

GD105 Intro to Visual Design

CDM 526
Section 404

Autumn Quarter 2017
Sep 7–Nov 16 2017

Thursday 10AM–1:15PM
Final 11/16 8:45 CDM 526

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Office Hours: Thursday 8:00–9:30AM, CDM 526

Text Requirement

Visual Grammar, Christian Leborg
A Primer of Visual Literacy, Donis A Dondis

Materials

Sketch Book
Xacto knife/Lots of blades
Pencils
Self healing cutting surface
Metal ruler
External hard drive/flash drive

Course Description

This course will provide an introduction to the principles of visual design—including composition, form, counterform, point, line, plane, color, basic image making (vector and photography) and elements of visual narrative and storytelling. This course will include lectures, discussions, critiques/presentations, hand-sketching, and lab (computer work) time. You are expected to work about 3–6 hours a week outside of class.

Course Objectives

- This course will focus on theories of how the mind processes visual information, and then practice the application of this learning to achieve effective visual communication.
- This course is designed specifically for the needs of Graphic Design, Game Development, Digital Cinema, Animation, and Interactive Media students (but all majors are welcome).
- Although the class will use some Adobe software, learning software is secondary to our goal of gaining an understanding of the mechanisms of visual perception.
- Practical issues introduced include visual planning, typography, color palettes.
- Theoretical issues include composition (emphasis, rhythm, contrast, unity, balance, scale, hierarchies of information), movement, color, and spatial illusion.

Learning Outcomes

- 1 Experience a range of design methods, processes, materials, and contexts.
- 2 Apply basic elements of visual design including balance, color, dynamics,

- expression, form, growth, light, movement, sequence, shape, space.
- 3 Practice iteration [and/or variation] to arrive at successful design projects.
 - 4 Use visual design terms and formal language to communicate.
 - 5 Analyze the effectiveness of works of art and design, recognizing strengths and citing areas for improvement.
 - 6 Identify or Integrate methods, processes, and/or materials that are relevant to project development.
 - 7 Defend work with reason.

Changes to the 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.

On Line 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 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:

www.cdm.depaul.edu/Current%20Students/Pages/PoliciesandProcedures.aspx

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| September 13 | <i>Last day to add (or swap) classes to AQ2017 schedule (8:00am Deadline)</i> |
| September 19 | <i>Last day to drop classes with no penalty, 100% tuition refund if applicable and no grade on transcript. Last day to select pass/fail option</i> |
| September 29 | <i>Grades of "W" assigned for AQ2017 classes dropped on or after this day</i> |

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 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.

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 visual design. The course is meant to inspire you to discover design all around you. I expect you to work hard.

Participation, In-class attitude/Attendance

Everyone should participate in each class. Each week we will choose a new person to lead the critique. Not everyone is the best presenter, however its important to become comfortable leading a group and communicating.

Homework Assignments

Have your homework completed at the start of class.

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.

<i>Grade for this course is based on</i>		<i>Grading Scale</i>	
<i>Project 1</i>	<i>10%</i>	<i>A</i>	<i>100–90</i>
<i>Project 2A</i>	<i>30%</i>	<i>B</i>	<i>89–80</i>
<i>Project 2B</i>	<i>15%</i>	<i>C</i>	<i>79–70</i>
<i>Project 2C</i>	<i>15%</i>	<i>D</i>	<i>69–60</i>
<i>Project 3</i>	<i>20%</i>	<i>F</i>	<i>59– 0</i>
<i>Final Exam</i>	<i>10%</i>		

Overview/Timeline

Below is a rough outline of the projects/exams/reading we will undertake in this class. Each project lists (by number) which learning outcome(s) are being addressed by the project. We will have a field trip to the Columbia College Museum of Contemporary Photography. Schedule is subject to change.

Week 1 Project 1: Letter/Form (10%)

During this first week we will investigate the theme of balance. We will do this through various analog methods of discovery including—hand sketching, physical cropping of print outs, and cutting out form(s).

(learning outcomes addressed: 1, 2, 3)

Weeks 2–3 Project 2A: Point, Line, Plane (PLP): In Black / White (30%)

Our second project which is the foundations for a few other projects. The fundamentals of design. In this project we work in black and white only and explore an object in point, line, plane and then a combination of the 3.

(learning outcomes addressed: 1, 2, 3, 4, 5, 6, 7)

(reading in visual grammar: pages 1–24)

(reading in A Primer fo Visual Literacy: Chapter 2 & 3)

Weeks 3–4 Project 2B : Point, Line, Plane: Color and Texture (15%)

We will do a brief introduction to color theory and you will apply color (via a phone app) to one of your PLP studies. This is a very basic intro to color theory, pattern making/texture and an intro to the sketching/imagemaking power inherent in your phone. You will experiment with 1, 2, 3 and 4 color process.

(learning outcomes addressed: 1, 2, 3, 4, 5, 6, 7)

(reading in visual grammar: pages 28–36)

(reading in A Primer fo Visual Literacy: Chapters 3, 4 & 5)

Weeks 5–7 Project 2C: Point, Line Plane: Animation (15%)

Basic storyboarding and animation. This is about good design and flow not fancy animation tactics. We will take one of our PLP studies and do a very basic animation (flip book style or gif builder).

(learning outcomes addressed: 1, 2, 3, 4, 5, 6, 7)

(reading in visual grammar: pages 40–50)

(reading in A Primer fo Visual Literacy: Chapters 3, 4 & 5)

Weeks 8–11 Project 3: Visual Narrative: 10 step story (20%)

In this project we will visit a photography museum, learn the basics of photography, storyboarding and visual narrative. You will build a 10 step, black and white, photographic story based on a theme/word. This is your final project.

(learning outcomes addressed: 1, 2, 3, 4, 5, 6, 7)

(reading in visual grammar: pages 55–86)

(reading in A Primer fo Visual Literacy: Chapter 6)

Weeks 10–11 Final Exam (10%)

Primarily based on the textbook readings. Each week you will have a reading assignment from Visual Grammar that corresponds to the assignment.

(learning outcomes addressed: 4, 5, 7)