

Shiro Akiyoshi
312.362.5934
sakiyosh@cdm.depaul.edu

Office: Daley 200D
Hours: MW 10:30-11:30, TTH 11:00-12:00

COURSE DESCRIPTION

This course explores word and image in content and form. Analysis of meaning, structure, and communication to specific audiences is studied. Readings, design and writing projects in commercial graphic design and fine arts comprise the content of the course. Projects are graphic and expressionist in nature, structured to emphasize the relationship between form and content. Content is largely based on the student's own research and writing. This is a lecture discussion class.

PREREQUISITES

GD200, GD230

LEARNING GOALS

Upon completion of this course, students will be able:

- to define, design and solve problems
- to research historical and cultural contexts from which to work
- to develop methods of designing solutions
- to experiment with alternative design solutions
- to articulate and present their design solutions
- to give form to culture
- to design for the real world incorporating a design loop of feedback and refined solutions
- to be aware of the need to design a better world
- to author own projects
- to collaborate
- to find one's own research design process and individual voice

WHAT WE WILL DO

- Reading and discussion
There will be reading assignments on design theory, existing design
- Class work
Much of your work will be conducted outside the class, especially idea development, content development, planning and sketching. You are responsible for the time-management necessary to ensure that you have computer time outside of class.
- Critiques
We will have work and project critiques and presentations that will ensure that we learn from one another and share information. Attendance and participation in critiques is mandatory.

ATTENDANCE

- Class attendance and participation is mandatory. Participation during class critique is expected and helps your classmates learn.
- **Three** absence will result in one full grade drop. Having to work at an outside job is not an acceptable reason to miss class. If you are more than 15 minutes late for class, you will be half absence. If you miss a critique without an "emergency" excuse, your project grade is automatically dropped by one full grade (e.g., a "B" would become a "C").
- You will receive automatic F, if you miss **five** classes. If you miss a critique without an "emergency" excuse, your project grade is automatically dropped by one full grade.
- If you must be absent, please call or email me in advance. (you are responsible for finding out what is due.

GRADING FORMULA

Your grade is based upon completion of assignments when due, quality of work, class participation and attendance.

Participation	10%
Assignment One	30%
Assignment Two	30%
Assignment Three	30%

PROJECT EVALUATION

Each assignment will be graded based on:

- Research and concept development
- Artistic quality
- Effort
- Meeting deadline
- Sketches
- Craft/skills
- Critique participation

Grading will be determined on a scale of 0 to 4.

A = 100–92, A- = 91.9–90, B+ = 89.9–88, B = 87.9–82, B- = 81.9–80, C+ = 79.9–78, C = 77.9–72, C- = 71.9–70, D+ = 69.9–68, D = 67.9–60, F = 59.9 and below

BOOKS (REQUIRED)

- *Graphic Design Thinking: Beyond Brainstorming*, Ellen Lupton, editor. Princeton Architectural Press. 2011
ISBN 978-1-56898-979-2

RECOMMENDED BOOKS

- *Design Writing Research* by Ellen Lupton and J. Abbott Miller, Princeton Architectural Press, New York
- *Making and Breaking the Grid: A Graphic Design Layout Workshop* by Timothy Samara, Rockport Publishers
- *No More Rules: Graphic Design and Postmodernism* by Rick Poynor, Yale University Press
- *Type & Image, The Language of Graphic Design* by Philip Meggs, Van Nostrand Reinhold. 1992 (Art and Design I)
- *Gromerty of Design* by Kimberly Elam, Princeton Architectural Press (Art and Design I)
- *Typographic Design; Form and Communication* by Bob Carter, Man Day & Phillip Meggs, Van Nostrand Reinhold Company. 1997
- *Twenty Century Type Designers* by Sebastian Carter, Taplinger Publishing co. inc. 1987
- *The Art of Graphic Design* by Bradbury Thompson, Yale University Press. 1988
- *Basic Typography: Design with Letters* by Ruedi Rüegg, Van Nostrand Reinhold Company. 1989
- *The New Typography* by Jan Tschiloid, University of California Press. 1995
- *Grid Systems in Graphic Design* by Josef Müller-Brockmann
- *A History of Graphic Design* by Philip Meggs, Third Edition, John Wiley & Sons, Inc. 1998
- *Type & Image, The Language of Graphic Design* by Philip Meggs, Van Nostrand Reinhold. 1992
- *Design Literacy: Understanding Graphic Design* by Steven Heller and Karen Pomeroy, Allworth Press

COURSE POLICIES:

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

Instructor and course evaluations provide valuable feedback that can improve teaching and learning. The greater the level of participation, the more useful the results. As students, you are in the unique position to view the instructor over time. Your comments about what works and what doesn't can help faculty build on the elements of the course that are strong and improve those that are weak. Isolated comments from students and instructors' peers may also be helpful, but evaluation results based on high response rates may be statistically reliable (believable). As you experience this course and material, think about how

your learning is impacted. Your honest opinions about your experience in and commitment to the course and your learning may help improve some components of the course for the next group of students. Positive comments also show the department chairs and college deans the commitment of instructors to the university and teaching evaluation results are one component used in annual performance reviews (including salary raises and promotion/tenure). The evaluation of the instructor and course provides you an opportunity to make your voice heard on an important issue – the quality of teaching at DePaul. Don't miss this opportunity to provide feedback!

ACADEMIC INTEGRITY AND PLAGIARISM

This course will be subject to the academic integrity policy passed by faculty. More information can be found at <http://academicintegrity.depaul.edu/>.

The university and school policy on plagiarism can be summarized as follows: Students in this course should be aware of the strong sanctions that can be imposed against someone guilty of plagiarism. If proven, a charge of plagiarism could result in an automatic F in the course and possible expulsion. The strongest of sanctions will be imposed on anyone who submits as his/her own work any assignment which has been prepared by someone else. If you have any questions or doubts about what plagiarism entails or how to properly acknowledge source materials be sure to consult the instructor.

