

# Graphic Design Two

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## CLASS DESCRIPTION

This course explores design problems in visual communication through word and image. Project content is largely based on the student's own research and writing. 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.

## PREREQUISITES

- GD 200
- GD 230

## 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

## COURSE STRUCTURE

### In-class workshops

We will spend time in class practicing various methods for generating ideas and creating form.

### 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 Share back 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 are mandatory.

### **Process Journal**

Throughout the quarter, you will be required to keep a daily visual journal. Each week we will have a new creative prompt. Weekly journals should be submitted to [d2l.depaul.edu](https://d2l.depaul.edu).

### **Reading and discussion**

There will be reading assignments on design theory and process

### **Class Conduct**

You will be meeting in online groups throughout this course. You are expected to participate in these exchanges in a frank and honest yet also respectful manner. Participation in critiques and reviews is not optional. You are expected to both comment on your peers' work as well as offer your work for feedback. When you're discussing someone else's work, treat them with respect. When someone else is critical of your work, don't take it personally. Our discussions should be challenging while never disregarding the dignity of each one of us.

## **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

## **GRADING**

### **Assignment weight**

10%	Visual Journal
30%	Assignment 1
35%	Assignment 2
10%	Class Participation (discussions, workshops, critiques, etc.)

Often informal performance will influence your project grades.

### **Grading Rubric**

Final grades will be based on your projects and assignments as well participation throughout the term. Specific criteria for grading will be listed on each assignment sheet but will broadly cover the areas of:

- **Research and Conceptual Development**
- **Formal Resolution**
- **Technical Craft in Presentation**
- **Effort and Professionalism:** Often informal performance will influence your project grades.
- **Quantity/Quality:** Exceed the Minimum, Seek Critique.
- **Innovation:** Seek Difference instead of Similarity.
- **Adherence to Guidelines**
- **Community:** Collaborate, Listen and Share.

### **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. I do accept revisions of work for an improved grade. So please turn in your work on time, even if incomplete, and revise it as necessary after it's due.

### **Grading Scale**

A	100–93%
A-	92–90%
B+	89–87%
B	86–83%
B-	82–80%
C+	79–77%
C	76–73%
C-	72–70%
D+	69–67%
D	66–63%
D-	62–60%
F	59–0%

### **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 an 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.

## **ATTENDANCE**

Since we're meeting remotely, attendance takes on a very different meaning. The expectation is that you're 'present' for this class, in your group meetings, participating in dialogue with your peers, and getting in touch with me if you have unresolved questions, need some help, require more feedback, etc. This will likely be harder than a typical course that meets on campus.

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.

## **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.

## COURSE SCHEDULE

The course schedule is available on [Google Docs](#). It will be updated as the course develops.

## SYLLABUS CHANGES

I will make every effort to adhere to the syllabus, but sometimes, changes may occur. You are responsible for keeping up with changes that occur even when you are not in class—so keep in touch with your fellow students and the teacher. An email after an unexcused absence will not be able to cover all that happened in a class period.

Edits Log

08/30/2020 - First Draft

## COLLEGE POLICIES

### Online 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.

### Academic Integrity & 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 enrollment, withdrawal, grading and incompletes can be found at: [cdm.depaul.edu/enrollment](http://cdm.depaul.edu/enrollment).

### 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

## **Preferred Name & Gender Pronouns**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the quarter so that I may make appropriate changes to my records. Please also note that students may choose to identify within the University community with a preferred first name that differs from their legal name and may also update their gender. The preferred first name will appear in University related systems and documents except where the use of the legal name is necessitated or required by University business or legal need. For more information and instructions on how to do so, please see the Student Preferred Name and Gender Policy at <https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Student%20Preferred%20Name%20and%20Gender.pdf>

## **OTHER RESOURCES**

### **DePaul Graphic Design Mail List**

Please sign up for the DePaul Graphic Design Mail List: [mailman.depaul.edu/mailman/listinfo/design](mailto:mailman.depaul.edu/mailman/listinfo/design).

### **LinkedIn Learning**

DePaul has acquired an institution-wide license for LinkedIn Learning, which is a wonderful resource for all kinds of technical training. You'll need to sign in with your DePaul user and password using the link found at [software.depaul.edu/training](https://software.depaul.edu/training).

### **The Society of Typographic Arts**

The Society of Typographic Arts ([sta-chicago.org](https://sta-chicago.org)) is the longest-running professional organization for designers in Chicago. They have very inexpensive memberships for students. This is an organization worth joining.

### **The American Institute for Graphic Arts**

The American Institute for Graphic Arts ([aiga.org](https://aiga.org)) is the largest professional organization for designers in Chicago. They are slightly more expensive than STA but also more active.