

T: 1:30pm—4:45pm  
Daley 213

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Office hours:  
Mondays  
9:00am—12:00pm

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**Course Description**

Graphic design 1 introduces the world of graphic design in a social and historical context. Methodologies of research and problem solving will be examined, with an emphasis on the role of analysis, conceptual thinking and visual production as the primary tasks of the graphic designer. The materials and techniques of two dimensional design will be taught and incorporated into class projects. Projects will combine words, images and graphic elements to create meaningful solutions that give your audience new understanding and experiences.

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**Learning Domain Description**

Graphic design 1 (GD200) 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 while 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, come to better understand the original audience that witnessed a work of art and how its meaning and significance changes over time. These courses focus on works of art or literature, however the process of analysis may include social, cultural, and historical issues. Genres covered in this domain include literature, the visual arts, media arts, the performing arts, music, and theater.

**Writing Expectation**

A minimum of 5 - 7 pages of writing for courses in the Arts and Literature domain (including studio courses) is required.

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**Learning Domain Description**

Students will be able to:

- Explain, in well-written prose, what a work of art is about and/or how it was produced
- Articulate and explain the “content” of that work and/or its methodology of production.
- Comment on the relationship between form and content in a work.
- How does the 14-line sonnet both enable and inhibit its practitioner, for example?
- What are the generic expectations of a particular form?
- How does an artist complicate, enrich, or subvert such expectations?
- Assess the formal aspects of their subject and put those qualities into words, using, when appropriate, specialized vocabulary employed in class and readings.
- Contextualize a work of art.
- Do so with respect to other works of art in terms of defining its place within a broader style or genre.
- Contextualize a work of art in terms of contemporaneous aesthetic, social, or 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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**How Learning Outcomes will be met**

In the context of this class, design is about communicating to diverse and specific audiences. Design utilizes different rhetorical strategies and the study of such strategies constitutes a major focus of the class. The goals of design are to inform (e.g., directions to the airport), educate (e.g., learning how to read), persuade (e.g., support a specific candidate or belief system), or take action (the act of voting or buying a product). This course will deliver a design history experience through readings, discussion, lectures, activities, and creative projects.

**Students are required to:**

- Submit seven research papers about important moments in design history (1400-2800 words total). Each assignment asks the student to select a design piece from a specific period, analyze it formally, and discuss the historical/political circumstances in which it was made.
- Participate in weekly group critiques.

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**Objectives**

The goals of the class will be to learn what it means to create well crafted design elements and to combine those elements into compositions that clearly communicate the ideas expressed in the content. In successful design, the visual composition of a piece should always reflect and support the underlying idea, not obscure or ignore it.

- Conceptual, logical, visual and critical thinking within research-driven design projects
- Pre-planning, sketchbook renderings and preliminary visualization before implementation
- Composition and manipulation of type and image elements
- Basic layout and compositing with Illustrator, Photoshop, and InDesign
- Hand skills and craftsmanship
- Verbal, Written, and Visual presentation of your work

The structure of this course is designed to foster a strong work ethic and sense of self initiative. We will split class time between lectures/demos, workshops/in-class work, and various forms of individual and group critique. There will be studio projects and different amounts of in-class and outside work time in regard to production. Please be sure to stay on top of your work.

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**Prerequisites**

GD 105, Art 105, Ani 105 or GPH 211.  
Knowledge of the Macintosh operating system is essential for success in this course.

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**Turning in assignments**

Post your homework to D2L only as pdf files.  
Do not post native application files such as .ai, .indd, or .psd.  
Name your files using: LastName-FirstName-AssignmentName\_Version#.pdf  
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!

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**Materials**

Sketch Book (at least 8.5x11)	Microsoft Office
Pencils, Pens (for sketching)	Adobe CS
Exacto knife	External hard drive/flash drive
Ruler	
Digital Camera/iPhone camera	
(a basic one is fine)	

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**Required Text books**

**Graphic Design: The New Basics**  
by Ellen Lupton

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## Grading

Grades are a reflection of the effort put forth as stated below. Final grades are not merely the evaluation of the final design, they are a reflection of effort, and process. Those who take risks, keep exploring, try new things and go back and improve projects after we review them will do well.

### General grading policies:

Participation, In-Class Attitude/Attendance

Everyone should participate in each class. Not everyone is the best presenter, however its important to become comfortable speaking in a group and communicating.

Homework Assignments

Have your homework completed at the start of class. Process, research and discovery are as important as the final result(s). While not required, it is recommended that you keep a sketchbook/process book during the quarter.

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.

Quiz's/Exam

Covers what we learn in class lectures and through projects.

### How you will be evaluated:

15% In-class participation and engagement

10% Ongoing studio exercises

50% Assigned Projects

25% Research writing assignments

Thoughtful participation in group discussions, the presentation of assignments when asked, and attendance all count towards an individual's "class participation," a factor in the student's final grade. This can not be made up after the fact due to an absence, as it required physical presence in the classroom.

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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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Grading Scale	<b>A</b>	100—93	<b>C+</b>	79—78	<b>F</b>	59—0
	<b>A-</b>	92—90	<b>C</b>	77—73		
			<b>C-</b>	72—70		
	<b>B+</b>	89—88				
	<b>B</b>	87—83	<b>D+</b>	69—68		
	<b>B-</b>	82—80	<b>D</b>	67—63		
			<b>D-</b>	62—60		

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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.

<b>Academic Integrity</b>	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: <a href="http://academicintegrity.depaul.edu">http://academicintegrity.depaul.edu</a>
<b>Changes to Syllabus</b>	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.
<b>Course Evaluations</b>	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.
<b>Withdraw</b>	Students who withdraw from the course do so by using the Campus Connect <a href="http://campusconnect.depaul.edu">http://campusconnect.depaul.edu</a> . 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.
<b>Incomplete grade</b>	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.
<b>Civil discourse</b>	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.
<b>Class Schedule</b>	Class schedule will be handed out as separate document and is subject to change based upon the evolution of the class.

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**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. Come on.

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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 number: (773) 325.1677  
Fax: (773) 325.3720  
TTY: (773) 325.7296

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**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.