GRPH 201

SOFTWARE FOR DESIGN

T+TH 11:00am - 12:50pm HFAC314

INSTRUCTOR: Z Comer, Associate Professor of Art
OFFICE: HFAC 311
HOURS: T+TH 2pm - 4pm or by appointment
CONTACT: enz001@marietta.edu | 740-376-4694

Ai **Ps** **Id**

BASIC COURSE INFO

Class Description:
This course will teach proficiency in the Adobe software suite including Photoshop, Illustrator and InDesign. Concentration is placed on the development of technical skills by enabling students to use the computer as a tool for solving design problems. Students will also be introduced to design principles and taught design skills that will be incorporated in assignments.

Class Objectives:
Students shall complete this course with:
• Awareness of Design Elements & Principles
• Working Knowledge of Adobe Illustrator, Photoshop and InDesign
• Typesetting skills
• Mounting skills

Institutional Learning Outcomes:
• Communication Skills: Responsiveness to Purpose
• Artistic Literacy: Development of Concept
• Artistic Literacy: Quality of Critical Response

Required For Class:
• **Thumb Drive:** 10GB (minimum) Mac-formatted External Hard drive or Jump Drive to save your work on. Note: Good file management is essential to professional success. PUT YOUR NAME ON IT!
• **Headphones:** On occasion we may have time to work in class; if you want to listen to music during this time you MUST USE HEADPHONES at a low volume, so you can still hear me, and no one around you is disturbed by your music. Bluetooth speakers are never permitted. Don't bring them to class.
• **Cloud Storage:** In addition to saving your files on your USB drive, you will back up your files with cloud storage using our Microsoft One Drive account provided by the school.
• **Book:** "Graphic Design Portfolio CC 2019: Adobe InDesign, Illustrator & Photoshop" There will be a lab copy of this book available that will not leave the classroom, however you cannot depend on this copy being available at your convenience, so it is highly suggested you purchase your own copy.

Course Delivery - FACE TO FACE:
This course will be delivered in the standard face to face format. That means for each class session you should expect to be in the classroom ready to work and learn. You will need to come to class prepared, wearing your mask (over your mouth and nose). As long as the university allows for us to meet in the classroom, we will continue to do so. However, a lot of additional course content and course engagement will take place outside of the classroom via Moodle or ZOOM on occasion.

Moodle will be a very important component of our course this semester. All paperwork, assignments, grades, and projects will be uploaded to Moodle. Additionally, much of the instructional content (lectures, tutorials, etc) will be posted to Moodle. If you are not familiar with Moodle yet, you will be an expert by the end of the semester!

Attendance Policy:

Attendance is required and will be taken at each class. Missing a class and having to catch up is more difficult, therefore your class presence is emphasized and graded to encourage daily attendance and participation.

- Each class is worth five (5) points
- Three (3) points if student is tardy
- Zero (0) points if student is absent
- More than 4 absences can result in a lowering of your final semester grade by one full letter
- More than 5 absences can result in a failing grade for the semester

When you miss class, you cannot simply "make up" what you miss. I mean that the interactions that happen in class are crucial and while some work can be done remotely, the connections, conversations, and feedback that happen in the studio are invaluable to your success and cannot be replicated outside of the classroom milieu. Additionally, I do not want to be in a position where I have to determine whether or not your absence is "excused". So, I don't have excused absences in the class. Each class session is assigned a point value, and if you miss the class, you miss the points. Period. However, this is not like paid time off...you cannot bank your days and then skip two weeks at the end of the semester because you know you'll get a good grade. Attendance is mandatory. Show up and do the work.

That being said, I'm not a monster (at least not all the time) and I understand life happens. People get sick, there are religious holidays and family emergencies, and other school-sanctioned activities. If you know in advance you will need to miss class you are responsible for contacting me and letting me know with as much lead time as possible. If something comes up last minute, please email me and let me know you won't be in class. Just like you wouldn't just not show up to work, I ask that you treat your classes with the same respect. I will do my best to work with you on attendance related matters, but my policy is non-negotiable.

your excuse for why you missed so many days of class

the attendance policy

IF YOU MISS CLASS:

You are responsible for any material you miss during your absence. Figuring out what you miss when you're absent is your responsibility. No Cap. Do not ask me what you missed, or expect me to re-teach the lesson because you were absent. Rather, contact a friend in the class, check the syllabus, or Moodle, and make sure you come to the next class session ready to rock and roll. Absences do not excuse you from assignments and due dates, so my advice is do not skip class if you are behind on a project, it will only set you further behind. Instead, communicate with me about what you are struggling with so I can help you.

Missed Class Time Due to Co-Curricular Events or Religious Observances:
Classes missed due to participation in college-sponsored co-curricular events or college-recognized religious observances are considered excused absences provided appropriate procedures are followed. The student must notify the instructor at the earliest possible time before the absence and arrange to make up missed work as defined by the instructor's syllabus.

The co-curricular activity must be a performance, professional meeting, athletic contest, or College-approved field trip to be considered an excused absence. Field trip leaders should seek approval from their supervising Cabinet officer if students will be missing class. The religious observance must appear on the College's calendar of religious observances in order to be considered an excused absence. If it does not, an excused absence can be granted only if the student requests special permission from the Dean of the Faculty.

An excused absence allows the student to make up exams or quizzes given during the absence, or to reschedule oral presentations. It is the responsibility of the student to get notes from the class and to compensate as much as possible for the absence. It is also the student's responsibility to work with the instructor in determining an appropriate time for make-up assignments. Students must recognize that many classroom and laboratory activities cannot be replicated and that absences may be detrimental to their performance.

