



Magazine feature special section.

[On Readability]

“When it comes to handling text, I like to challenge the reader a bit, but I know enough to back off when you really want people to read it.”

• Michael Mabry,
Designer

[Class Schedule]

Week 1:

Monday • Aug. 26

Getting to know each other: About the class; the syllabus; class professionalism

Developing visual awareness: What is graphic design? What do designers do?

Reading assignment: Class Syllabus; Arntson, Chapters 1 & 2

Wednesday • Aug. 28

Major Project 1 Discussion: organizing information in resumes, wordmarks | project expectations | project brief | getting started

Information on the class blogging site; class pictures

Reading assignment: Handouts on blogging;

Assignment: bring a printout of your resume information to next class in whatever software you have a copy

Week 2:

Monday • Sept. 2 {No class; Labor Day holiday}

Wednesday • Sept. 4

Finish Project 1 discussion; Q & A; Kelly Brown from the CDC will provide suggestions for writing coherent, comprehensive and effective resumes

The process of creating your resume: design spaces defined: margins, grids

Reading assignment: Arntson, Chapter 4

Week 3:

Monday • Sept. 9

You want me to read that? Making type readable and legible; factors that affect content retention and interest; the structure and anatomy of type

Reading assignment: Lupton, “Text”

Wednesday • Sept. 11

Typography fundamentals: principles, rules and professional uses

Reading assignment: Arntson, Chapter 6; Lupton, “Letter”; blog posts

Week 4:

Monday • Sept. 16

Project 2 Discussion of poster design for a not-for-profit client | project expectations | project brief

Project 1 reminders for next week’s resume assignment deadline

Reading assignment: Arntson, Chapter 3; assignment handouts; blog posts [

Wednesday • Sept. 18

Major Project 1 Due: Resume with typographic wordmark; peer critiques; class vent (comment) sheets]

(Full redos allowed on project 1, due one week after marked projects returned)



Advertising design.

[Thinking Visually]

“People who don’t think verbally don’t think visually either. Designers who are truly visual know that words are not just things to be seen, they are things to see with.”

• Ralph Caplan,
Author, “By Design”

Week 5:

Monday • Sept. 23

Getting creative: What makes something creative? Strategies for creativity and idea generation for poster design using gestalt principles and semiotic strategies

Reading assignment: Arntson, Chapter 5; blog posts

Wednesday • Sept. 25

Effective branding; What works and how it does it; incorporating logos into designs; cultural and gender representation in logo images

Reading assignment: Arntson, Chapter 3

Week 6:

Monday • Sept. 30

Effective visual strategies for poster designs; working in two dimensions

A winning personality! Display type as the visual voice of the poster design; strategies for creating contrast in type for poster design

Reading assignment: Assignment handouts

Wednesday • Oct. 2

Effective use of color in design; color meaning and cultural influences; color theories in practice

Reading assignment: Arntson, Chapter 8; blog posts

Week 7: {Mid-term week; mid-semester reports}

Monday • Oct. 7

Major Project 3 brief discussion | Website design | project expectations | project brief

Reading assignment: Arntson, Chapter 9, 10; blog posts

Wednesday • Oct. 9

[Major Project 2 Poster design presented in class; peer critiques; class vent sheets; return of resume projects and discussion of redos]

Reading assignment: Arntson, Chapter 5

Week 8:

Monday • Oct. 14

The design and interactivity of effective not-for-profit website designs; project Q & A

Reading assignment: Handouts; blog post

Wednesday • Oct. 16

Grids and organization of information in Interface design using grid systems; effective use of content, color and navigation in not-for-profit sites

Reading assignment: Handouts, Lupton, “Grid”; blog posts

Week 9:

Monday • Oct. 21

Continued discussion of the web design project; Setting up the Photoshop document; effective typography for the web

Reading assignment: Arntson, Chapter 7; blog posts



Event design.

