GD105 INTRO TO VISUAL DESIGN
AQ 2017 | SYLLABUS

Section 403
Class Number: 12869

Professor
Alex Modie
amodie@depaul.edu

Location
Room 210
Daley Building, LC

Meeting Time
Tuesday | Thursday
1:30pm – 3:00pm
09/06/17 – 11/16/17

Final Exam
Thursday, 11/16/17
11:30am – 1:45pm

Office Hours
Tuesday & Thursday, 4:45pm – 6:15pm
Room 200B, Daley Building, LC

WEEK 1
THURSDAY 09/07

Review syllabus and assignments

Lecture | Discussion
Elements and Principles of Visual Design

Homework
- Collect 4 examples of design elements and principles to present in class Tuesday 09/12
- Read *Visual Grammar,* p.10–50

WEEK 2
TUESDAY 09/12

Group review examples of design elements and principles

Lecture | Discussion
Relations in composition

Homework
- Sketch 20 x thumbnails showing relationships for review, due Thursday 09/14
- Finish reading Visual Grammar

WEEK 2
THURSDAY 09/14
Lecture | Discussion
Gestalt Principles of Visual Perception

Brief Project 1: Cropped Letterform (10%)

Homework
- Begin work on Cropped Letterform, 6 x compositions
- Bring 6 x printed compositions to class for critique, Tuesday 09/19

WEEK 3
TUESDAY 09/19

Group Critique – Project 1: Cropped Letterform

Studio Session
Work in class to develop 6 x cropped letterform compositions

Homework
Finalize cropped letterforms and print final draft designs for critique, Thursday 09/21

WEEK 3
THURSDAY 09/21
Studio Session
Work in class to develop 6 x cropped letterform compositions

Homework
- Finalize Project 1: Cropped Letterform, due Week 4, Tuesday 09/26
- Minimum 6 x printed compositions – trimmed to size

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WEEK 4
TUESDAY 09/26

DUE — Project 1: Cropped Letterform

Lecture | Discussion
Gestalt Principles of Grouping and Freeform Structure

Brief Project 2: Grouping and Typography (15%)

Studio Session
Work in class to develop compositions

Homework
- Find a minimum of 5 x inspiration images of typographic compositions
- Project 2: Develop 3 x compositions for group critique, Thursday 09/28.
- Bring to class, Thursday 09/28: 3 x printed compositions and 5 x inspiration images
- Be prepared to talk about your work and discuss the inspiration images

WEEK 4
THURSDAY 09/28

Group Critique 1 – Project 2: Grouping and Typography
- Present first drafts x 3 and inspiration images x 5

Studio Session
Work in class to develop compositions

Homework
- Apply feedback from critique to refine 3 x compositions
- Bring final drafts to class for critique Week 5, Tuesday 10/03

WEEK 5
TUESDAY 10/03

Group Critique 2 – Project 2: Grouping and Typography

Studio Session
Work in class to develop compositions

Homework
- Finalize Project 2 Due: Week 6, Tuesday 10/10

WEEK 5
THURSDAY 10/05

Lecture | Discussion
Visual Hierarchy, Color Theory and Structured Grids

Brief Project 3: Visual Hierarchy (30%)

Homework
- Create 3 draft options for menu designs using a structured grid, visual hierarchy and color. Include 3 different color palettes.
- Collect 5 x examples featuring visual hierarchy, a structured grid and color
- Bring printed drafts, color palettes and inspiration to class for critique Week 6, Thursday 10/12
- Finalize Project 2 Due: Week 6, Tuesday 10/10

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WEEK 6
TUESDAY 10/10

DUE — Project 2: Grouping and Typography

Studio Session
Work in class to develop compositions

Homework
- Develop compositions
- Bring 3 x printed compositions and 5 x inspiration images to class for critique, Thursday 10/12

WEEK 6
THURSDAY 10/12

Group Critique 1 – Project 3: Visual Hierarchy
- Present first drafts x 3 and inspiration images x 5

Homework
- Refine compositions
- Bring final drafts x 3 to class for final critique, Tuesday 10/17

WEEK 7
TUESDAY 10/17
Group Critique 2 – Project 3: Visual Hierarchy
- Present final drafts x 3

Homework
- Finalize Project 3, due Week 8, Tuesday 10/24

WEEK 7
THURSDAY 10/19

Lecture | Discussion
Movement, Layers And Transparency

Brief Project 4: Visual Narrative (45%)

Studio Session
Work in class to develop compositions

Homework
- Sketch 3 x different options for a narrative sequence
  (12 frames per option x 3)
- Think about different ways to use various visual techniques, design elements and principles
- Collect 10 x visual examples for inspiration
- Bring sketches and visual examples to class for show and tell Week 8, Tuesday 10/24
- Be prepared to talk about your sketches and inspiration images next week
- Finalize Project 3: Visual Hierarchy, due Tuesday 10/24

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WEEK 8
TUESDAY 10/24

DUE — Project 3: Visual Hierarchy

Group Critique 1 – Project 4: Visual Narrative
• Present concept sketches x 3 options and inspiration images x 10

Homework
• Develop first draft visual narrative to work on in class, Thursday 10/26
• Begin creating images for sequence (e.g. Photos, illustrations etc)