Absences for Medical and/or Mental Health Reasons:
The staff in the Center for Health and Wellness (CHW) is committed to reinforcing the important role that class attendance plays in student academic success. To this end, faculty will receive notice from the CHW only if the staff has evaluated a student and determined that the student should not attend class, for their own well-being and/or the well-being of the other members of the class. This communication will occur via email, and students will be notified that they are responsible for arranging any make-up work with their instructors.

If a student suffers from a chronic condition that leads to absence from class, the student must have presented documentation to Kristin English, Assistant Director for Disability Services, on the 3rd floor of Andrews Hall. Mrs. English will determine appropriate accommodations and will notify the student's instructors of those accommodations, including guidance on requests for make-up work for absences related to the chronic medical or mental health condition.

COURSE STRUCTURE

My Style:
I love teaching and I love art, so naturally teaching art is my dream job. I believe that creativity is super important, no matter who you are or what you want to do with your life. In this course I will challenge you in many ways. I will ask you to push yourself creatively, academically, professionally, and personally. Ultimately I want each and every student in this class to be successful and have a great time, but more importantly I want you to learn how to **LEARN** and how to create better work.

I will work as hard for you as you work for yourself. That means that we will follow the self-reliance method of problem solving. If you run into a technical issue during the class (and I can promise that you will) I want you to follow these steps:

• What exactly is my problem, what exactly am I trying to do?
• How can I find the answer to my question?
• Did I check Moodle and Google?
• Did I check my notes? Did I check the book?
• Did I check with a classmate?
• Do I still need help? Now I can ask Z!

This process is not to aggravate you or avoid answering your questions, this process is designed to simulate real world problem solving and self-reliance. I am always here to help you, just as long as you first try to help yourself! And some free life-advice: you retain information better when you problem solve for yourself.

EVERY GRAPHIC DESIGNER'S REACTION

Critique:
An important part of this course is practicing the art of critique. The capacity to make articulate presentations and offer explanations for your choices is a fundamental skill. Equally important is your ability to give constructive responses to your peers' work. It is a requirement of this course that you participate fully in these group conversations. As a member of the student body and classroom community, you have an obligation to speak candidly, honestly, and without unnecessary "prompting" so that your unique ideas can enrich the class. Because of the collective aspect of the critique, it is mandatory that your work be presented on time, so that the critique covers the widest possible breadth of work, and we can offer feedback to all the students in the class.

Homework:
Homework and lab time outside of class meeting times are a REQUIRED part of this course. You should budget approximately 3-5 hours a week for homework/studio work for this course alone. Some weeks will have less work required outside of class, while others may need a little more. Ultimately, it is your responsibility to exercise good judgment and time-management to stay caught up with the assignments for this course. Homework and studio-time are mandatory. If you are unable to commit the time you will not successfully pass this course.

TIPS FOR SUCCESS IN THIS COURSE

Learn by Doing: You will always retain the information better by trying it out! So follow along in class or practice by following the tutorials on Moodle.

Technology is a MATERIAL: If you can use technology as a tool, you can make more interesting things. We will learn to treat the computer like a tool in our creative toolbox.

Have Fun: We learn and work best if we enjoy what we are doing. Remember that many of our in class exercises are designed to be low stakes, so you can have fun and experiment with the new tools you are learning.

Learn How to Learn: Nobody can teach you everything you need to know. You have to take charge of your own learning. Many of our assignments will be structured to help you LEARN how to learn in a self-directed way.

Time Management: You have to learn to manage time for yourself. I am always here to help you if you find time management for this course to be a challenge.

Fail Forward: Things do not always work the first time; this is how you learn. These failures teach us valuable lessons and are an important part of learning design. In art we call it "failing forward". You will do a lot of that in this class, and that is part of the fun!

Learn How to Teach Yourself: Learning about computers is important, but using them to learn about everything else is also important. You will leave this class understanding the basics and be able to build upon that knowledge on your own.

RULES

Lab Policy:
The Hermann Computer Lab (Room 314) is to be used by students taking classes in the Art Department who require computer facility use. Please do not remove items from the lab (books, disks, trimming or binding materials). No food or drink is permitted in the computer labs. If you bring food or drinks into the lab I will take it from you and eat it (or make you throw it away). Watch for signs posting each semester's lab hours. The lab is available when no classes are in session in the lab. Please be courteous and honor lab hours.

Phone & Internet Usage:
You will be using computers and software during class time regularly. You will be asked to log on to the Moodle site during class. However, to ensure you stay on task do not log on to any social media sites or your email. Also, do not use your phone during class time. It should be on silent and put away. IF you are found on your email, social media, or phone, I will call you out and embarrass you in front of your peers. If it happens more than once I will ask you to leave and count you as absent. Bet.

Work In Class Days:
Work time may be provided during class time. This time is a privilege and will be used for GRPH 201 assignments ONLY. This is not a chance to check your email or work on another class. You need the time, I promise you. Use it wisely.

Contacting Z:
If you need to reach me outside of class hours, please do so via my Marietta College email address: enz001@marietta.edu. I will respond to emails promptly between the hours of 9am and 5pm Monday through Friday. If your message reaches me outside of those hours, I will do my best to get back to you quickly, but may not be able to respond until the next business day. Just like you wouldn't knock on my office door at 3am and expect me to respond, nor should you email me at 3am with a question about class. Boundaries, kittens. They matter! :) You can also come by my office during my open office hours listed on the syllabus. If you need to schedule another time to meet with me, please use my Calendly link to schedule a time. I'll do my best to meet with you whenever you need me!

