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## GRAPHIC DESIGN TWO

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DePaul University . Winter 2016/17  
Loop Campus . 14 East Jackson Room 506  
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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GD300

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### COURSE DESCRIPTION

This course explores word and image in content and form. Analysis of meaning, structure, and communication to specific audiences is studied. Readings, design and writing projects in commercial graphic design and fine arts comprise the content of the course. Projects are graphic and expressionist in nature, structured to emphasize the relationship between form and content. Content is largely based on the student's own research and writing. This is a lecture discussion class.

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### PREREQUISITES

GD200, GD230

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### OBJECTIVES

This course has the following learning objectives:

- 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 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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### CLASS PERIOD

Each class will be used for either group crits and work sessions as noted in the schedule. Come to class prepared with completed homework assignments.

Additionally, students should bring necessary supplies to each class so they're ready to work (from paper and rulers to USB / portable hard drives).

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### COURSE WORK

#### **Reading and discussion**

There will be reading assignments on design theory and process

#### **Projects**

Much of your work will be conducted outside the class, especially idea development, content development, planning and sketching. You are responsible for the time-management necessary to ensure that you have computer time outside of class.

#### **Group Critiques and Shareback Sessions**

We will have work and project critiques and presentations that will ensure that we learn from one another and share information. Attendance and participation in critiques is mandatory.

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### 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.

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### REQUIRED SUPPLIES AND TEXT

Pencils, markers, graph paper, tracing paper, mounting and binding supplies, sketchbook, camera, USB thumb drive or portable hard drive

#### **Required Text:**

*Graphic Design Thinking: Beyond Brainstorming*

Ellen Lupton, editor, Princeton Architectural Press, 2011, ISBN 978-1-56898-979-2

#### **Not required but suggested:**

*A Smile in the Mind*

by Beryl McAlhone

*Design Writing Research*

by Ellen Lupton and J. Abbott Miller, Princeton Architectural Press, New York

*Making and Breaking the Grid: A Graphic Design Layout Workshop,*

by Timothy Samara, Rockport Publishers

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### GRADING

Grades for this course will be based on:

- 10%** In-class Participation (discussions, workshops, critiques, etc.)
- 15%** Homework assignments (readings, reflections, etc.) – 15%
- 25%** For each of 3 projects

Often informal performance will influence your project grades.

**Timeliness** : meet all final and intermediate deadlines. Arrive early.

**Quantity/Quality** : exceed the minimum, seek critique.

**Innovation** : seek difference not similarity.

**Community** : collaborate, listen and share.

Attendance is mandatory and will impact your grade as outlined within this document.

93–100%	<b>A</b>	83–86%	<b>B</b>	67–69%	<b>D+</b>
90–92%	<b>A-</b>	80–82%	<b>B-</b>	60–66%	<b>D</b>
87–89%	<b>B+</b>	77–79%	<b>C+</b>	0–59%	<b>F</b>
		73–76%	<b>C</b>		
		70–72%	<b>C-</b>		

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### ATTENDANCE

#### **Attendance is mandatory.**

Attendance will be called at the beginning of each class session. You are allowed a maximum of three absences throughout the quarter. If your absences exceed the maximum of three 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.

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### EXCUSED ABSENCE

In order to petition for an excused absence, students who miss class due to illness or significant personal circumstances should complete the Absence Notification process through the Dean of Students office. The form can be accessed at <http://studentaffairs.depaul.edu/dos/forms.html>. Students must submit supporting documentation alongside the form. The professor reserves the sole right whether to offer an excused absence and/or academic accommodations for an excused absence.

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### 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>

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### 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.

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### 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.

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### RETROACTIVE WITHDRAW

This policy exists to assist students for whom extenuating circumstances prevented them from meeting the withdrawal deadline. During their college career students may be allowed one medical/personal administrative withdrawal and one college office administrative withdrawal, each for one or more courses in a single term. Repeated requests will not be considered. Submitting an appeal for retroactive withdrawal does not guarantee approval.

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### 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.

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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.

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### 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.

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### PERSONAL TECHNOLOGY

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.

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### 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.

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### 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: (773) 325 1677  
Fax: (773) 325 3720  
TTY: (773) 325 7296

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### EMAIL

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.

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## COURSE SCHEDULE

WEEK	CLASS OVERVIEW
Week 1 January 4	Course introduction In-class lecture / activity Project 1 introduction
Week 2 January 11	In-class worksession Group critique for project 1
Week 3 January 18	In-class worksession Final critique for project 1
Week 4 January 25	<b>Project 1 Due</b> Project 2 introduction In-class lecture / activity
Week 5 February 1	In-class worksession Group critique for project 2
Week 6 February 8	In-class worksession Final critique for project 2
Week 7 February 15	<b>Project 2 Due</b> Project 3 introduction In-class lecture / activity
Week 8 February 22	In-class worksession Group critique for project 3
Week 9 March 1	Visiting designer / studio visit (TBD) Group critique for project 3
Week 10 March 8	In-class worksession Final critique for project 3
Week 11 March 15	<b>Project 3 Due</b>