

GD152: Adobe InDesign Workshop

DePaul University College of
Computing & Digital Media

Mondays 11:50am – 1:20pm

2 Credit Hours

243 S Wabash Ave
Room 632

Winter 2022 Course Syllabus

Lesley Guthrie • lguthri1@depaul.edu • (773) 895-6227

OFFICE HOURS

Loop Campus, Mondays 10:30am - 11:30am • Remote office hours available upon request
Zoom Link : <https://depaul.zoom.us/my/lesleyguthrie>

COURSE DESCRIPTION

This class will cover fundamental typographic design and layout skills using the page layout software Adobe InDesign. Topics and techniques covered during lectures will be reinforced through in-class exercises and projects.

LEARNING OBJECTIVES

This class is intended to acquaint the student with the basic skills necessary for working in Adobe InDesign. At the successful completion of this course, the student will demonstrate the following capabilities:

- Obtain a basic working knowledge and understanding of Adobe InDesign.
- Develop skills in page layout and typography management.
- Demonstrate ability to use tools and palettes such as paragraph styles, colors, pages, links and other panels and tools which support proper program abilities.
- To become more effective and confident in the use of the software and proper workflow within industry standards.

REQUIRED MATERIALS

- Subscription to Adobe InDesign Software.
- All project files are to be brought to class each week using a cloud method of file storage or a portable external hard drive.
- It is recommended that you use a cloud storage platform such as Google Drive, Dropbox, Box, etc. to always ensure access to your files.
- **Obtain file storage AND backup before the second week of classes.** You are responsible for file storage and backup from the very first assignment. Failure to turn in a project due to data loss will result in a zero grade for that assignment.
- Black matte board.
- Access to a black/white and color printer.

COURSE MANAGEMENT IN D2L

In order to ensure consistency throughout the term, this course will be managed using D2L. All course work, assignments, announcements and details will be located there and all assignments require project files to be uploaded using D2L. D2L allows uploads up to a maximum of 2GB. Anything larger must be stored in the cloud somewhere (Drive, Dropbox, Box, etc) and a link must be provided in the comments for that particular assignment. Please be sure to check D2L for weekly updates or announcements.

CLASSROOM EXPECTATIONS

- Be on time and come prepared.
- Keep all other applications closed and phones silenced.
- Be respectful to each other and to me. We will be providing each other with professional constructive feedback and this needs to be a top priority.
- Use class time wisely.
- Raise your hand and ask questions!

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REMOTE CLASSROOM EXPECTATIONS VIA ZOOM

As per the University requirements, we will be meeting remotely via Zoom for the first 2 weeks of the term. Our Zoom meetings will meet at the time of our scheduled in person class using the link above. Remote classes can be difficult to teach, so in addition to the above, please do your best to meet the below expectations:

- Treat video conferences as you would a regular class session on campus. Be prepared to be attentive and engaged during meetings.
- Find a quiet place to work with no distractions so that you can participate freely by staying unmuted. If you are unable to do this, mute your microphone when you're not speaking to minimize background noise.
- Keep your camera on so that it is obvious you are participating in class.
- We will use the Zoom chat feature to log questions throughout the lecture and I will pause often to address them.

LATE WORK

Weekly assignments are due at the beginning of each class and contribute to your participation grade. You will always have class time to work on the course assignments and projects. Because everything is due at the end of the quarter, **no late work will be accepted.**

GRADING

Each assignment is graded using a specific rubric. Students are provided with the rubrics ahead of time and therefore are expected to read them and understand the expectations prior to turning in the assignment. Should you desire further feedback from me, you must schedule a Zoom meeting or use my office hours to look over your project and discuss any changes that need to be made to resubmit for a better grade.

FINAL GRADE TRANSLATION SCALE

The grade scale used in this course is the D2L default scale and is as follows:

A 95 – 100	B+ 87 – 90	C+ 77 – 80	D+ 65 – 70
A- 90 – 95	B 83 – 87	C 73 – 77	D 60 – 65
	B- 80 – 83	C- 70 – 73	F less than 60

ATTENDANCE

Students are expected to attend scheduled class sessions and course-related activities. Two unexcused absences will reduce a student's semester grade by one letter grade, and a third unexcused absence will result in failure of the course. Grounds for excused absences are illness, family emergencies, jury or military service, and religious obligations. Excused absences must be discussed with the instructor prior to the absence so that arrangements can be made to make up the work. This includes absences for sickness.

COURSE WORK

This class is structured around one large project that will be due at the end of the course. Each week you will be given an assignment that is required to participate in the next class activity. We will begin each class with 30-40 minutes of lecture and you will be allowed the remainder of class time to work on your assignments that are due the following week. In addition, we will use this time to ask any questions you might have about the tool and how to do the work.