GRADING & ASSESSMENT

You will receive an assignment sheet for each in class exercise and assignment. Your book homework projects are outlined in detail in the book. The assignment sheets will detail the specific requirements for that assignment and will include a rubric for assessment. All grades will be assessed based on the parameters of the assignment sheets. Each project will have a point value assigned to it. Points are attained by following directions and meeting the requirements/expectations of each assignment. All grades will be posted to Moodle.

Class Grading - Points Breakdown:
Attendance: (28 classes x 5 points each) = 140 points
Book Homework: (x6) 15 points each = 90 points
In Class Exercises: (x9) 15 points each = 135 points
Design Responses: (x2) 10 points each = 20 points
Design Screenings: (x3) 30 points each = 90 points
Assignments: (x3) 100 points each = 300 points
    Assignment #1: WPA Poster *(Illustrator)*
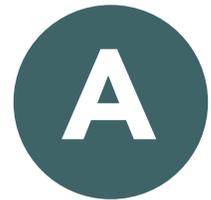   Assignment #2: Illustrated Idioms *(Photoshop)*
    Assignment #3: Type Terms Book *(InDesign)*
Final Assignment: 150 points
Software Quizzes: (x3) 35 points each = 75 points

Grade Scale:

Grade	Range
A+	990 - 1000
A	910 - 989
A-	900 - 909
B+	890 - 899
B	810 - 889
B-	800 - 809
C+	790 - 799
C	710 - 789
C-	700 - 709
D+	690 - 699
D	610 - 679
D-	600 - 609
F	0 - 599

ASSESSMENT OF COURSE WORK

There are three different types of assignments in this class: Book Homework Projects, In Class Exercises, and Assignments.

- **Book Homework Projects** will be graded based on completion of the assigned tasks (Pass/Fail). They are given so students may practice the featured software skills and file formatting, but will NOT be graded on creativity. Please note that these book projects come from the required book and most often they will be completed as homework. In the schedule + Moodle they will be referred to as "Book Projects" to clarify how they will be graded.

- **In Class Exercises** will be small conceptual and technical challenges designed to be completed in class after a demonstration or lecture. Like the book homework, your in class exercises (called ICE in the course schedule + Moodle) will be assessed on completion and are designed to give you space to practice new technical skills while exploring creative concepts that will help with your larger assignments in the course. If they are not completed in class, they will become homework.

- **Assignments** are much more in depth work and will run the entire span of a particular program section of the class. These assignments will be graded based on completion of the requirements, class progress, critiques/presentations, creativity, as well as the underlying concept. You will receive critique and feedback for your assignments to assist you in improving future work. However, keep in mind that simply completing your assignment will not result in full points—you must push yourself creatively and conceptually in order to receive a high grade. Just meeting the baseline requirements will result in mediocre work and hence, a mediocre grade. You will also be required to participate in the critiques of your classmates to get full points. Assignments are given so students may apply their knowledge of the software to a project and WILL be graded on creativity.

- **Design Screenings:** You will be asked to screen 3 different design documentaries or design based

videos throughout the semester and write a response to each. A rubric for your design screenings will be provided.

- **Design Responses** are opportunities to practice design thinking, critique, and new vocabulary. Students will be asked to find examples of design, respond to design pieces, or look at various design work and respond. Some responses will be written, some will be verbal (video), and others may be collaborative. Be sure to check the design prompt early and give yourself enough time to complete each one before the due date. These assignments are assessed on completion, and are designed to give you the chance to practice new found critique and assessment skills.

Many of these assignments may be multi-staged with staggered deadlines for various parts of the project. These deadlines are absolute. If you are having issues managing your time, ask for help. Do not wait until it's too late. Late assignments will be deducted 10% for one day and 30% for one week. Assignments later than 1 week past the deadline will receive a failing grade. **ZERO EXCEPTIONS.**

Craft:
Craft is described as the quality of your finished piece. This may apply to a digital file, as well as a printed and mounted project. Craft WILL be graded on ALL projects.
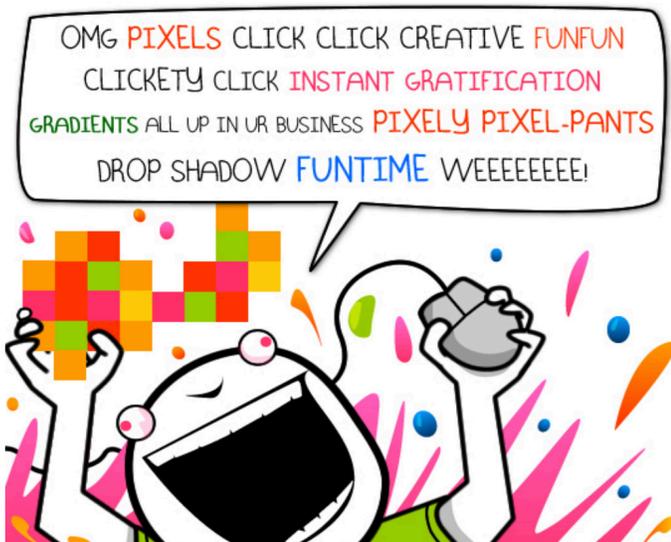
- Digital Files: line quality, placement, alignment, layer naming, organization and file naming.
- Physical Projects: print quality, cutting quality (no jagged edges), cleanliness, mounting quality (smooth with no gaps or flapping corners).

