INTRO TO GRAPHIC DESIGN
JMC:3610

COURSE DESCRIPTION
Problems of design, layout and production; practical and aesthetic considerations; digital techniques; creative projects.

OBJECTIVES AND GOALS OF THE COURSE

SJMC LEARNING OBJECTIVES
The School of Journalism and Mass Communication is committed to your academic and professional success. In line with this commitment, we have identified particular learning outcomes that every student should obtain by the time they earn a JMC degree. You can find more information about these learning outcomes here: [website link]. We regularly assess the curriculum to determine whether students are achieving these outcomes.

This course contributes to these learning outcomes by helping you achieve proficiency in understanding and applying the principles and laws of freedom of speech and press in real space and cyberspace. The following outcomes are this course’s learning objectives:

Law and Ethics Learning Goal
Students will demonstrate knowledge of the main areas of media law, including libel, invasion of privacy, obscenity, commercial speech, intellectual property, and the freedom of the press.

Students will learn about image licensing during this course.

Media Literacy Learning Goal
Students will learn how to create and disseminate media messages in various forms.

Students will learn visual communication and layout to fulfill this goal.

Writing and Storytelling Learning Goal
Students will demonstrate the ability to gather factual story elements, and to evaluate and express them in logical, narrative forms for multiple media and audiences.

Students will engage in a research portion during design planning and then covert them into visual narratives.

Multiculturalism Learning Goal
Students will demonstrate sensitivity to and understanding of the cultures, histories, perspectives, and socio-economic and political situations of diverse groups.

Students will understand visual contexts in other cultures, particularly cultural contexts of color theory.

Media History Learning Goal
Students will demonstrate knowledge of technological innovations in print and electronic communication and their impact on media publishing industries for mass audiences, showing an awareness of their distinct political, social, and economic contexts and uses.

Students will learn the history of visual communication during this course.
ADDITIONAL COURSE OBJECTIVES

- Understand and apply the basic principles of visual communication
- Appreciate and apply proper typography in visual communication
- Develop basic skills using Photoshop, Illustrator, and InDesign
- Develop your creative muscle

TEXTS

REQUIRED


SUGGESTED

NECESSARY MATERIALS
Typography Ruler (Suggested: Westcott LetterCraft 12-Inch Graphic Arts Combo)
Pencils (mechanical or regular, HB)/pens
Sketch paper/sketchbook/gridded paper
Ruler/small t-square/straight-edge
Presentation boards
Glue sticks or spray-mount adhesives
digital camera/camera phone
Pinterest account

A NOTE ON PLAGIARISM VS. INSPIRATION
Design is often inspired by other people’s works. However, outright copying a design is considered cheating and will be dealt with as such.

A NOTE ON COLLABORATION
Critique and help from your fellow students is encouraged, however, each student is expected to complete the assignments on his or her own.

COURSE ATTENDANCE
Students are expected to attend all classes. However, you are allowed two absences for any reason without repercussion. After two absences, your grade will be reduced by one-half letter grade for each absence.

PARTICIPATION
Students are expected to participate and attend all classes.

PHONES
DO NOT USE DURING CLASS. Leave them in your pockets/purses/bags.

ABOUT GRADING
C is an average grade.
Each assignment you start with a zero and earn points towards an A.

EXPECTATIONS
This is a workshop class where each piece of information will be
presented and then applied. However, all information is cumulative and you will need to retain the information in one section to successfully do well on subsequent sessions. If you do not understand something, or miss a class, the onus is on you to found out further about the subject or ask for clarification or repetition.

According to the student handbook, students in a four-credit course should expect to spend 8 hours outside of class time on the course.

ASSIGNMENT TIMELINESS
Ours is a world of deadlines. All assignments should be completed by the due date. Assignments are due in the class as noted in the course schedule. Late projects will lose 5 points from the final grade for this first day, and 5 points each additional day (24 hours) late. The class start time is considered the start of a new day.

ASSIGNMENT PREPARATION
Assignments should be mounted to presentation board using glue sticks or spray adhesive. Be sure to include your name on the reverse side.

GRADING SYSTEM

GRADING WEIGHTS
Assignments 7@2% 14%
Reading Quizzes 7@2% 14%
Participation 1@8% 8%
Projects (1,2,3,Final) 4@13% 52%
Design Exam 1@12% 12%

READING QUIZZES
There are 7 reading quizzes with 2–4 questions each.

PARTICIPATION GRADING
You will begin with 8 points for participation. For each absense above two, you will lose one point. You will also lose one point for using your phone during class or surfing unrelated websites. You will not be told about this point deduction, I will simply note it in my grading book.