WEEK 8
THURSDAY 10/26

Studio Session
Work in class to develop compositions

Homework
• Develop 12 x frames for critique Week 9, Tuesday 10/31

WEEK 9
TUESDAY 10/31

Group Critique 2 – Project 4: Visual Narrative

Homework
• Develop 12 x frames for work in class, Thursday 11/02

WEEK 9
THURSDAY 11/02

Studio Session
Work in class to develop compositions

Homework
• Refine 12 x frames for critique Week 10, Tuesday 11/07

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WEEK 10
TUESDAY 11/07

Group Critique 3 – Final Draft Project 4: Visual Narrative

Homework
• Develop and refine final draft visual narrative

WEEK 10
THURSDAY 11/09

Studio Session
Work in class to develop compositions

Homework
• Finalize Project 4: Visual Narrative, due Week 11, Thursday 11/16

WEEK 11
THURSDAY 11/16

Final Exam
11:30am – 1:45pm

DUE – Project 4: Visual Narrative
• Present Project 4: Visual Narrative 5-10 minutes
• Submit 12 x printed frames and upload PDF copy to D2L

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OVERVIEW

Students study the principles of composition and color theory, and how these are affected by movement, duration and display. Vector and bitmap manipulation tools are explored.

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
- Experience a range of design methods, processes, materials, and contexts.
- Apply basic elements of visual design including balance, color, dynamics, expression, form, growth, light, movement, sequence, shape, space.
- Practice iteration [and/or variation] to arrive at successful design projects.
- Use visual design terms and formal language to communicate.
- Analyze the effectiveness of works of art and design, recognizing strengths and citing areas for improvement.
- Identify or integrate methods, processes, and/or materials that are relevant to project development.
- Defend work with reason.

Required Textbook
Visual Grammar, Christian Leborg, Princeton Architectural Press, 2006
ISBN-10: 1-56898-581-9. Available at the DePaul Loop Bookstore.

Materials:
- Sketchbook
- Hard drive
- 2B Pencils
- X-Acto Knife
- Metal ruler (18 inch)
- Cutting mat

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ASSIGNMENTS WEIGHTED BREAKDOWN

Project 1: Cropped Letter Form (10%)

Choose 3 typefaces to experiment with abstracting letterforms and explore the relationship between figure and ground.

1. Working within a 4x4 inch square, create 6 x compositions using a single letterform. Examine the forms and counterforms of the letter.
2. Isolate just enough of each letter to hint at its identity. Strike a balance between positive and negative space.
3. Create 6 or more compositions.
4. Limit compositions to black and white

Due: Week 4, Tuesday 09/26

Final Format: Minimum 6 x compositions. Printed black and white, 4x4 inch squares, cut and trim to size. Upload final PDF copy to D2L.

Project 2: Grouping and Typography (15%)

Building on the Gestalt principles of grouping this exercise introduces the basic elements of typography and explores composition using a freeform structure.

1. Working within a 16x16 inch square, use the text provided to create 3 or more typographic compositions that demonstrate the Gestalt principles of grouping:
   - Proximity
   - Similarity
   - Closure
   - Continuity
   - Symmetry
2. Focus on creating an image with type to illustrate each principle of grouping
3. Limit each composition to 1 typeface

Due: Week 6, Tuesday 10/10

Final Format: Minimum 3 x printed, 16x16 inch, black and white. Upload final PDF copy to D2L.

Project 3: Visual Hierarchy (30%)

This exercise builds upon the basic elements of typography by introducing visual hierarchy and color within a structured grid.

1. Working within a letter size page create 3 options for a menu design
2. Create a grid to structure the composition
3. Focus on developing a visual hierarchy using type, alignment, spacing, scale and color
4. Start with a black and white composition and then add color
5. Think about ways to incorporate the design principles and elements in each composition to create a dynamic and compelling design
6. Limit compositions to 1 typeface and 2-3 colors per design

Due: Week 8 Tuesday, October 24

Final Format: 3 x Letter size pages, printed color. Upload final PDF copy to D2L.

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ASSIGNMENTS WEIGHTED BREAKDOWN (Continued)

Project 4: Visual Narrative (45%)
This final exercise combines all the design elements and principles in the creation of a visual narrative. Focusing on movement and sequence, students will explore ways to construct a visual narrative using a combination of typography, illustration and photography.

1. Create a visual narrative using typography, illustration, photography, or any combination of all three.
2. Include a minimum of 12 frames in the final sequence. Frames can be any size.
3. Use the design elements and principles covered in class to tell a story.
4. The story can be abstract (purely visual), or a more literal, figurative sequence.
5. Focus on creating a sense of movement, transition and continuity between frames.

Final Exam: Week 11 Thursday, November 16, 11:30am – 1:45pm
Final Format: 12 x printed compositions, any size, cut and trim to size. Upload final PDF copy to D2L.

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GRADING RUBRIC

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

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Assignments are evaluated based on quality of concept, execution, 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 concept, application of design principles and communication strategies.	Student demonstrates a satisfactory understanding of the concept, application of design principles and communication strategies.	Student demonstrates a very good understanding of the concept, application of design principles and communication strategies.	Student demonstrates an excellent understanding of the concept, application of design principles 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 proficiency in design programs and craftsmanship including, composition, typography and use of imagery.	Student demonstrates a satisfactory proficiency in design programs and craftsmanship including, composition, typography and use of imagery.	Student demonstrates a very good proficiency in design programs and craftsmanship including, composition, typography and use of imagery.	Student demonstrates an excellent proficiency in design programs and craftsmanship including, composition, typography and use of imagery.

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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%20 Students/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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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 undisruptive manner. Out of respect to fellow students and the professor, texting is never allowable in class.