File Submission:
You are required to submit all of your project/homework digital files to Moodle in addition to submitting the physical projects (when applicable). While it may seem confusing, it is an important step for a variety of reasons, including:
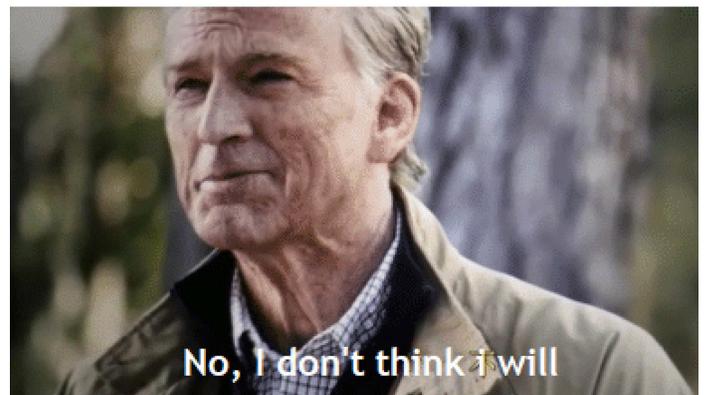
- Instructor requires the digital files for grading and reference (future student examples).
- Attention to the details of submission is an important habit to develop in the digital age. In the profession, failing to follow the exact specifications (requirements) can be catastrophic and result in failed deadlines, high costs, and poor client feedback. Therefore, it is important that students pay attention to file naming, file management, and submission requirements.

Each of your assignments must be printed/turned in/uploaded at the beginning of class on the assigned due date—this does **NOT** mean you can upload the file after class has officially started or try to print at the beginning of class.

OMG PIXELS CLICK CLICK CREATIVE FUNFUN CLICKETY CLICK INSTANT GRATIFICATION GRADIENTS ALL UP IN UR BUSINESS PIXELY PIXEL-PANTS DROP SHADOW FUNTIME WEEEEEEEE!

Student: "Will you give me an extension on this assignment?"

Professor:

No, I don't think I will

ASSIGNMENTS + COURSE WORK OVERVIEW

ASSIGNMENT #1 - WPA STYLE POSTER

After researching the designs used in the mid-1930s in the aftermath of the Great Depression and the formation of the Works Progress Administration, you will be creating a modernized version of a WPA Poster. Your poster should use the visual language of the vintage WPA, but the content should be a modern topic. Some common themes of the WPA include: Health and Safety, Cultural Programs, Travel and Tourism, Educational Programs and Community Activities. While the final posters may not necessarily mimic the tone of the WPA (as in yours can be silly, funny, satirical, or even political) the goal is to demonstrate an understanding of vector shapes, limited color and the use of space in composition.

OBJECTIVES
- Develop a familiarity with the basics of vector art in Adobe Illustrator
- Work with shapes and text in Illustrator
- Identify specific design styles and work within the visual language of the WPA
- Develop an understanding of basic design elements like line, shape, color, space, value, and form

Student Work: Carson Reynolds

Student Work: Leah Seaman

ASSIGNMENT #2 - ILLUSTRATED IDIOM

For this assignment, you will be using Adobe Photoshop compositing and collage techniques to create a visual representation of an English language idiom of your choice. Using a variety of tools in the program, you will create a visual idiom that represents the phrase in a literal way, even though its accepted meaning may be figurative. Viewers should be able to see the image and guess the idiom.

OBJECTIVES
- Develop a familiarity with the basics of Adobe Photoshop
- Use multiple layers, adjustments, transformations, masking, and blending modes in Adobe Photoshop
- Develop an understanding of basic design principles
- Explore metaphor, visual literacy, and iteration in developing stronger creative work
- Demonstrate a basic understanding of copyright issues within visual arts and ethical use of source imagery

ASSIGNMENT #3 - TYPE TERMS BOOK

We will be working with InDesign to layout a book about the basic typographic terms that every designer should know. The goal of this assignment is to learn to work with copy and images that are provided to you, while familiarizing yourself with the myriad ways that InDesign can help artists who need to create collateral for print media. As a way to springboard your creative process, and help to make each book unique in spite of the content being identical, each student will choose an artistic movement from the list provided to use as a "style guide" for their book.