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Week 1 <i>January 3</i> <i>Class Introduction/Overview</i>	Class Introduction Presentation Deck and review the project in detail from the Project Brief Assignment: Choose your book and start looking at fonts
Week 2 <i>January 10</i> <i>Introduction to Adobe InDesign</i>	Statement of Intent Worksheet Assignment: Write the content for the Colophon
Additional Resources: Getting Started with InDesign	Due: You must have your book chosen and have narrowed down font choices
Week 3 <i>January 17</i> NO CLASS	Read your book or watch a film adaptation. Watch these videos to get acquainted with InDesign. I recommend that you forward through the first 4-5 mins of the videos because there is a lot of chatting at the beginning.
Crash Course for Beginners How to Get Started with Adobe InDesign	
Week 4 <i>January 24</i> <i>Typesetting</i>	Typeset the Colophon Assignment: Create a book content Inventory and create book cover sketches (at least three concepts)
Additional Resources: Creating Text & Formatting Text	Due: Statement of Intent Worksheet and content for Colophon
Week 5 <i>January 31</i> <i>Apply Color & Style</i>	Begin Chapter 1 Design Comp Assignment: Typeset Chapter 1 (Due in Week 6)
Additional Resources: Applying Color & Applying Character and Paragraph Styles	Due: Colophon, Book Content Inventory & Cover Concept Sketches
Week 6 <i>February 7</i> <i>Midterm Presentations</i>	Each student will present a chapter opener, one spread and three cover concepts to the class for feedback
Week 7 <i>February 14</i> <i>Images & Multiple Page Documents</i>	Finalize Chapter 1 Design Comp Assignment: Finish Chapter 1 Design Comp and finalize chosen cover design concept
Additional Resources: Adding Graphics and Images & Multiple Page Documents	Due: 20% of your interior pages should be typeset
Week 8 <i>February 21</i> <i>Content & Layout Design</i>	Begin to design and lay out your cover based on your final sketch Assignment: Work on first draft cover design
Additional Resources: Editing & Organizing Content	Due: 50-60% of your interior pages should be typeset
Week 9 <i>February 28</i> <i>Advanced Text, Tabs & Tables</i>	Table of Contents Worksheet Assignment: Finish typesetting table of contents, and finalize cover and interior design
Additional Resources: How to make a Table & Setting Tabs	Due: Draft cover design and 70-80% of your interior pages should be typeset
Week 10 <i>March 7</i> <i>Creating Press Ready Documents</i>	In-Class Work Day Assignment: Finish Cover and Interior design
Additional Resources: Set a print Bleed	
Week 11 <i>March 14 11:30am – 1:45pm</i> <i>Final Project Presentations</i>	Each student will present their final book design Due: All final files

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University Information and Resources

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 will receive an email when evaluations are available.

ACADEMIC INTEGRITY

This course will be subject to the university's academic integrity policy. More information can be found at <http://academicintegrity.depaul.edu/>.

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 on the DePaul University website.

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. Be aware that I am obligated as a professor in the university to report all academic integrity violations, no matter how minor they may seem.

INCOMPLETE

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. An incomplete grade is given only for an exceptional reason such as a death in the family, a serious illness, etc. Any such reason must be documented.

Any incomplete request must be made at least two weeks before the final, and approved by the Dean of the College. Any consequences resulting from a poor grade for the course will not be considered as valid reasons for such a request.

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STUDENTS WITH DISABILITIES

Students who feel they may need accommodation based on the impact of a disability should contact the Center for Students with Disabilities (CSD) at: <https://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx>.

To ensure that students receive the most appropriate accommodation based on their needs, they should also contact the instructor as early as possible in the quarter (preferably within the first week of class), to discuss their specific needs. All discussions will remain confidential.

COVID-19 HEALTH AND SAFETY PRECAUTIONS

Keeping our DePaul community safe is of utmost importance in the pandemic. Students, faculty and staff are expected to (1) wear a mask as required at all times while indoors on campus; (2) refrain from eating and drinking in classrooms; (3) keep current with their COVID-19 vaccinations or exemptions; (4) stay home if sick; (5) participate in any required COVID-19 testing; (6) complete the online Health and Safety Guidelines for Returning to Campus training; and (7) abide by the City of Chicago Emergency Travel Advisory. By doing these things, we are Taking Care of DePaul, Together. The recommendations may change as local, state, and federal guidelines evolve. Students who do not abide by the mask requirement may be subject to the student conduct process and will be referred to the Dean of Students Office. Students who have a medical reason for not complying with any requirements should register with DePaul's Center for Student with Disabilities (CSD).

RESPECT FOR DIVERSITY AND INCLUSION AT DEPAUL UNIVERSITY AS ALIGNED WITH OUR VINCENTIAN VALUES

At DePaul, our mission calls us to explore “what must be done” in order to respect the inherent dignity and identity of each human person. We value diversity because it is part of our history, our traditions and our future. We see diversity as an asset and a strength that adds to the richness of classroom learning. In my course, I strive to include diverse authors, perspectives and teaching pedagogies. I also encourage open dialogue and spaces for students to express their unique identities and perspectives. I am open to having difficult conversations and I will strive to create an inclusive classroom that values all perspectives. If at any time, the classroom experience does not live up to this expectation, please feel free to contact me via email or during office hours.

CODE OF STUDENT RESPONSIBILITY

The Dean of Students Office is committed to partnership in the educational mission of DePaul University. This mission is enhanced by a Code of Student Responsibility, which includes policies that outline expectations and standards of behavior for the student community. Students should report any incidents of behavioral misconduct (including harassment) in video conference meetings to their instructor. Any incident of harassment and/or behavioral misconduct that impedes the teaching & learning environment may be referred to the Dean of Students Office for referral to the student conduct process. This includes sharing meeting links, passwords, screenshots, recordings, or other meeting information in a way that could facilitate harassment or misconduct by others.

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