HOMEWORK ASSIGNMENTS

1) HIERARCHIES & AESTHETIC RESPONSES
Find 2 pieces to explore the hierarchies & aesthetic responses they invoke.

2) FOUND PRINCIPLES
Select 6 of the principles discussed in class. Go out in the world and photograph those 6 principles in the real world. Mount them in a grid on a single mount board.

3) FOUND TYPOGRAPHY
Photograph 6 different classifications of typography in the wild (store signs, billboards, signs—not from magazines, etc). Classify the typefaces.

4) WORD PLAY
“Illustrate” a word of your choice using your newfound Adobe Illustrator skills.
5) MOODY WORDS
   Select a word. Find a 3-color palette that embodies that word, as well as a typeface.

6) CHIMERA
   Play mad scientist by combining two animals into one using your newfound photoshop skills.

7) EXPLORING MAGAZINE LAYOUTS
   Understand the grid and type systems of 3 feature magazine articles

PROJECTS
All Projects will include a one to two page paper describing the decisions you made and why.

1) YOUR LETTERFORM LOGO
   Create a logo for yourself.

2) MOVIE POSTER
   Create a composited movie poster.

3) MAGAZINE
   Create a layout for a magazine article.

FINAL PROJECT
Select one of the following to explore using modularity with a set of design pieces.

A) ALPHABET & BOOK COVER
   Choose a book you like and are familiar with (or can read by end of semester). Create an alphabet based on the book. It can be physical (but eventually digitized) or fully digital. Create a book jacket and poster for the book and use your alphabet in some way (not limited to just your alphabet)

B) IDENTITIY & PACKAGING
   Find a real business that sells something. Redo their logo, and create a modular visual design for a package system that includes packages for 2–3 different products they offer (each should be a different size). Make an identity guide.

C) CHOOSE YOUR OWN
   Propose a final project based on a design interest of your own.
COURSE SCHEDULE

Week 1 — Foundations of Graphic Design

JAN 20
Course Syllabus/Overview
Thought Exercise: How do you build a spice rack for a blind person
Lecture: What is graphic design?, Key components of Graphic Design, The Design Process

ASSIGNMENT: Hierarchy & Aesthetic Response
READING: Graphic Design New Basics: Point, Line, Plane; Rhythm & Balance; Scale; Texture; Figure/Ground

Week 2 — Visual Principles, History of Graphic Design

JAN 25
Guest Speaker—Anna Hiatt
Reading quiz
Small Group Discussion: Hierarchy & Aesthetic Response assignment

ASSIGNMENT: Found Principles
READING: Thinking with Type p. 10–82

JAN 27
Reading quiz
Lecture: Visual Principles, Brief history of graphic design

ASSIGNMENT: Found Principles
READING: Thinking with Type p. 10–82

Week 3 — Typography, Working with Type in Illustrator

FEB 1
Reading Quiz
Discussion: found principles assignment
Lecture: Type history, Typography Basics
Exercise: Drawing letters

ASSIGNMENT: Found Typography
“READING”: Intro to illustrator videos: Lynda.com Illustrator CC Essential Training (2015) with Justin Seeley, Sections 1 (Getting Started), 2 (Navigating your Documents), 3 (Working with Artboards), 4 (Working with Layers)

FEB 3
Reading quiz
Discussion: Found typography assignment
Lecture: Raster vs. Vector, How Illustrator works (points, bezier curves)
Exercise: Intro to Illustrator I - type tools and more
Week 4 — Image I, More Illustrator, Color Theory

FEB  8  
Lecture: Image I (symbol, icon, canonical perspective)  
Exercise: Intro to Illustrator II - more illustrator tools

ASSIGNMENT: Word play  
READING: Graphic Design New Basics: Color

FEB  10  
Reading quiz  
Discussion: word play assignment  
Lecture: Color Theory  
Exercise: Selecting colors (tools and methods)  
Group Exercise: Moody words live demo

ASSIGNMENT: Moody words

Week 5 — Creativity, Project One Studio

FEB  15  
Discussion: moody words assignment  
Lecture: Logos, Creativity Primer  
Project Studio One: Write a marketing position, Moodboarding, Mindmapping

FEB  17  
Project Studio One: Sketching primer, Thumbnail sprints, Speed critiquing

Week 6 — Project One Studio, Image II, Adobe Photoshop

FEB  22  
Project Studio One: Daily scrum, Open studio

FEB  24  
Project One Presentations  
Lecture: Image II (raster, resolution, selecting photography, image licensing)  
Exercise: Intro to Photoshop I

"READING": Intro to Photoshop Videos

Week 7 — Photoshop, Project Studio Two

FEB  29  
Reading Quiz  
Discussion: moody words assignment  
Exercise: Intro to Photoshop II