OBJECTIVES
- Create a multi-page document in Adobe InDesign
- Use typographic hierarchy, scale and placement to portray verbal expression
- Learn to design for book spreads
- Develop a familiarity with type terms
- Print and bind a booklet
- Identify graphic styles within an art movement and apply them in another context
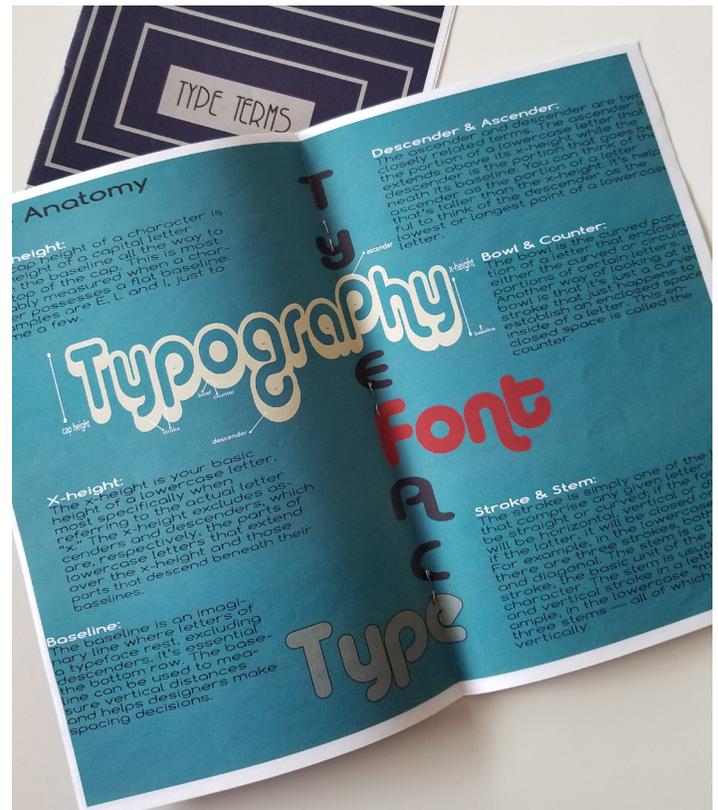
Student Work: Liz Reed, Kelsey Carver
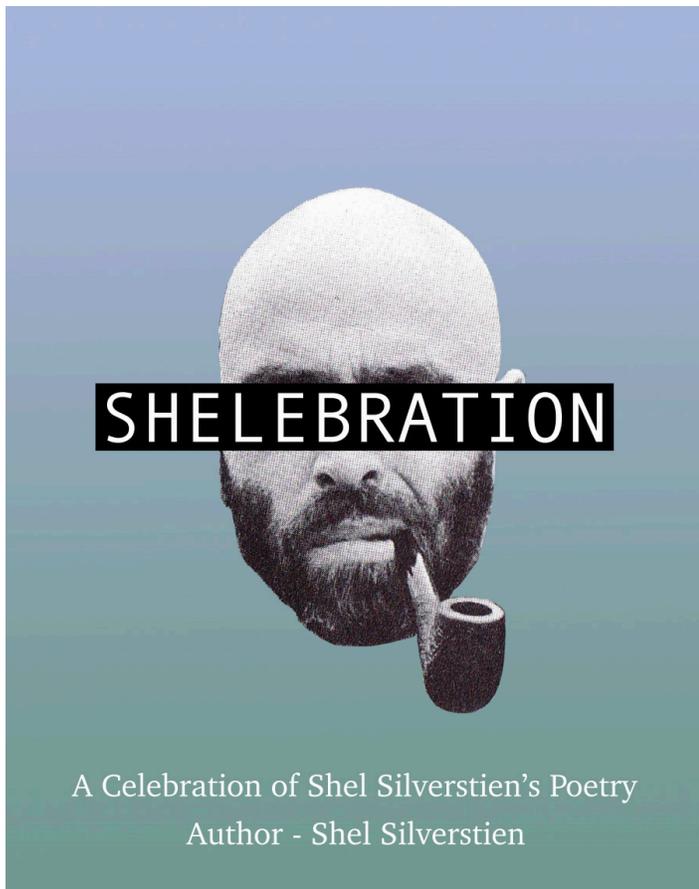
Student Work: Spencer Tenney

ASSIGNMENT #4 - SHELEBRATION BOOK

For our final assignment this semester, we will be combining all the skills we've learned across the Adobe CC Programs to work collaboratively on a book called "Shelebration". This book will feature the poems of iconic author and illustrator Shel Silverstein. Each student will select two poems by Silverstein and create digital illustrations to accompany those poems across two full page spreads in the book. Likewise, each student will also design a cover for the book and a poster advertising the book. By the end of the semester, we will send the book to print and have a physical hard copy in the studio for the class to enjoy!

OBJECTIVES
- Develop visual concepts that are appropriately applied to content
- Develop personal illustration style and apply to project
- Illustrate digitally using Adobe Photoshop and Adobe Illustrator
- Integrate text appropriately
- Prepare print-ready files using Adobe InDesign
- Gain familiarity with book production terminology and process

DESIGN SCREENINGS:

Milton Glaser: To Inform and Delight
You will screen the documentary "Milton Glaser: To Inform and Delight" about iconic graphic designer Milton Glaser. As you watch the film I want you to take notes on what Glaser's design philosophies and ideas include. What projects stood out to you and why? Which of his works have you seen before? After the screening, I want you to record a video response to our FlipGrid forum. You will have 3 minutes to tell us something you learned about graphic design and visual communication by watching this film. You will need to choose two videos from your classmates and create a video response. This can be a comment, question, or connection to their video. Your responses should be brief, no longer than 1 minute and 30 seconds.

Design Disruptors
Screen the documentary "Design Disruptors" and take notes during the viewing. After watching the film, make a FlipGrid video post that tells me what you learned about the role of design and designers. Did this change the way you see any of the products or companies/sites you interact with? Why or why not? Which companies in the film did you most identify with? Whose design aesthetic did you enjoy the most? Your post should be 3 minutes or less. You must respond to two classmate's posts for full credit.

