

GD220 HISTORY OF GRAPHIC DESIGN
AQ 2017 | SYLLABUS

Section 401

Class Number: 12569

Professor

Alex Modie

amodie@depaul.edu

Location

Room 209

Daley Building, LC

Meeting Time

Tuesday | Thursday

3:10pm – 4:40pm

09/06/17 – 11/21/17

Final Exam

Tuesday, 11/21/17

2:30pm – 4:45pm

Office Hours

Tuesday & Thursday, 4:45pm – 6:15pm

Room 200B, Daley Building, LC

WEEK 1

THURSDAY 09/07

Review syllabus and assignments

Lecture | Discussion

Overview of graphic design history and printing methods

Homework

- Read Hollis Chapters 1–3

WEEK 2

TUESDAY 09/12

Lecture | Discussion

From Graphic Art to Design 1890–1914 (Ch. 1–3) Part 1

WEEK 2

THURSDAY 09/14

Lecture | Discussion

From Graphic Art to Design 1890–1914 (Ch. 1–3) Part 2

Brief Project 1: Historical and Contemporary Poster Analysis (5%)

Brief Project 2: Research Paper and Presentation (50%)

Overview Academic Writing – Style, content outline and citation

Homework

- Historical and Contemporary Poster Analysis, due Week 5, Tuesday 10/03
- Read Hollis Chapters 1–3
- Study for Quiz 1: Week 3, Thursday 09/21

WEEK 3

TUESDAY 09/19

Lecture | Discussion

The Avant-Garde and the Origins of Modernism 1914 to 1940 Part 1 (Ch. 4–7)

WEEK 3

THURSDAY 09/21

QUIZ 1: From Graphic Art to Design 1890–1914 (Ch. 1–3)

Lecture | Discussion

The Avant-Garde and the Origins of Modernism 1914 to 1940 Part 2 (Ch. 4–7)

Homework

- Read Hollis Chapters 4–7
- Study for Quiz 2: Week 5, Tuesday 10/03
- Historical and Contemporary Poster Analysis, due Week 5, Tuesday 10/03
- Research Paper Outline, due Week 6, Thursday 10/12

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WEEK 4
TUESDAY 09/26

Lecture | Discussion
National Tendencies Until 1940 (Ch. 8-10)

WEEK 4
THURSDAY 09/28

Lecture | Discussion
Variants of Modernism in Europe (Ch. 14-17)

Homework

- Read Hollis Chapters 4-7
- Study for Quiz 2: Week 5, Tuesday 10/03

WEEK 5
TUESDAY 10/03

DUE: Historical and Contemporary Poster Analysis (5%)

QUIZ 2: The Avant-garde and The Origins of Modernism 1914-1940 (Ch. 4-7)

Lecture | Discussion
The Designer and the Art Director Part 1 (Ch 11-13)

WEEK 5
THURSDAY 10/05

Lecture | Discussion
The Designer and the Art Director Part 2 (Ch. 11-13)

Homework

- Read Hollis Chapters 14-17
- Study for Quiz 3: Week 7, Tuesday 10/07

WEEK 6
TUESDAY 10/10

Research Day
Work in class to develop and refine paper outline, due Thursday, October 12

WEEK 6
THURSDAY 10/12
DUE: Research Paper Outline

Lecture | Discussion
Psychedelia, Protest and New Techniques (Ch. 18)

Homework

- Read Hollis Chapters 14-17
- Study for Quiz 3: Week 7, Tuesday 10/07

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WEEK 7

TUESDAY 10/17

QUIZ 3: National Tendencies Until 1940 and Variants of Modernism in Europe (Ch 8–10 & 14–17)

Lecture | Discussion

New Waves: Electronic Technology Part 1 (Ch. 19–20)

WEEK 7

THURSDAY 10/19

Lecture | Discussion

New Waves: Electronic Technology Part 2 (Ch. 19–20)

Homework

- Read Hollis Chapters 11–13
- Study for Quiz 4: Week 9, Tuesday 10/31

WEEK 8

TUESDAY 10/24

Lecture | Discussion

Special Topic: Corporate Identity

WEEK 8

THURSDAY 10/26

DUE: Draft Research Paper

Lecture | Discussion

Special Topic: Information Design

Homework

- Read Hollis Chapters 11–13
- Study for Quiz 4: Week 9, Tuesday 10/31

WEEK 9

TUESDAY 10/31

QUIZ 4: The Designer and the Art Director Ch 11–13

Research Day

Work in class to develop and refine research paper

WEEK 9

THURSDAY 11/02

QUIZ 5: Psychedelia, Protest and New Techniques (Ch 18) & New Waves: Electronic Technology (Ch 19–20)

