SYLLABUS: GD 200-601

GRAPHIC DESIGN 1

LAST EDITED MARCH 27, 2017

THE SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE THROUGHOUT THE QUARTER.

FOR OFFICIAL ASSIGNMENTS, CRITERIA, DUE DATES AND MORE, CHECK POSTINGS ON D2L THROUGHOUT THE QUARTER.

CLASS INFO:

Winter 2017
Section: 601
M/W 1:30-3 PM
14EAS00213 (Loop Campus)
11 weeks/4 units
Your exam is on June 07, 2017, from 11:30 AM to 1:45 PM

Instructor: Heather Quinn
hquinn2@depaul.edu
Office: CDM 503
Office Hours: Monday and Wednesdays 12-1:30pm

IMPORTANT DATES:

https://offices.depaul.edu/oaa/academic-calendar/Pages/Full-Year-2016-2017.aspx

March 27, 2017	Begin SP2017 Day & Evening Classes
March 31, 2017	Last day to add (or swap) classes to SP2017 schedule
April 7, 2017	Last day to select pass/fail option for SP2017 classes
April 8, 2017	Grades of "W" assigned for SP2017 classes dropped on or after this day
May 29, 2017	Memorial Day – University officially closed
June 2, 2017	End Classes
June 3, 2017	Begin Exams

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COURSE DESCRIPTION

Graphic design 1 introduces the world of graphic design in a social and historical context. Methodologies of research and problem solving will be examined, with an emphasis on the role of analysis, conceptual thinking and visual production as the primary tasks of the graphic designer. The materials and techniques of two dimensional design will be taught and incorporated into class projects. Projects will combine words, images and graphic elements to create meaningful solutions that give your audience new understanding and experiences.

LEARNING DOMAIN DESCRIPTION

Graphic design 1 (gd200) is included in the Liberal Studies program as a course with credit in the Arts and Literature domain. Courses in the Arts and Literature domain ask students to extend their knowledge and experience of the arts while developing their critical and reflective abilities. In these courses, students interpret and analyze particular creative works, investigate the relations of form and meaning, and through critical and/or creative activity, come to better understand the original audience that witnessed a work of art and how its meaning and significance changes over time. These courses focus on works of art or literature, however the process of analysis may include social, cultural, and historical issues. Genres covered in this domain include literature, the visual arts, media arts, the performing arts, music, and theater.

LEARNING OUTCOMES
Students will be able to:
• Explain, in well-written prose, what a work of art is about and/or how it was produced
• Articulate and explain the "content" of that work and/or its methodology of production.
• Comment on the relationship between form and content in a work.
• How does the 14-line sonnet both enable and inhibit its practitioner, for example?
• What are the generic expectations of a particular form?
• How does an artist complicate, enrich, or subvert such expectations?
• Assess the formal aspects of their subject and put those qualities into words, using, when appropriate, specialized vocabulary employed in class and readings.
• Contextualize a work of art.
• Do so with respect to other works of art in terms of defining its place within a broader style or genre.
• Contextualize a work of art in terms of contemporaneous aesthetic, social, or political concerns, discussing how these might shape the work's reception and how that reception might differ amongst various peoples and historical periods.

WRITING EXPECTATIONS
• A minimum of 5 - 7 pages of writing for courses in the Arts and Literature domain (including studio courses) is required.

HOW LEARNING OUTCOMES WILL BE MET
In the context of this class, design is about communicating to diverse and specific audiences. Design utilizes different rhetorical strategies and the study of such strategies constitutes a major focus of the class. The goals of design are to inform (e.g., directions to the airport), educate (e.g., learning how to read), persuade (e.g., support a specific candidate or belief system), or take action (the act of voting or buying a product). This course will deliver a design history experience through readings, discussion, lectures, activities, and creative projects.

Students are required to:
• Submit seven research papers about important moments in design history (1400-2800 words total). Each assignment asks the student to select a design piece from a specific period, analyze it formally, and discuss the historical/political circumstances in which it was made.
• Participate in weekly group critiques.

