Listening Standards

SLS 11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions, and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SLS 11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SLS 11-12.1d: Respond thoughtfully to diverse perspectives, synthesize comments, claims and evidence made on all sides of an issue, resolve contradictions when possible, and determine what additional information or research is required to deepen the investigation or complete the work.

Writing Standards

WS 11-12.3: Write narratives to develop real or imaged experiences or events using effective technique, well-chosen details, and well-structured event sequences.

WS 11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments and information.

WS 11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WS 11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.

MATHEMATICS:

Geometry - Geometric Measurement and Dimensions

G-GMD 5: Determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.

SCIENCE:

Crosscutting Concept

CC 3: Scale, proportion, and quantity

CC 5: Energy and matter: Flows, cycles, and conservation

Physical Science

PS 1.B: Chemical Reactions