Research Day

Work in class to develop and refine research paper

Homework

- Read Hollis Chapters 18–20
- Study for Quiz 5: Week 10, Tuesday 11/07

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WEEK 10
TUESDAY 11/07

Final Research Paper Presentations (Round 1)

WEEK 10
Thursday 11/09

Final Research Paper Presentations (Round 2)

Homework

Finalize research paper, due Week 11 Tuesday, 11/21

WEEK 11

Tuesday 11/21

Final Exam: Research Paper Due

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OVERVIEW

Course Description

The history of graphic design is an evolution in aesthetics, technology, style and visual communication. The class will encompass a survey of the major movements in the field of print design, notable designers and design materials. The nature of changing methods, materials, technologies and values are examined in the context of the social and political realities that shape communication. The course will include the historical shift from print to multimedia design methodologies.

Learning Domain Description

GD 220: History of Graphic Design is included in the Liberal Studies program as a course with credit in the Arts and Literature domain. Courses in the Arts and Literature domain ask students to extend their knowledge and experience of the arts by developing their critical and reflective abilities. In these courses, students interpret and analyze particular creative works, investigate the relations of form and meaning and through critical and/or creative activity to come to experience art with greater openness, insight, and enjoyment. These courses focus on works of literature, art, theatre, or music as such, though the process of analysis may also include social and cultural issues. Students who take courses in this domain choose three courses from such choices as literature, the visual arts, media arts, music, and theater. No more than two courses can be chosen from one department or program.

Learning Goals

- Introduce the major graphic design movements from 1890 to the present day.
- Explore the social, economic and cultural contexts which informed each movement.
- Analyze the different communication strategies and visual techniques.
- Develop research and synthesis skills through critical analysis, written and verbal communication.

Learning Outcomes

Upon completion of this course the successful student will be able to:

- Explain in well-written prose, what a work of design is about and how it was produced.
- Comment on the relationship between form, context and meaning in visual communication.
- Assess the formal aspects of the subject and put those qualities into words, using, when appropriate, specialized vocabulary employed in class and readings.
- Contextualize a work of design, recognizing it as representative of the historical context in which it was produced in terms of contemporaneous aesthetic, social, and political concerns, discussing how these might shape the work's reception and how that reception might differ amongst various peoples and historical periods.

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Required Textbook

Graphic Design: A Concise History, Second Edition,

Richard Hollis, Thames & Hudson, 2001 ISBN: 0500203474

Available at the DePaul Loop Bookstore

Academic Writing Resource

[https://education.depaul.edu/student-resources/academic-success-center/](https://education.depaul.edu/student-resources/academic-success-center/Pages/writing-resources.aspx)

[Pages/writing-resources.aspx](https://education.depaul.edu/student-resources/academic-success-center/Pages/writing-resources.aspx)

ASSIGNMENTS WEIGHTED BREAKDOWN

History of Graphic Design Quizzes (45%)

Required Textbook for Study:

Graphic Design: A Concise History, Second Edition, Richard Hollis,

Thames & Hudson, 2001

Quiz 1: Week 3, Thursday 09/21/17

Quiz 2: Week 5, Tuesday 10/03/17

Quiz 3: Week 7, Tuesday 10/17/17

Quiz 4: Week 9, Tuesday 10/31/17

Quiz 5: Week 9, Tuesday 11/02/17

Project 1 – Historical and Contemporary Poster Analysis (5%)

Compose a short essay comparing and contrasting one historical and one contemporary poster design.

Due: Week 5, Tuesday 10/03/17

Final Format: PDF Document, 500 words (max). Upload final PDF copy to D2L.

Project 2 – Research Paper and Presentation (50%)

Compose a research paper in response to one of the questions provided and create a presentation summarizing the argument. Include images and references in the research paper and presentation slides.

Research Presentation Due:

Week 10, Tuesday 11/07/17

Final Research Paper and Presentation Slides Due:

Week 11, Tuesday 11/21/17

Final Format:

- PDF Research Paper, 2,500 words (max) and PDF Presentation Slides.
- Upload final PDF copies to D2L.