Art & Copy
The slogan for this documentary film is: "Hate advertising? Make better ads." After watching the documentary Art & Copy, I want to post a FlipGrid video explaining which ad campaign discussed was your favorite, or which character in the film was your favorite. Be sure to explain your choice. Were you familiar with any of the ad campaigns referenced in the film? Which did you think was the "most successful" and why? Your video should be 3 minutes or less. For full credit you must respond to at least two classmate's videos.
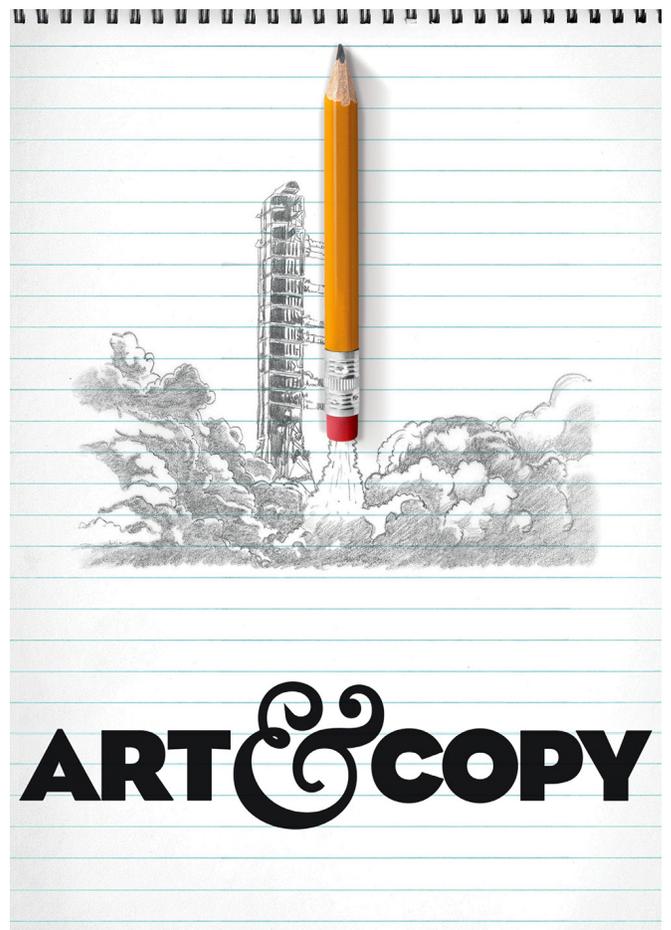
DESIGN RESPONSES:

Design Response: Photoshop Fakery
Based on the Photoshop lecture on the history of image manipulation, create a video post to tell me one thing that shocked or surprised you, or one thing that stood out to you about the history of forged images and how Photoshop is used to continue the practice. What are the ethical questions we as designers should ask ourselves when editing images with programs like Photoshop? As with previous FlipGrid discussions, you will need to make your initial post and 2 responses for full credit.

Design Response: Magazine Layout
Find a magazine spread (2 pages, left and right) to critique. In class we discussed the anatomy of a book and the elements of a multiple page spread such as verso, recto, gutters, margins, and hierarchy. Using those terms, I want you to analyze and critique the layout of a magazine of your choice. Make sure the spread you are analyzing extends over the two pages. For example, don't choose an article that is flanked by an advertisement. The verso and recto should go together. Be sure to address the elements and principles of design and what is working or isn't working. You should upload a photo of the spread so that other students can see and respond to the design. It must be a PHYSICAL magazine. If you do not have any, you can look at some in the library.

COURSE SCHEDULE

Week 1

T 1.19: Introduction & Syllabus Review
Lecture + Demo: Getting the Mac set up (metaphor) | File Management | Microsoft OneDrive
Class Activity: Elements and Principles of Design - Classroom Posters Design Response

HOMEWORK:
Purchase required materials + book

TH 1.21: Adobe Illustrator Demo
Lecture: Intro to Assignment #1 - Modern WPA Poster
Demo: Bauhaus Design in a Digital Space | Color Theory + Bauhaus
In Class Exercise (ICE): Symmetry, Color, + Design

HOMEWORK:
Book Project #1 (Due 1.28)
-WPA Research - Start Thumbnailing Ideas.
Bring 3 -5 ideas to class 1.26

Week 2

T 1.26: Adobe Illustrator Demo
Demo: Text + Type in Illustrator
ICE: Type Forms

HOMEWORK:
-WPA Research + Thumbnails Due Today
-Book Project #1 Due 1.28

TH 1.28: Adobe Illustrator Demo
Demo: The Pen Tool
ICE: Tracing Exercises + Bezier Game

HOMEWORK:
-Book Project #2 (Due 2.4)
-Start on WPA Poster in Illustrator

Week 3

T 2.2: Work in Class Time
Time for students to work on their posters with help in class from Z.
Demo: Working with Text + Downloading/Installing Fonts

HOMEWORK:
-Book Project #2 Due Next Class

TH 2.4: Work In Progress Critiques
Lecture: How To Critique - Basics of Getting & Giving Feedback
Work In Class Time: Individual Feedback, Revise WPA Posters

HOMEWORK:
-Study for Illustrator Quiz
-Moodle WIP Crit Discussion Posts
-Design Screening + Response:
Milton Glaser - To Inform and Delight (Due 2.11)

Week 4 **T 2.9: Illustrator Quiz**
Open Software Quiz - Illustrator
Review Critique Feedback
Work In Class Time: WPA Posters

HOMEWORK:
-WPA Posters Due Next Class (2.11)

TH 2.11: Critique Project #1 + Intro to Photoshop
WPA Poster Class Critique
Lecture: Introduction to Assignment #2 - Illustrated Idioms

HOMEWORK:
-Gather Assets for in Demo next class (Due 2.16)
-Begin Brainstorming for Illustrated Idiom
-Have 3 idioms selected for class

Week 5 **T 2.16: Photoshop Basics**
Lecture: Copyright + Image Sourcing Online
Demo: Pixels vs. Vectors + Photoshop Workspace Basics | Resolution + File Types
ICE: Make a Monster

HOMEWORK:
-Book Project #4 (Due 2.23)
-Thumbnails for Idiom (Due 2.18)

TH 2.18: Photoshop Demo + History of Forged Photos
DEMO: Selection + Transformation Tools
ICE: Art History Meme
Lecture: The Wild and Wacky History of Image Manipulation
Brainstorming & Thumbnails for Idiom Check-Ins

HOMEWORK:
Book Project #4 (Due Next Class 2.23)
Design Response - Faked Images

Week 6 **T 2.23: Photoshop Demo**
Demo: Adjustment Layers & Masking
Individual Check Ins During Class Time
ICE: Fun House Mirrors

