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# GRAPHIC DESIGN TWO

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GD300

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DePaul University . Winter 2016  
Loop Campus . 14 East Jackson Room 506 / 501  
Wednesday 5:45pm–9:00pm  
**INFORMATION :** d2l.depaul.edu

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**David Sieren**  
dsieren@cdm.depaul.edu  
**OFFICE :** 14 East Jackson Room 506  
**HOURS :** 9:00–10:30PM Wednesday / by appt.

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## COURSE DESCRIPTION

**GRAPHIC DESIGN TWO** explores design problems in visual communication through word (text) and image (digital, photographic, collage, video). Historical word/image art models and contemporary communication and design art are studied as models for the generation of projects. This intermediate level course requires previous mastery of basic design concepts and typography as well as both hands-on and basic computer design skills.

## 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

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## **COURSE ACTIVITIES**

### **Reading**

There will be regular reading assignments, related to the work at hand.

### **Homework**

Most of your work will be conducted outside of class, especially idea development, content development, planning, sketching and making. You are responsible for your own time management, as well as ensuring that you have access to a computer outside of class. Computer labs are available for your use. For schedule information, please check here: [www.cdm.depaul.edu/cim/academics/Pages/CIMLabResources.aspx](http://www.cdm.depaul.edu/cim/academics/Pages/CIMLabResources.aspx)

### **In-class critique and discussion**

We will have regular large group and one-on-one critiques to review projects in-progress and upon completion. You are expected to be prepared to present your work to the large group. Attendance and participation in critiques is mandatory.

Frequent topical lectures will introduce design and process concepts relevant to the work at hand.

### **Studio visits and industry guests**

We will take 1–2 field trips throughout the quarter to studios and galleries. Outside critics will also visit the classroom to discuss your work, and their point of view on the industry. Stay tuned for more information regarding scheduling.

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**PROJECT 1:**  
**RESEARCH + IDENTITY SYSTEM**

**IN CLASS**

**HOMEWORK**

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**WK 01 — 01.06**

- Class overview and objectives
- Exhibition design systems lecture
- Project 1 introduction

- Research
- Mood board
- 20 preliminary identity design sketches (analog or digital)
- Read *Graphic Design Thinking*, pp 6–14 & 14–56

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**WK 02 — 01.13**

- Style guide lecture
- In-class critique
- Work time

- 5 unique logo directions
- 5 color palettes
- 5 type stacks

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**WK 03 — 01.20**

- In-class critique
- Work time

- Final logo and style guide
- Written rationale for approach

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**PROJECT 2:**  
**EXHIBITION POSTER TRIPTYCH**

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**WK 04 — 01.27**

- Final critique
- Poster / grid systems lecture
- Project 2 introduction

- Research and mood board
- 30 sketches
- Create / source poster content
- Reading grid systems

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**WK 05 — 02.03**

- Grid lecture
- In-class critique
- Work time

- 9 poster designs (3 distinct series, 3 posters each)s

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**WK 06 — 02.10**

- Production / presentation methods lecture
- In-class critique
- Work time

- Final poster series
- Written rationale

**The syllabus and schedule are subject to change throughout the quarter.**

For official assignment briefs, grading criteria, due dates and more, check postings on D2L throughout the quarter.

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**PROJECT 3:  
EXHIBIT PUBLICATION**

**IN CLASS**

**HOMEWORK**

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**WK 07 — 02.17**

- Final critique
- Publication lecture
- Project 3 introduction

- Research and mood board
- 10 cover sketches
- 10 layout sketches
- Create / source content

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**WK 08 — 02.24**

- In-class critique
- Work time

- 5 unique cover designs
- 5 unique layout spreads

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**WK 09 — 03.02**

- Production / presentation methods lecture
- One-on-one critique

- Final printed catalog
- Written rationale

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**FINAL PRESENTATION:  
DESIGN SYSTEM**

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**WK 10 — 03.09**

- Final critique
- Presenting your work lecture
- Work time

- Design system presentation

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**WK 11 — 03.16**

- Individual final presentations

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## COURSE EXPECTATIONS

### REQUIRED TEXTBOOK

**Graphic Design Thinking: Beyond Brainstorming**  
Ellen Lupton, editor; Princeton Architectural Press; 2011  
ISBN 978-1-56898-979-2  
<http://www.amazon.com/Graphic-Design-Thinking-Briefs/dp/1568989792>

### PREREQUISITES

Knowledge of the Macintosh operating system and Adobe CS is essential for success in this course.

It is highly recommended that you take GD200 and GD230 before entering this class.

### PREPARATION

Be in class on time with all of the necessary materials required for a given week's session. You are expected to remain in class during the whole session.

### DEDICATION

Your work will be graded based on your ability to express yourself within specific parameters, defined within a project brief to be distributed at the start of each assignment. Additionally, your final grade will take into account overall improvement of your work relative to where you start at the beginning of the semester. Presenting your work as well as talking about the work of your peers is critical to your success.

You are expected to work a minimum of 6 hours per week outside of class.