[Assignment Checklist]

- Major Project 1 A: Resume with wordmark (first turn-in; not graded):
Wednesday, Sept. 18
- Major Project 1 B (15%): Resume with wordmark (final copy):
Wednesday, Oct. 16
- Major Project 2 (20%): Poster design:
Wednesday, Oct. 9
- Major Project 3 (20%): Website design:
Wednesday, Oct. 30
- Major Project 4 (25%): Tablet magazine design:
Thursday, Nov. 20
- Completion of lab (5%):
End of the semester
- Class blog (10%):
End of the semester
- Class participation and professionalism (5%):
End of the semester

Wednesday • Oct. 23

Strategies for using visuals in design: Photography and illustration in storytelling
Reading assignment: Arntson, Chapter 10 (review); blog posts

Week 10:

Monday • Oct. 28

Major Project 4 discussion: Magazine tablet design | project expectations | project brief

Reading assignment: Assignment handouts

Wednesday • Oct. 30

[Major Project 3 Website Design Projects presented in class; peer critiques; class vent sheets; return of poster projects and discussion of redos]

Major Project 4 discussion: Magazine tablet design | project expectations | project brief

Reading assignment: Assignment handouts

Week 11:

Monday • Nov. 4

Photography and illustration: single images, dominance, packages, stories; legal and ethical considerations in photo use and representation; stock photography: obtaining images for use

Reading assignment: Arntson, Chapter 10 (review); blog posts

Wednesday • Nov. 6

Magazines and typography; the role of style sheets and libraries; display and dek headlines; text type for mobile and tablet design

Reading assignment: Handouts; blog posts

Week 12:

Monday • Nov. 11

Discussion of magazine grid and layout; grids and margins revisited
Finding large images; sourcing images for use

Reading assignment: Handouts

Wednesday • Nov. 13

Design: The role of alternative story forms in design: W/E/D; short-form visual story-telling; interactivity and use

Creativity in visual/verbal applications for magazine design

Reading assignment: Arntson, Chapter 10

Week 13:

Monday • Nov. 18

Design: Making sure the details are designed; a checklist for the project including proper printing and mark-ups; file packaging for interactivity

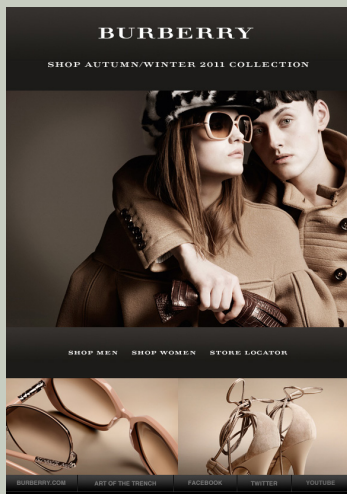
Reading assignment: Blog posts

Reading assignment: Arntson, Chapter 10; blog posts

Wednesday • Nov. 20 {Last class before Thanksgiving break, Nov. 25-29}

[Major Project 4 Magazine/iPad design due; peer critiques; class vent sheets; return of web design project and discussion of redos]

Reading assignment: Blog posts



Corporate e-mail blast.

[On Design]

“Many desperate acts of design (including gradients, drop shadows, and the gratuitous use of transparency) are perpetuated in the absence of a strong concept. A good idea provides a framework for design decisions, guiding the work.”

• Noreen Morioka,
Designer

Week 14:

Monday • Dec. 2

A brief discussion of the past and future of design: a short primer from traditional printing techniques to multimedia, mobile and e-commerce delivery

Wednesday • Dec. 4 {Last class; no final meeting time beyond this day}

GRAPHICS JEOPARDAY! A team quiz on all things graphic; open book and notes with team prizes

Return of Tablet design projects; discuss revisions and due dates for redos; class wrap-up

Wednesday • Dec.11 {Redo deadline}

Redo of Tablet project due for those whose projects were returned Dec. 4

Grading Expectations: GRA 217

The following are general grade guidelines governing the quality of work and professional decorum with which you conduct yourself. Grades are earned on the basis of *results achieved, not necessarily effort expended*.