GRADING RUBRIC

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Grading Distribution

95 - 100%	A Professional
91 - 94%	A-
88 - 90%	B+
85 - 87%	B Good
81 - 84%	B-
75 - 80%	C+
71 - 74%	C Average
68 - 70%	C-
65 - 67%	D+
61 - 64%	D Poor
00 - 00%	F Fail

Assignments are evaluated based on quality of concept, clarity of written communication, active class participation and attendance. There is no extra credit.

Grading Rubric	Needs Improvement	Satisfactory	Very Good	Excellent
Creativity and clarity of concept	Student demonstrates a limited understanding of the material and communication strategies.	Student demonstrates a satisfactory understanding of the material and communication strategies.	Student demonstrates a very good understanding of the material and communication strategies.	Student demonstrates an excellent understanding of the material and communication strategies.
Clarity of communication – Written and verbal	Student demonstrates a limited ability to communicate concepts, both written and verbal.	Student demonstrates a satisfactory ability to communicate concepts, both written and verbal.	Student demonstrates a very good ability to communicate concepts, both written and verbal.	Student demonstrates an excellent ability to communicate concepts, both written and verbal.
Professional presentation of finished project	Student demonstrates a limited ability to synthesize and present research in written and verbal communication.	Student demonstrates a satisfactory ability to synthesize and present research in written and verbal communication.	Student demonstrates a very good ability to synthesize and present research in written and verbal communication..	Student demonstrates an excellent ability to synthesize and present research in written and verbal communication.

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PROJECT EVALUATION AND LEARNING OUTCOMES

History of Graphic Design Quizzes (35%)

Quizzes are designed to test student's understanding of the major design movements from 1890 to present. All quiz questions are multiple choice and based on content from the required textbook, *Graphic Design: A Concise History, Second Edition*, Richard Hollis, Thames & Hudson, 2001.

Learning Outcomes:

- Demonstrate an understanding of the major graphic design movements from 1890 to present, and the social, economic and cultural contexts that have informed each movement.

Project 1: Historical and Contemporary Poster Analysis (5%)

This short writing task requires students to analyze, compare and contrast historical and contemporary poster designs to evaluate the formal aspects and effectiveness of the visual communication in cultural context. Project 1 is evaluated based on the clarity of writing and argument presented.

Learning Outcomes:

- Explain in well-written prose, what a work of design is about and how it was produced.
- Comment on the relationship between form, context and meaning in visual communication.

Project 2: Research Paper and Presentation (50%)

Project 2 requires students to compose a research paper in response to one of the questions provided and create a presentation summarizing the argument. Project 2 is evaluated based on analysis and synthesis of research, as well as clarity of written and verbal communication.

Learning Outcomes:

- Assess the formal aspects of the subject and put those qualities into words, using, when appropriate, specialized vocabulary employed in class and readings.
- Contextualize a work of design, recognizing it as representative of the historical context in which it was produced in terms of contemporaneous aesthetic, social, and political concerns, discussing how these might shape the work's reception and how that reception might differ amongst various peoples and historical periods.

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ASSIGNMENTS AND GRADING

Final Assignments

Please note that all assignments are required. You must complete every assignment for a final grade in the class. Every assignment must be posted to the specified D2L Dropbox folder. Student grades are based upon completion of assignments when due, quality of work, active class participation and attendance.

Submitting Assignments

In order for an assignment to be accepted as 'final' for grading, you must submit the following, as per the date required in the class schedule:

- 1 x PDF digital copy to the D2L Dropbox

Uploading project files to D2L Dropbox

- Upload PDF files to the appropriate week's assignment folder
- Name your file using your last name, project title and week submitted. E.g.:
Smith_Research Report_Week 2.pdf

Failure to Submit Assignments

Failure to submit assignments by the due date will result in a failed grade. Design requires a feedback loop of project submission for review, feedback, implementation of changes and resubmission. This is required of every assignment in the course.

Late Submissions

Late assignment submissions will not be accepted. If you are going to miss class when an assignment is due, you are still required to email your homework by the assigned due date to: amodie@depaul.edu.

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 to offer comments related to the reading assignments and examples presented in class. Students must keep up with the reading to participate in class discussion.

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ACADEMIC CALENDAR

September 6

Begin Autumn Quarter Classes

September 13

Last day to add (or swap) classes to AQ2017 schedule (8:00am Deadline)

September 19

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

September 20

Grades of "W" assigned for AQ2017 classes dropped on or after this day

October 24

Last day to withdraw from AQ 2017 classes

November 14

End AQ2017 Day & Evening classes

November 30

Autumn 2017 Grades Due

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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 'Content' 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 enrolment, 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.

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COURSE POLICIES

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.