

Section 503
T&TH: 10:10am—11:40am
Jackson 506

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Office hours:
T: 2:00pm—3:30pm
W: 2:00pm—3:30pm

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.

**Required Text books
and supplies**

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

Art & Visual Perception
Rudolf Arnheim. Berkeley:
Univ. of CA Press, 1974.

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

Ext. hard drive/flash drive

Academic Integrity

Work done for this course must adhere to the DePaul University Academic Integrity Policy, which can be reviewed in the Student Handbook or by visiting:
<http://academicintegrity.depaul.edu>

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.

Withdraw

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.

Grading

Grades for this course will be based on:

- 1. Attendance**
- 2. In-class attitude & participation**
- 3. Homework assignments**
- 4. Projects (Design & Craftsmanship)**
- 5. Written Exam (Covers reading assignments)**

A 100—93

A- 92—90

B+ 89—88

B 87—83

B- 82—80

C+ 79—78

C 77—73

C- 72—70

D+ 69—68

D 67—63

D- 62—60

F 59—0

Attendance**Attendance is mandatory.**

Attendance will be called at the beginning of each class session. You are allowed a maximum of two absences throughout the quarter. If your absences exceed the maximum of two allotted, penalties will be applied to your final grade for the quarter. A third absence will result in a full letter-grade reduction of your final grade for the quarter. Additional absences will result in a 10% reduction per instance.

Tardiness is defined as not being present in the classroom when attendance is called. Tardiness that exceeds 20 minutes will be counted as an absence. Three late arrivals, early departures or a combination of both are counted as a single absence. Students are responsible for reporting to the teacher at the end of class if they missed roll call but were present for most of the class.

If you are absent you are fully responsible for doing the best you can to catch up. Questions or concerns may be emailed to the instructor, or may be addressed in person during office hours. Demonstrations will not be repeated.

Late assignments

Assignments and projects turned in late will result in a full letter-grade reduction for every day past the assigned due date (in addition to being graded based upon defined criteria). Projects and assignments are due at the beginning of class.

There will be no extensions or leniency regardless of excuse.

Incomplete grade

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.

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 phone, Computers,
Tablets and Headphones**

The use of cell phones, tablets and gaming devices is strictly prohibited. The use of laptops and computers is also prohibited during lectures unless otherwise instructed.

Turn off your phone before entering class. The unauthorized use of a digital media device in class will result in a warning, the following use will result in a full letter-grade reduction of your class grade. If you are expecting a call of importance, please see the professor.

Headphones are not permitted.

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.

**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

Email policy

The professor will respond to email received from students to the best of his ability, although there is no guarantee that this will be done swiftly and with regularity. There is no guarantee that all email received will be responded to. Email received on Saturdays and Sundays will not be reviewed until the following Monday. The best way to ensure response for feedback is to visit during specified office hours during the week.

Turning in Assignments

All course-related documents and assignments will be posted to the DePaul D2L site. Unless instructed otherwise, all assigned work must be completed and submitted through the D2L system on the date and time specified under each assignment posting. (See “Late Assignment Policy” below for information on late submissions.)

Depending on the assignment, your project files will most likely be PDFs or Word Docs. If presentations or design-centric solutions result in large files sizes, you may have problems uploading to the D2L system. If a file fails to upload, you may need to create a smaller file and attempt a re-upload. You may also try compressing the file in a .zip format. 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!

If all else fails, you can use dropbox.com, a free file storage website. This service is particularly handy for larger files. Once an account is created, you can upload your files and grant me access to that particular folder or file. You must let me know at least one class ahead of time if this is the route you’re going to take.

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.

Class Schedule

Class schedule will be handed out as separate document and is subject to change based upon the evolution of the class.