### TIPS FOR SUCCESS

- **Do not shortcut any of the steps outlined in the project descriptions.**  
There are no shortcuts in making good design, seriously.
- **Be present for each class.**  
If you are unable to attend class, please email me and tell me why.
- **Check D2L** for updates on assignments, fresh links for inspiration, and to engage in conversations with classmates.
- **Be prepared each class to present and talk** about your project progress and decision making process.
- **Speak aloud and share opinions** during each class.
- **Make informed, well-researched design decisions** and to be able to articulate and present those decisions in your work.
- **Surf the internet on your own time.**
- **Come to class prepared.**
- **Do not eat in the classroom** during class time.
- **Turn off all cellphones and messaging programs** while in the classroom.

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## COURSE POLICIES

### PROJECT EVALUATION

This is a highly rigorous course that will require outside work, in-class work and verbal critique. Work as hard as you can and to the best of your abilities. Come to class with all supplies and work due. Partially completed work will not be critiqued.

I will evaluate your progress work while you are developing a project, as well as during all intermediate and final critiques. All projects will culminate in a 100 point-based grading rubric.

Any comments made toward your work from myself or a fellow student should not be taken personally, but viewed as constructive criticism geared toward making your work stronger and more refined. Final grades will be evaluated on the following criteria:

- **Research and Development:** Did you develop a clear problem statement?
- **Sketches and Ideation:** Did you produce a lot of process work?
- **Concept:** Does the piece work in a cohesive, well thought out manner?
- **Elements of Composition:** Is the piece visually unified?
- **Artistic Quality:** Does the final piece look good, overall?
- **Craft:** Is the piece neat and well made, including attention to details
- **Work Ethic:** Did you push yourself—and then push yourself further?
- **Critique Professionalism:** Did you speak up during critique and remain positive/constructive?
- **Meeting Deadlines:** Is your final work or any stage of the assignment late?

### GRADING RUBRIC

**15%** In-class participation and engagement  
**25%** Exhibition Identity System  
**25%** Exhibition Poster Series  
**25%** Exhibition Catalog  
**10%** Final Presentation

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

**Excellence**  
A 100–93  
A- 92–90

**Good work**  
B+ 89–88  
B 87–83  
B- 82–80

**Satisfactory**  
C+ 79–78  
C 77–73  
C- 72–70

**Somewhat  
unsatisfactory**  
D+ 69–68  
D 67–63  
D- 62–60

**Substantially  
unsatisfactory**  
F 59–0

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## **TURNING IN WORK**

Assignments are due – either posted to D2L or submitted in person (submission criteria will always be clearly defined in the project brief) – at the date and time noted on each assignment brief. If your work isn't posted in time for critique the assignment will be considered late.

If you are not going to attend class you are still required to post your homework by the assigned due date and time.

It is essential that you label any digital or physical file you submit with your first and last name.

## **LATE WORK**

Assignments and projects turned in late will result in a 10% grade reduction for every day past the assigned due date (in addition to being graded based upon defined criteria). A student has 10 days to turn in an assignment or project before it is considered irrevocably late, at which time zero points will be earned. Turning in a late assignment is far better than not turning it in at all—some points are better than none!

Each student is allowed 1 extension to avoid the above penalty, to be used at their discretion at some point during the quarter. The extension must be requested in advance. A student will have one week after the initial due date to turn in the project. If late, the aforementioned penalty will apply.

If students would like more feedback on work than what is received in class, they can email the instructor or arrange for a discussion during office hours. Feedback will be given on a first-come, first-served basis, with no guarantee that all email correspondence will be responded to. Do not ask for extensions or leniency outside of the policies outlined above.

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## ATTENDANCE POLICY

**Attendance is mandatory.** This is an applied, hands-on studio art class, with class lectures, demonstrations, and peer critiques. Class will begin promptly at 5:45pm. A tardy means arriving more than 10 minutes late to class (5:55pm), leaving before class is dismissed, or leaving class to retrieve forgotten supplies or assignments.

An unexcused absence includes any absence without documentation. Excused absences include any absence that is cleared with me at least one week in advance via email, as well as any documented illness, hospitalization, or family emergency. Your final grade will be lowered as follows when unexcused absences and tardies occur:

- One absence (excused or unexcused) is permitted without grade penalty.
- Every unexcused absence thereafter results in cumulative five point grade deduction from your final grade
- **On the fourth unexcused absence I reserve the right to fail you from the class.**
- Two tardies (tardies start at 10 minutes late) equal one absence. Showing up more than twenty minutes late to class constitutes one full absence.

Note that class attendance during finals week is required.

Students are responsible for keeping track of their own attendance.

## 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 on d2l and sent via email.



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## DEPAUL STANDARDS

**CONDUCT** 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.

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

### Plagiarism

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.

### Online instructor and course evaluation

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.

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### **Withdrawal**

Students who withdraw from the course do so by using the Campus Connect <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.

### **Incomplete Grades**

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.

### **Cell phone policy**

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 or for an outstanding circumstance, please advise me at the start of the course.

### **Resources for 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