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OBJECTIVE

The goals of the class will be to learn what it means to create well crafted design elements and to combine those elements into compositions that clearly communicate the ideas expressed in the content. In successful design, the visual composition of a piece should always reflect and support the underlying idea, not obscure or ignore it.

• Conceptual, logical, visual and critical thinking within research-driven design projects
• Pre-planning, sketchbook renderings and preliminary visualization before implementation
• Composition and manipulation of type and image elements
• Basic layout and compositing with Illustrator, Photoshop, and InDesign
• Hand skills and craftsmanship
• Verbal, Written, and Visual presentation of your work

The structure of this course is designed to foster a strong work ethic and sense of self initiative. We will split class time between lectures/demos, workshops/in-class work, and various forms of individual and group critique. There will be studio projects and different amounts of in-class and outside work time in regard to production. Please be sure to stay on top of your work.

PREREQUISITES

GD 105, Art 105, Ani 105 or GPH 211. Knowledge of the Macintosh operating system is essential for success in this course.

TURNING IN YOUR WORK

Post your homework to D2L only as pdf files.
Do not post native application files such as .ai, .indd, or .psd.
Name your files using: LastName-FirstName-AssignmentName_Version#.pdf
To make sure a file successfully uploaded, you may want to download it to your computer and re-open it after posting. If this results in success, you'll know it uploaded correctly in the first place!

BASIC MATERIALS
Sketch Book (at least 8.5x11)
Post-It Notes (at least 4 colors, standard size)
Pencils, Pens (for sketching)
Exacto knife
Ruler
Digital Camera/iPhone camera (a basic one is fine)

SOFTWARE/TECH
Microsoft Office
Adobe CS
External hard drive/flash drive

READING MATERIALS AND GENERAL TO-DO'S
A short list of both required and recommended texts and resources:
The following texts and resources will be helpful to you as you go through
the quarter.
Graphic Design: The New Basics (required text)
Ellen Lupton and Jennifer Cole Phillips, 2008. Princeton Architectural Press

Eye Magazine (both printed and online)
http://www.eyemagazine.com

Design Observer
http://designobserver.com/

The Daily Heller
http://imprint.printmag.com/daily-heller/

DePaul Graphic Design mailing list
To sign up, visit http://mailman.depaul.edu/mailman/listinfo/design

Always bring supplies to every class
We will need a few additional supplies throughout the quarter

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LECTURES DELIVERED WEEKLY THROUGHOUT QUARTER

WEEK 01
Overview

WEEK 02
Illustrator Demo
Figure/Ground/Scale/Framing/Rhythm/Balance
Critique Process and Overview

WEEK 03
Abstraction

WEEK 04
Collage

WEEK 05
Typography

WEEK 06
Typography Details

WEEK 07
No Lecture/Studio Time

WEEK 08
No Lecture/Studio Time

WEEK 09
Marrying Type and Image

WEEK 10
Simplicity

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READING, THE NEW BASICS

WEEK 01
Chapter 1, Point, Line, Plane

WEEK 02
Rhythm & Balance
Scale
Gestalt Principals
Framing

WEEK 03
—

WEEK 04
Layers
Texture

WEEK 05
Modularity

WEEK 06
Hierarchy/Grid

WEEK 07
—

WEEK 08
Rules and Randomness

WEEK 09
—

WEEK 10
—

WRITING

WEEK 01
Egyptian Hieroglyphs and the
Birth of Visual Communication

WEEK 02
The Gutenburg Press and Aldus
Manitius

WEEK 03
Art Noveau & William Morris

WEEK 04
Dada and the Dawn of a Modern Design Aesthetic

WEEK 05
Jan Tschichold and the Evolution of Modernism

WEEK 06
Paul Rand and the Swiss Style

WEEK 07
Psychedelic Movement and Pop
Art

WEEK 08
Emigre Magazine and the
Macintosh

WEEK 09
—

WEEK 10
—

DESIGN

WEEK 01
Abstract Geometry

WEEK 02
Design Principals

WEEK 03
Word Meaning

WEEK 04
Collage Series

WEEK 05
Record cover

WEEK 06
Record cover

WEEK 07
Record cover

WEEK 08
Book Cover

WEEK 09
Book Cover

WEEK 10
Book Cover

CHANGES TO SYLLABUS

This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class, posted under Announcements in D2L and sent via email.