A = Exceptional, professional-quality work

Evaluation criteria include:

- Attend class consistently and on time
- Prepared for class consistently
- Meet deadlines consistently
- Meet deadlines despite production difficulties
- Readily accept and apply constructive criticism
- Listen well and contribute thoughtfully to class discussions without distractions
- Participate cooperatively and productively in and outside of class
- Face challenges willingly and take risks when necessary for creative growth
- Demonstrate high-end execution and craftsmanship in final produced pieces
- Show consistent documentation of work and process (sketching, drafts)
- Meet all requirements for projects and deliverables
- Demonstrate and apply knowledge from assigned readings through exercises, blog posts and rationales
- Sustain consistent effort throughout the semester
- Demonstrate substantial improvement over time

B = Above average, quality work

Evaluation criteria include:

- Attend class consistently and on time
- Show usual preparation for class
- Meet deadlines
- Meet deadlines despite production difficulties
- Accept and apply constructive criticism
- Listen well and occasionally contribute thoughtfully to class discussions
- Participate cooperatively and productively in and outside of class without distractions
- Face challenges willingly and take occasional risks when necessary
- Demonstrate above-average execution and craftsmanship in final produced pieces
- Show most documentation of work and process (sketching, drafts)
- Meet most requirements for projects and deliverables
- Demonstrate and apply knowledge from assigned readings through exercises, blog posts and rationales
- Make consistent effort throughout the semester
- Demonstrate some improvement over time

C = Average, competent work

Evaluation criteria include:

- Attend class consistently and usually on time
- Show some preparation for class
- Meet most deadlines
- Make good faith effort to meet deadlines despite production difficulties
- Show acceptance and application of constructive criticism
- Listen and contribute thoughtfully to class discussions with some distraction

- Participate cooperatively and productively in and outside of class
- Show some willingness to face challenges and take risks when necessary
- Demonstrate average execution and craftsmanship in final produced pieces
- Show some documentation of work and process (sketching, drafts)
- Meet most requirements for projects and deliverables
- Show some demonstration and application of knowledge from assigned reading through exercises, blog posts and rationales
- Expend moderate effort throughout the semester
- Show some improvement over time

D = Work that falls short of expectations

Evaluation criteria include:

- Attend class inconsistently and not always on time
- Unprepared for class
- Rarely meet deadlines
- Failure to return to deadline schedule despite production difficulties
- Rarely accept or apply constructive criticism
- Listen and contribute to class discussions only on occasion
- Participate cooperatively and in and outside of class on occasion
- Fail to face challenges or take risks when necessary
- Show only average execution and craftsmanship in final produced pieces
- Show only occasional documentation of work and process (sketching, drafts)
- Meet some requirements for projects and deliverables
- Rare demonstration and application of knowledge from assigned reading through exercises, blog posts and rationales
- Moderate effort throughout the semester
- Demonstrates a lack of improvement over time

F = Unacceptable

Evaluation criteria include:

- Miss class consistently and rarely on time
- Unprepared for class
- Failure to meet deadlines
- Failure to return to deadline schedule despite production difficulties
- Unwilling to accept and apply constructive criticism
- Inattentive and contribute negatively to class discussions
- Uncooperative and counter-productive in and outside of class
- Unwilling to face challenges and take risks when necessary
- Unacceptable execution and craftsmanship in final produced pieces
- Failure to show documentation of work and process (sketching, drafts)
- Failure to meet requirements for projects and deliverables
- Little to no demonstration and application of knowledge from assigned reading through exercises, blog posts and rationales
- Little to no effort throughout the semester
- Little to no improvement over time

Credits: Adapted from the Salt Institute for Documentary Studies



Magazine cover design.

[Getting to know me:]

My name is: _____

My hometown: _____

My major: _____

I enjoy doing this in my spare time:

I have knowledge of this design software and level of knowledge:

Adobe InDesign Fundamental Advanced (don't need lab)

Adobe Photoshop Fundamental Advanced (don't need lab)

Adobe Illustrator Fundamental Advanced (don't need lab)

Others (list):

Something unique and interesting about me:

A physical characteristic that will help identify me:

What I hope to get out of this class; how I think it will help me in my career:-
