

DEPAUL UNIVERSITY
COLLEGE OF COMPUTING AND DIGITAL MEDIA
SCHOOL OF DESIGN, GRAPHIC DESIGN

Graphic Design: GD 105 Intro to Visual Design

SYLLABUS

CLASS INFO:

Autumn 2015-2016
Section 404
MW, 10:10am-11:40am
CDM 632

Final Exam
November 18, 2015, from 8:30 AM to 10:45 AM

Instructor: Heather Quinn
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Office: CDM 473
Office Hours: Monday and Wednesdays 1:30-3:00pm

Last edited September 6, 2015
Sept 22, 2015: Last day to drop classes with no penalty

COURSE DESCRIPTION

This course will provide an introduction to the principles of visual design, primarily through an analysis of cognitive and gestalt psychology. We will look at a variety of different types of techniques that can be used to evaluate visual design, and study what things can be used to make design more effective. During this course, we will examine the perceptual forces at work in our visual processes from the standpoint of their usefulness to visual artists. This class will introduce concepts of visual perception, composition and color theory, and how these are affected by movement, duration and display. 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

- Students will be able to analyze the effectiveness of a design or work of art, citing strengths and making recommendations for improvement.
- Students will be able to understand the basic elements of visual design including balance, shape, form, growth, space, light, color, movement, dynamics, and expression.
- By understanding the basic elements of visual design, they will have the foundations to continue onto learning about and creating successful design systems made up of type, color, imagery, grid/layout.
- Students will have an understanding of the theory that creates successful design(s), and therefore the ability to defend their work with reason.
- Students will learn basic visual design terms and language so they can communicate their work effectively, and also critique other's work.
- Students will learn basic presentation skills and be able to communicate design with a clear, logical methodology that is not subjective but grounded in reason and theory.

BASIC MATERIALS

Sketch Book, Large (11x14), White Paper
Small sketchbook that is easy to take along with you (approx. 8x7 inches)
Pencils, variety of pens (black)
Black india ink
A few sizes of paint brushes
Exacto knife
Good scissors
Ruler
Lots of blades
Glue stick
Double stick tape
Self healing cutting surface
External hard drive/flash drive
Always bring supplies to every class
We will need a few additional supplies throughout the quarter

SOFTWARE

Adobe

PRINTER

Not required but helpful
Basic, Epson printer (Office Max, Amazon, for 75-100\$)
(If you have another good color printer you can use that instead—suggest inkjet and not color laser)
Ink cartridges
Inexpensive inkjet paper
Matte heavyweight Epson paper

READING MATERIALS AND GENERAL TO-DO'S

REQUIRED

Art & Visual Perception, Rudolf Arnheim. Berkeley: Univ. of CA Press, 1974.
Design Basics Index, Jim Krause. Cincinnati: HOW Design Books, 2004.

NOT REQUIRED BUT FANTASTIC TO READ AND HELPFUL

Inside/Outside: From the Basics to the Practice of Design, Malcolm Grear. Van Nostrand Reinhold, 1993.
Any book by Paul Rand (check out the library) including, *A Designer's Art*, *Design, Form and Chaos*, *From Lascaux to Brooklyn*, *Thoughts on Design*
Graphic: Inside the Sketchbooks of the World's Great Graphic Designers Paperback, by Steven Heller, 2010.

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 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.

WHAT TO EXPECT IN THIS CLASS WEEK TO WEEK

Each week we will generally follow one of the 10 chapters in Arnheim's book. We will have a quiz and discussion based on the material, and a corresponding project. The reading itself is very academic and dense. If you have trouble following the reading, or would like suggestions for how to best understand the material, please come to me for some help. I don't want you to spend hours reading the material. I want you to read it, understand the general theories, and develop your own thinking, questions and methodologies based on it. The reading will loosely inform the design projects that we create.

The Design Basics books is a great overview of design, but the corresponding imagery is not great. We will review select parts of the book as they pertain to the projects we are creating. I urge you to read it for content, but not use it as a basis for good design samples (the illustrations inside are rather amateur).

WEEK 1

Balance

WEEK 2

Shape

WEEK 3

Form

WEEK 4

Growth

WEEK 5

Space

WEEK 6

Light

WEEK 7

Color

WEEK 8

Movement

WEEK 9

Dynamics

WEEK 10

Expression/Final Project

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.

GENERAL GRADING POLICIES

10% *Participation/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.

30% *Assignments*

Have your assignments complete and take risks. I'd rather see you try something new and fail than have a perfect project.

10% *Sketchbook*

There will be weekly sketchbook assignments, but I also hope you will become attached to your sketchbook and take it with you everywhere. Collect interesting papers, receipts, wrapping paper, paste in photos, sketch things you see and observe, take notes.

10% *Quizzes*

There will be a weekly quiz based on the reading material.

10% *Craftmanship*

This class will develop a steady hand and craftsmanship with an exacto, printing, and sketching, as well as computer skills.

10% *Working with your classmates*

Learn to work with and help your classmates. We all have different skills and strengths (help each other out).

20% *Final Exam Project/Portfolio Review*

The final exam will be a review of your quarter's worth of work (with anything revisited) as well as your final project.