ASSIGNMENT: Chimera

MAR  2  
Discussion: Chimera assignment  
Project Two Studio: Mindmapping, Moodboarding, Thumbnailing

ASSIGNMENT: Come to next class with thumbnails
Week 8 — Project Two Studio, Typesetting, Adobe InDesign

MAR 7  Project Two Studio: Speed critiquing, Open Studio

MAR 9  Project Two Presentation
Lecture: Typesetting
Exercise: Typesetting with InDesign

READING: Thinking with type: p. 84–143, 148–201

Week 9 — Grids, Magazine Design

MAR 21  Reading Quiz
Lecture: Grids
Exercise: Intro to InDesign

“READING”: Intro to InDesign Videos

MAR 23  Reading quiz
Lecture: Parts of a magazine article
Exercise: Grid & type systems of magazine articles

ASSIGNMENT: Have a magazine article ready by next class to design

Week 10 — Project Three Studio

MAR 28  TBD: Guest speaker or Project Studio Three Time (or both)

MAR 30  Project Three Studio: Open studio

Week 11 — Project Three Studio, Exam Review

APR 4  Project Three Studio: Daily scrum, Open studio

APR 6  Project Three Studio: Speed critiquing, Open studio
**Week 12 — Exam**

<table>
<thead>
<tr>
<th>APR 11</th>
<th>Project Three Presentations</th>
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<tr>
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<td>Exam Review</td>
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<th>APR 13</th>
<th>Exam</th>
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<td>ASSIGNMENT: Final Project Proposal</td>
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<tr>
<td></td>
<td>READING: Graphic Design New Basics: Modularity, Atomic Design web reading</td>
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**Week 13 — Modularity, Final Project Studio**

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<tr>
<th>APR 18</th>
<th>Reading Quiz</th>
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<tbody>
<tr>
<td></td>
<td>Lecture: Modularity</td>
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<tr>
<td></td>
<td>Group Exercise: Modularity</td>
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<td></td>
<td>One-on-one Discussions of Final Project Proposal</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>APR 20</th>
<th>Final Project Studio: Open studio</th>
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</table>

**Week 14 — Final Project Studio**

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<tr>
<th>APR 25</th>
<th>Final Project Studio: Speed Critiquing, Open studio</th>
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<table>
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<th>APR 27</th>
<th>Final Project Studio: Daily scrum, Open studio</th>
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</table>

**Week 15 — Final Project Presentations**

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<tr>
<th>MAY 2</th>
<th>Final Project Studio: Speed Critiquing, Open studio</th>
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<tr>
<th>MAY 4</th>
<th><strong>ALL FINAL PROJECTS DUE TODAY</strong></th>
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<tr>
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<td>Final Project Presentations</td>
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Administrative Home
The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS Academic Policies Handbook.

Electronic Communication
University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondence (Operations Manual, III.15.2. Scroll down to k.11).

Accommodations for Disabilities
A student seeking academic accommodations should first register with Student Disability Services and then meet with the course instructor privately in the instructor’s office to make particular arrangements. See http://sds.studentlife.uiowa.edu/ for more information.

Academic Honesty
All students taking CLAS courses have, in essence, agreed to the College’s Code of Academic Honesty: “I pledge to do my own academic work and to excel to the best of my abilities, upholding the IOWA Challenge. I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty.” Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled (CLAS Academic Policies Handbook).

CLAS Final Examination Policies
The date and time of every final examination is announced by the Registrar generally by the fifth week of classes. No exams of any kind are allowed during the last week of classes. All students should plan on being at the UI through the final examination period. It is the student’s responsibility to know the date, time, and place of the final exam.

Making a Suggestion or a Complaint
Students with a suggestion or complaint should first visit with the instructor (and the course supervisor), and then with the departmental DEO. Complaints must be made within six months of the incident (CLAS Academic Policies Handbook).

Understanding Sexual Harassment
Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI Comprehensive Guide on Sexual Harassment for assistance, definitions, and the full University policy.

Reacting Safely to Severe Weather
In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the Public Safety website.
PROJECT GRADING RUBRIC

The project grading rubric is based on 5 areas. The sum of your score in each of these areas is divided by 5 for your grade.

CREATIVITY
Creativity is a subjective measure. It is directly related to the impact of the aesthetic response (emotional, cognitive, and interest). It is also based on the use of literal representation vs. metaphorical representation and juxtaposition of imagery, concepts, and/or form factors.