ONLINE COURSE EVALUATIONS

Evaluations are a way for students to provide valuable feedback regarding their instructor and the course. Detailed feedback will enable the instructor to continuously tailor teaching methods and course content to meet the learning goals of the course and the academic needs of the students. They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student's identity. Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. Students complete the evaluation online in CampusConnect.

ACADEMIC INTEGRITY AND PLAGIARISM

This course will be subject to the university's academic integrity policy. More information can be found at http://academicintegrity.depaul.edu/. If you have any questions be sure to consult with your professor.

ACADEMIC POLICIES

All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the University Academic Calendar. Information on enrollment, withdrawal, grading and incompletes can be found at: http://www.cdm.depaul.edu/Current%20Students/Pages/PoliciesandProcedures.aspx

STUDENTS WITH DISABILITIES

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) at: csd@depaul.edu.

Lewis Center 1420, 25 East Jackson Blvd.

Phone number: (312)362-8002

Fax: (312)362-6544

TTY: (773)325.7296

ATTENDANCE

Students are expected to attend each class and to remain for the duration. Coming 15 minutes late or leaving 15 minutes early constitutes an absence for the student. The overall grade for participation drops one-third after any absence. Three absences for any reason, whether excused or not, may constitute failure for the course.

CLASS DISCUSSION

Student participation in class discussions will be measured in two ways. First, students are highly encouraged to ask questions and offer comments relevant to the day's topic. Participation allows the instructor to "hear" the student's voice when grading papers and projects. Secondly, students will be called upon by the instructor to offer comments related to the reading assignments and projects. Students must keep up with the reading to participate in class discussion.

ATTITUDE

A professional and academic attitude is expected throughout this course. Measurable examples of non-academic or unprofessional attitude include but are not limited to: talking to others when the instructor is speaking, mocking another's opinion, cell phones ringing, emailing, texting or using the internet whether on a phone or computer. If any issues arise a student may be asked to leave the classroom. The professor will work with the Dean of Students Office to navigate such student issues.

CIVIL DISCOURSE

DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be Socially Responsible Leaders. It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student's ability to be successful in the course. The professor will partner with the Dean of Students Office to assist in managing such issues.

CELL PHONES/ON-CALL

If you bring a cell phone to class, it must be off or set to a silent mode. Should you need to answer a call during class, students must leave the room in an undisruptive manner. Out of respect to fellow students and the professor, texting is never allowable in class. If you are required to be on call as part of your job, please advise me at the start of the course.

GRADES

Grades are a reflection of the effort put forth as stated below. I do not look for perfection or the best final projects. I look for students who take risks, keep exploring, try new things and go back and improve projects after we review them. I want my students to develop a love and a passion for user experience and web design The course is meant to inspire you to look at the web in new ways. I expect you to work hard.

GENERAL GRADING POLICIES:

Participation, In-Class Attitude/Attendance
Everyone should participate in each class. Not everyone is the best presenter, however its important to become comfortable speaking in a group and communicating.

Homework Assignments
Have your homework completed at the start of class. Process, research and discovery are as important as the final result(s). While not required, it is recommended that you keep a sketchbook/process book during the quarter.

Projects (Design and Craftsmanship)
Have your assignments complete and take risks. I'd rather see you try something new and fail than have a perfect project. Work on your craft. You need to develop a steady hand and an eye for detail.

Quiz's/Exam
Covers what we learn in class lectures and through projects.

HOW YOU ARE EVALUATED:
15% In-class participation and engagement
10% Ongoing studio exercises
50% Assigned Projects
25% Research writing assignments

Thoughtful participation in group discussions, the presentation of assignments when asked, and attendance all count towards an individual's "class participation," a factor in the student's final grade. This can not be made up after the fact due to an absence, as it required physical presence in the classroom.