HOMEWORK:
-Book Project #5 (Due 3.2)
-Start working in Photoshop on Idiom

TH 2.25: Photoshop Work Time
Work In Class Time
Photoshop Software Quiz Review

HOMEWORK:
-Book Project #5 (Due Next Class 3.2)
-Study for Photoshop Quiz
-Moodle WIP Crit Discussion Posts

Week 7 **T 3.2 Photoshop Quiz**
Open Software Quiz - Photoshop
Review Feedback from WIP Crits
Work In Class Time

HOMEWORK:
-Finish Illustrated Idioms

TH 3.4 Critique Assignment 2 + Introduce InDesign
Class Critique - Illustrated Idioms
Lecture: Introduction to Assignment #3: Type Terms Book

HOMEWORK:
-Begin Brainstorming & Thumbnailing for Next Assignment
-Choose 1 or 2 art movements
-Design Screening + Response:
Art & Copy

Week 8 **T 3.9 InDesign + MIDTERM GRADES DUE**
Lecture: Design Schools & Style Guides
Work In Class Time: Style Guides/Moodboards

HOMEWORK:
-Book Project #7 (Due 3.16)
-Style Guides due next class

TH 3.11 InDesign - Type Terms Book
Lecture: Understanding Basic Type Terms
ICE: Adjusting Source Images for Type Book

HOMEWORK:
-Finished Book Project #7 (DUE 3.16)
-Begin thumbnailing and sketching out ideas for your Type Terms Book

Week 9 **T 3.16 InDesign - Type Terms Book**
Demo: Working with Tables & Formatting in InDesign
WIP Crits - Type Terms Book

HOMEWORK:
-Book Project #9 (Due Next Class 3.18)

T 3.18 InDesign - Type Terms Book
Demo: Printing & Packaging Files from InDesign
Individual Check-Ins & Feedback
Review for InDesign Quiz

HOMEWORK:
-Study for InDesign Quiz
-Moodle WIP Crit Discussion Post
-Design Response: Magazine Layouts

Week 10 | **T 3.23 InDesign Quiz**
Open Software Quiz - InDesign Test
Work In Class Time

HOMEWORK:
Finish Type Terms Book - DUE NEXT CLASS

TH 3.25 Project #3 Critique + Intro to Final Project
Type Terms Book Due - In Class Critiques
Lecture: Introduce Final Project

HOMEWORK:
-Narrow your poem selection to 3 possible options
-Email choices to Z BY FRIDAY 3.26
Design Screening + Response:
Design Disruptors

Week 11 | **T 3.30 Creative Compositions + Spreads**
Lecture: Thumbnailing and Spread Layout
ICE: Creative Compositions + Thumbnails

HOMEWORK:
-Create 5-10 Thumbnails

TH 4.1 Mockups + Thumbnail Feedback
Lecture: Refining Thumbnails and moving to Mockups
Small Group Feedback: present spread thumbnails in small groups for feedback
Work In Class Time - Mockups

HOMEWORK:
-Choose 3 thumbnails to take to mockup phase.
-You should have 3 mockups for your spread and 3 mockups for your cover

Week 12 | **T 4.6 WIP CRITS - Final Project**
Present Mockups for Feedback
Work In Class Time

HOMEWORK:
-Revise mockups + move to Adobe

TH 4.8 Work In Class Time - Final Project
Individual Check-Ins & Work In Class Time

HOMEWORK:
-Continue working on Final Project

Week 13 | **T 4.13 Work In Progress Check Ins**
Small Group WIP Feedback in Class
Work in Class Time

TH 4.15 Spread + Cover Crits
Final Spread + Cover Class Critique
Work In Class Time

Week 14 | **T 4.20 Final Posters DUE + Final Exam Review**
Final Posters Due - Class Critique
Review for Final Exam

TH 4.22 Final Exam Review
Review for Final Exam
Revised Projects Due TODAY

FINAL | **THURSDAY 4.29 @12pm**

when your professor wishes you good luck before the exam.
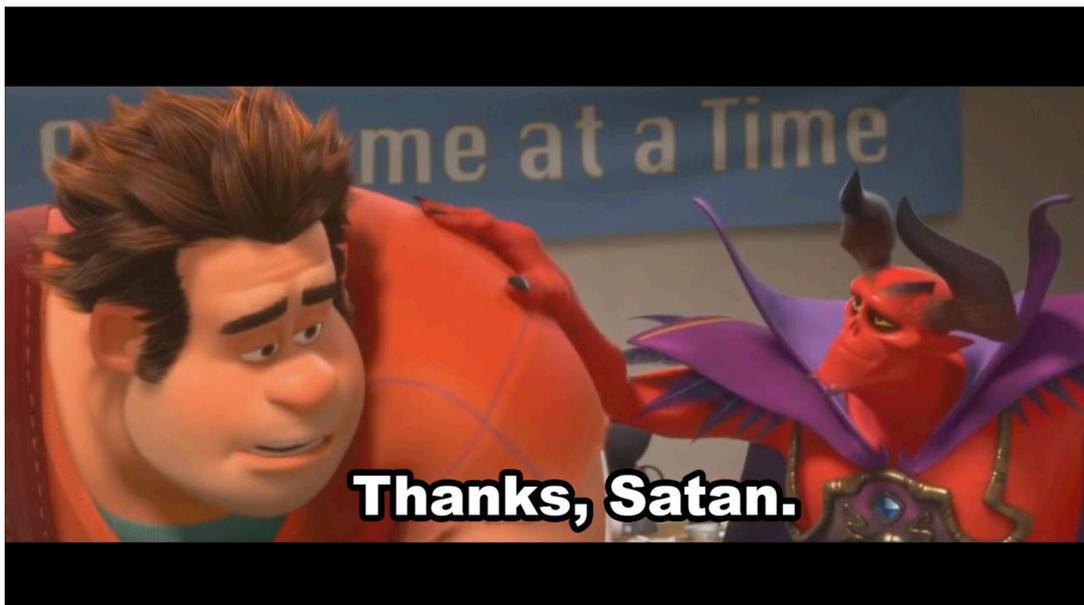
COLLEGE POLICIES