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<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>A+ (100)</td>
<td>A completely unique idea with a complete wow factor. Ideas show a high level of thought from a cognitive and emotional standpoint and produces a high level of interest in viewing the piece. Incredible use of metaphor over literal representation.</td>
</tr>
<tr>
<td>A (90)</td>
<td>A very unique idea with a wow factor. Ideas show a high level of thought from a cognitive and emotional standpoint and produces a high level of interest in viewing the piece. Great use of metaphor over literal representation.</td>
</tr>
<tr>
<td>B (80)</td>
<td>A nice idea with some wow factor. Ideas show a above average level of thought from a cognitive and emotional standpoint and produces a above average level of interest in viewing the piece. Good use of metaphor over literal representation.</td>
</tr>
<tr>
<td>C (70)</td>
<td>An average idea that provides average interest in the piece. Cognitive and emotional response to the piece is average. Mostly literal representation.</td>
</tr>
<tr>
<td>D (60)</td>
<td>A below average idea that provides a below average interest in the piece. Cognitive and emotional response to the piece is below average. No use of metaphorical representation.</td>
</tr>
<tr>
<td>F (0)</td>
<td>Completely not creative.</td>
</tr>
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Craftsmanship
Craftsmanship has to do with the care taken to complete a project so that its presentation is clean. This is a matter of both using the tools to correctly manipulate vector or raster images, proper use and understanding of resolution, proper alignment of items, proper use of white space/air, and overall cleanliness vs. sloppiness.

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<td>A+ (100)</td>
<td>Perfect lines. No artifacts. Super clean. Great use of air and alignment. No resolution issues.</td>
</tr>
<tr>
<td>A (90)</td>
<td>Perfect lines. No artifacts. Very clean but maybe 1 or 2 problems with air or alignment. No resolution issues.</td>
</tr>
<tr>
<td>B (80)</td>
<td>Good lines. Small amount of artifacts. Very clean but maybe 1 or 2 problems with air or alignment. No resolution issues.</td>
</tr>
<tr>
<td>C (70)</td>
<td>Slight artifacts or slightly off lines. Problems with air. Maybe one resolution issue.</td>
</tr>
<tr>
<td>D (60)</td>
<td>Many artifacts or bad lines. Multiple resolution issues.</td>
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USE OF VISUAL PRINCIPLES
First and foremost, proper hierarchy of elements within the layout. Also, use of movement through the piece, proper contrast, and proper use of other visual principles we discuss as appropriate.

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<td>Superb use of hierarchy. Superb and apparent use of visual principles. Well thought out explanation of use in your reflection paper.</td>
</tr>
<tr>
<td>A (90)</td>
<td>Great use of hierarchy. Great and apparent use of visual principles. Well thought out explanation of use in your reflection paper.</td>
</tr>
<tr>
<td>B (80)</td>
<td>Good use of hierarchy. Above average use of visual principles. Well thought out explanation of use in your reflection paper.</td>
</tr>
<tr>
<td>C (70)</td>
<td>Beginner use of hierarchy. Average use of visual principles. Average explanation of use in your reflection paper.</td>
</tr>
<tr>
<td>D (60)</td>
<td>Below average use of hierarchy. Below average use of visual principles. Below average explanation of use in your reflection paper.</td>
</tr>
<tr>
<td>F (0)</td>
<td>No hierarchy. Disregard of visual principles. No explanation.</td>
</tr>
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Typography
Appropriateness of typeface(s) used to the tone of your piece. Proper kerning, tracking, leading, alignment of type. Lack of type crimes such as squishing or stretching text, widows, orphans, and rivers.

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<td>A+ (100)</td>
<td>Superb type selections. No type infractions. Perfectly kerned major type. Perfect alignment and leading.</td>
</tr>
<tr>
<td>A (90)</td>
<td>Great type selections. No type infractions. Well kerned major type. Great alignment and leading.</td>
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<tr>
<td>B (80)</td>
<td>Good type selections. 1 or 2 type infractions. Okay kerned major type. Good alignment and leading.</td>
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<tr>
<td>C (70)</td>
<td>Okay type selections. Small amount of type infractions. Lack of kerning. Okay alignment and leading.</td>
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<tr>
<td>D (60)</td>
<td>Uneducated type selections. Type infractions. Lack of kerning. Squishing or stretching of type. Bad alignment and leading.</td>
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<tr>
<td>F (0)</td>
<td>Complete lack of knowledge of typography.</td>
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SCOPE
This is a measure of how well you followed the instructions of what to include in your piece, as well as the level of effort demonstrated by what you chose to include/take on with the piece.

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<td>A (90)</td>
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<td>B (80)</td>
<td>Completed minimum for project completion but with above average effort.</td>
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<td>C (70)</td>
<td>Completed a bare minimum for project completion with average effort.</td>
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<td>Completed a bare minimum for project completion but was very lacking in effort.</td>
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ASSIGNMENT GRADING RUBRIC

The assignment grading rubric is based on 3 areas. The sum of your score in each of these areas is divided by 3 for your grade.

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