WITHDRAWAL

Students who withdraw from the course do so by using the Campus Connection system (<http://campusconnect.depaul.edu>). Withdrawals processed via this system are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition, does not constitute an official withdrawal from class and will result in academic as well as financial penalty.

RETROACTIVE WITHDRAWAL

This policy exists to assist students for whom extenuating circumstances prevented them from meeting the withdrawal deadline. During their college career students may be allowed one medical/personal administrative withdrawal and one college office administrative withdrawal, each for one or more courses in a single term. Repeated requests will not be considered. Submitting an appeal for retroactive withdrawal does not guarantee approval.

College office appeals for CDM students must be submitted online via MyCDM. The deadlines for submitting appeals are as follows:

Autumn Quarter: Last day of the last final exam of the subsequent winter quarter
Winter Quarter: Last day of the last final exam of the subsequent spring quarter
Spring Quarter: Last day of the last final exam of the subsequent autumn quarter
Summer Terms: Last day of the last final exam of the subsequent autumn quarter

EXCUSED ABSENCE

In order to petition for an excused absence, students who miss class due to illness or significant personal circumstances should complete the Absence Notification process through the Dean of Students office. The form can be accessed at <http://studentaffairs.depaul.edu/dos/forms.html>. Students must submit supporting documentation alongside the form. The professor reserves the sole right whether to offer an excused absence and/or academic accommodations for an excused absence.

INCOMPLETE

An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the student had a record of satisfactory progress in the course. CDM policy requires the student to initiate the request for incomplete grade

before the end of the term in which the course is taken. Prior to submitting the incomplete request, the student must discuss the circumstances with the instructor. Students may initiate the incomplete request process in MyCDM.

- All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval.
- If approved, students are required to complete all remaining course requirement independently in consultation with the instructor by the deadline indicated on the incomplete request form.
- By default, an incomplete grade will automatically change to a grade of F after two quarters have elapsed (excluding summer) unless another grade is recorded by the instructor.
- An incomplete grade does NOT grant the student permission to attend the same course in a future quarter.

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:

Student Center, LPC, Suite #370

Phone number: (773)325.1677

Fax: (773)325.3720

TTY: (773)325.7296

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. Secondly, students will be called upon by the instructor to offer comments related to the reading assignments. 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 undistruptive 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.

Supplies (everything from GD200 and GD230)

Paper: Bienfang 360 (14"x17"), or Sketch Book
Portable Hard Drive or Flash Drive
Mounting Supplies

Local Art Supplies

Blick Art Materials
1574 N. Kingsbury Street
Chicago, IL
312.573.0110
www.dickblick.com

Blick Art Materials
42 S. State
Chicago IL
312.920.0300

Microcenter
2645 Elston Avenue
Chicago IL
774.292.1700

Course Outline

	In Class	Homework
3/27 (Mon)	Course Introduction	Read: 1) Graphic Design Thinking, The Design Process The Design Process, pp 6-14 Section 01: How to Define Problems, pp14-56 2) Deconstruction by Rick Poynor (distributed in class)
3/29 (Mon)	Assign: Project #1 (geometry+Deconstruction) Discussion of geometric grid and deconstructivism	Develop ideas, gather/write text, gather images sketches + research + for project #1 Read: Graphic Design Thinking, The Design Process, section 02: How to Get Ideas, pp 60-111
3/31 (Fri)	Last day to add (or swap) classes to SQ2017 schedule	
4/3 (Mon)	Presentation of ideas, images, texts Work on sketches for phase one	Develop sketches for phase one Read: Graphic Design Thinking, The Design Process, section 03: How to Create Form, pp 112-165
4/5 (Wed)	Group critique: project #1 phase one	Refine project #1 phase one
4/7 (Fri)	Last day to drop SQ2017 classes with no penalty (100% tuition refund if applicable and no grade on transcript)	
4/8 (Sat)	Grades of "W" assigned for SQ2017 classes dropped on or after this day	
4/10 (Mon)	Work in class + individual crit	Work on project #1 phase two
4/12 (Wed)	Group critique: work in progress	Work on project #1 phase two
4/17 (Mon)	Group critique: phase two in progress	Read: Design Writing Research, Massaging the Message p. 90–101 (distributed in class) Work on project #1 phase two
4/19 (Wed)	Present Phase one and two in progress	work on phase one and two
4/24 (Mon)	Work in class, finish phase one and two Assign: Project #2 (Integrative Design Solution)	Finish and and print project #1 Research and develop ideas for project #2
4/26 (Wed)	Critique on project #1	Research, gather materials
5/1 (Mon)	Presentation of ideas and materials	Research, gather materials, flat plan for project #2

5/3 (Mon)	Presentation of flatplan and sketches Work in class	Revise flatplan, sketches for selected spreads
5/8 (Mon)	Work in class Individual crit	Work on project #2
5/10 (Wed)	Presentation of work in progress	Work on project #2
5/12 (Fri)	Last day to withdraw from AQ classes	Work on project #2
5/15 (Mon)	Assign: Project #3 (message+audience)	Finish and print Project #2 research and develop ideas for project #3
5/17 (Wed)	Presentaton of ideas and research	One page description of your project Develop sketches for project #3
5/22 (Mon)	Work in class	Develop sketches for project #3
5/24 (Wed)	Presentation of sketches	Work on project #3
5/29 (Mon)	Memorial Day – University closed	Work on project #3
5/31 (Wed)	Group crit: work in progress	Finish, print project #2 and #3
6/5 (Mon)	Final Critique (11:30–1:45)	
