

# GD105 Intro to Visual Design

Daley 210                      Winter Quarter 2018                      Mon & Wed 3:10–4:40PM  
Section 502                      Jan 3–Mar 19 2018                      Final Mar 19 2018  
2:30–4:45 Daley 210

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Office Hours: Wednesday 8:00–9:30 AM, and 1:30–3:00 PM Daley 501

## Text Requirement

*A Primer of Visual Literacy*, Donis A Dondis

## Materials

Sketch Book  
Xacto knife/Lots of blades  
Pencils  
Self healing cutting surface  
Metal ruler  
External hard drive/flash drive

## 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

- 1 Experience a range of design methods, processes, materials, and contexts.
- 2 Apply basic elements of visual design including balance, color, dynamics, expression, form, growth, light, movement, sequence, shape, space.

- 3 Practice iteration [and/or variation] to arrive at successful design projects.
- 4 Use visual design terms and formal language to communicate.
- 5 Analyze the effectiveness of works of art and design, recognizing strengths and citing areas for improvement.
- 6 Identify or Integrate methods, processes, and/or materials that are relevant to project development.
- 7 Defend work with reason.

### **Changes to the 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.

### **On Line 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 [academicintegrity.depaul.edu](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:

[www.cdm.depaul.edu/Current%20Students/Pages/PoliciesandProcedures.aspx](http://www.cdm.depaul.edu/Current%20Students/Pages/PoliciesandProcedures.aspx)

January 9	<i>Last day to add (or swap) classes to AQ2017 schedule (8:00am Deadline)</i>
January 15	<i>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</i>
January 15	<i>Martin Luther King Day—Campus closed</i>
January 16	<i>Grades of "W" assigned for AQ2017 classes dropped on or after this day</i>

## **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](mailto: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 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.

### **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.

### **Participation, In-class attitude/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.

### **Homework Assignments**

Have your homework completed at the start of class. This means also printed.

### **Projects (Design and Craftsmanship)**

Have your assignments complete and take risks. I'd rather see you try something new and fail than have a perfect project. Work on your craft. You need to develop a steady hand and an eye for detail.

<i>Grade for this course is based on</i>		<i>Grading Scale</i>	
<i>Project 1</i>	<i>30%</i>	<i>A</i>	<i>100-90</i>
<i>Project 2</i>	<i>50%</i>	<i>B</i>	<i>89-80</i>
<i>Project 3</i>	<i>20%</i>	<i>C</i>	<i>79-70</i>
		<i>D</i>	<i>69-60</i>
		<i>F</i>	<i>59- 0</i>

## Overview/Timeline

Below is a rough outline of the projects/reading we will undertake in this class. We will have a field trip to the Columbia College Museum of Contemporary Photography. Schedule is subject to change.

### Week By Week Course Outline

<b>Week 1</b> 1/3/18	<b>Project 1A: Composition with the Letter Forms</b> Discuss Balance, Stress, and Figure/Ground Dondis pages 22–26 & 35–37 Work on Project 1A.	<b>Homework</b> Project 1A
<b>Week 2</b> 1/8/18	<b>Project 1A: Composition with the Letter Forms</b> Crit: Examples printed & hung before class. Work on Project 1A	<b>Homework</b> Project 1A
1/10/18	<b>Project 1B: Composition with Grid</b> Crit: Examples printed & hung before class. Discuss part B of the project. Discuss composition and shape. Dondis pages 27–35	Project 1B
<b>Week 3</b> 1/15/18	<b>Project 1B: Composition with Grid</b> No Class—Martin Luther King Day.	<b>Homework</b>
1/17/18	Crit: Examples printed & hung before class. Work on Project 1B.	Project 1B
<b>Week 4</b> 1/22/18	<b>Project 2: Point, Line, and Plane</b> Project 1A & 1B Due Crit: Examples printed & hung before class. Begin Project 2A Point, Line, Plane. Discuss Point, Line, Shape Dondis pages 39–45.	<b>Homework</b> Project 2A
1/24/18	Discuss Direction, Scale, and Movement. Dondis pages 46–66. Work on Project 2A	Homework Project 2A
<b>Week 5</b> 1/29/18	<b>Project 2: Point, Line, and Plane</b> Discuss Representation, Abstraction and Symbolism. Dondis pages 67–84. Work on Project 2A.	<b>Homework</b> Project 2A
1/31/18	Crit: Examples printed & hung before class. Rework Project 2A.	Project 2A
<b>Week 6</b> 2/5/18	<b>Project 2: Point, Line, and Plane</b> Discuss Tone, Color and Texture. Dondis pages 47–56. And color reading. Continue reworking Project 2A.	<b>Homework</b> Project 2A
2/7/18	Work on Project 2A	Project 2A
<b>Week 7</b> 2/12/18	<b>Project 2B: PLP, Color and Texture</b> Crit: Examples printed & hung before class. Choose best example from Project 2A	<b>Homework</b> Project 2B

	Work on Project 2B.	
2/14/19	Work on Project 2B	Project 2B
<b>Week 8</b>	<b>Project 2C: PLP, and Animation</b>	<b>Homework</b>
2/19/18	Crit: Examples printed & hung before class. Discuss The Dynamics of Contrast. Dondis pages 85–103. Work on Project 2C.	Project 2C
2/21/18	Work on Project 2C	Project 2C
<b>Week 9</b>	<b>Project 3: Photo Narrative</b>	<b>Homework</b>
2/26/18	Crit of Project 2C upload project before class. Discuss Project 3. Work on Project 3	Project 3
2/28/18	Field trip to the Columbia College Museum of Contemporary Photography	Project 3
<b>Week 10</b>	<b>Project 3: Photo Narrative</b>	<b>Homework</b>
3/5/18	Discuss Visual Techniques—The Communication Strategies. Dondis pages 104–126. Work on Project 3.	Project 3
3/7/18	Crit of Project 3 upload project before Class. Work on Project 3.	Project 3
<b>Week 11</b>	<b>Photo Narrative</b>	<b>Homework</b>
3/12/18	Work on Project 3	Project 3
3/14/18	Work on Project 3	Project 3
<b>Week 12</b>	<b>Final Exam Day—Final Crit</b>	
3/19/18		