COVID & ATTENDANCE:
Students should not attend class if they have a fever of 100.4°F or greater, are ill, or are experiencing multiple COVID-19 symptoms. In order for these absences to be excused, the student must contact the Center for Health and Wellness (CHW) for evaluation (call 740-376-4477 or e-mail healthandwellness@marietta.edu). CHW will be using telemedicine as the first step to provide timely and physically distant evaluations. In-person appointments at CHW will be scheduled for hands-on assessments and testing on an as-needed basis.

The Center for Health and Wellness will notify instructors if they have evaluated a student and feel that the student should not be attending classes in person, for whatever reason and for whatever period of time they specify. They will also indicate if the student should be attending classes virtually instead.

If the student is evaluated by someone other than CHW and the student or the other health care provider shares documentation with CHW that the student should not be attending classes in person, CHW will also notify instructors of the student's absence, along with information about when the student is expected to return to classes, and whether the student should be attending class virtually, if the documentation provided makes that recommendation.

If a student chooses to share documentation from a non-CHW provider directly with their instructors, the instructor will determine whether to excuse the student's absence or not, and for what period of time, based on the documentation provided. In those instances, the instructor will also determine whether to excuse the student's absence from attending class virtually, and for what period of time, based on the documentation provided.

In keeping with their obligation to protect a student's right to privacy, CHW will not share the reason a student should not be attending classes (in person and/or virtually) without the student's authorization.

If a student suffers from a chronic condition that leads to absence from class, he/she must have presented documentation to Kristin English,

Disability Services Coordinator and OAA Program Support. Mrs. English will determine appropriate accommodations and will notify the student's instructors of those accommodations, including guidance on requests for make-up work for absences related to the chronic medical or mental health condition.

Absences for Medical and/or Mental Health Reasons:
The staff in the Center for Health and Wellness (CHW) is committed to reinforcing the important role that class attendance plays in student academic success.

Mask Policy:
In response to the best available science and current guidance from the Centers for Disease Control and Prevention, every student must wear a mask or other cloth face-covering that covers their nose and mouth while in this classroom and other instructional areas. Students who do not have a mask will be asked to leave the classroom and only return when they follow this basic public health recommendation. Following this simple, science-based guideline will help ensure the safety of the entire Marietta College community. The Marietta College community views the adoption of these practices as a mark of good citizenship and respectful care of fellow classmates, faculty, and staff.

Academic Dishonesty:
Dishonesty within the academic community is a very serious matter, because dishonesty destroys the basic trust necessary for a healthy educational environment. Academic dishonesty is any treatment or representation of work as if one were fully responsible for it, when it is in fact the work of another person. Academic dishonesty includes cheating, plagiarism, theft, or improper manipulation of laboratory or research data or theft of services. A substantiated case of academic dishonesty may result in disciplinary action, including a failing grade on the project, a failing grade in the course, or expulsion from the College.

Documented Disabilities:
Students who believe that they may need accommodations due to a documented disability should contact the Academic Resource Center (Andrews Hall, Third floor, 376-4700) and the instructor as soon as possible to ensure that such accommodations are implemented in a timely manner. You must meet with the ARC staff to verify your eligibility for any accommodation and for academic assistance.

Campus Labs—Beacon:
Marietta College is committed to student success and engagement. Beacon by Campus Labs is a program that helps students stay on track by directing them to campus resources specific to their individual needs. Beacon also provides a way for faculty and staff to connect and collaborate, ensuring the student receives all the support he or she needs to be successful at Marietta College. Attendance records and academic updates may be reported in Beacon.

Health and Wellness:
A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the semester are encouraged to contact the Dr. J. Michael Harding Center for Health and Wellness (740-376-4477) for assistance, support and advocacy. This service is free and confidential.

Notice of Non-Discrimination:
Marietta College is an equal opportunity educator and employer that values diversity. In our educational, admissions and employment policies, scholarship and loan programs, and athletic and other activities, Marietta College does not discriminate on the basis of age, race, color, national or ethnic origin, disability, sex, gender identity, gender expression, sexual orientation, religious affiliation, veteran status, or any other protected status.

> Responsibility for coordination of compliance efforts and receipt of inquiries concerning Title VI of the Civil Rights Act of 1967, the Age Discrimination Act of 1975, and the Americans With Disabilities Act of 1990 (the latter related to employee concerns only) has been delegated to: Debra C. Evans, Director of Human Resources, (740) 376-4835, dce001@marietta.edu.

> Responsibility for coordination of compliance efforts and receipt of inquiries concerning Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act of 1990 (the latter related to student concerns only) has been delegated to: Kristin English, Disabilities Specialist/504 Coordinator, (740) 376-4467, thomask@marietta.edu.

> Responsibility for coordination of compliance efforts and receipt of inquiries concerning Title IX of the Education Amendments of 1972 (gender-based discrimination and harassment) has been delegated to: Richard Danford, Title IX Coordinator, (740) 376-4899, danfordr@marietta.edu.