This course introduces students to the basic principles of graphic design including gestalt, hierarchy, movement, balance, color theory, and more; introduces principles of typography; introduces students to methods to foster creativity; and introduces students to software utilized in design production. Projects will explore form, layout, and visual representation.

Ultimately, the objective of this class is an introduction and exploration of design fundamentals. Most importantly, you will be expected to go beyond defaults set by the software used in design.

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.*
**REQUIRED TEXTS**

Books are available in the Resource Center if you do not wish to buy. Also, many readings will be provided.


NOTE: You will use the lynda.com website often during this class. You can log in with your UIOWA ID. Look for the institutional login at the bottom of the login page.

Also, I do not require a book for learning the software because you can either rely on lynda.com or google searches to learn the software. If you prefer books, I recommend the “Class in a Book” series by Adobe Press.

**REQUIRED MATERIALS**

- Pencils (mechanical or regular, HB)/pens
- Sketch paper/sketchbook/gridded paper (download dot grid pattern paper)
- Tracing paper
- Ruler/small t-square/straight-edge
- X-acto/Matte knife
- Presentation boards
- Glue sticks or spray-mount adhesives
- Pinterest account

Also, please note you will have printing expenses in this class.

**ABOUT THIS COURSE**

- **CUMULATIVE KNOWLEDGE:** 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.

- **LEARNING IS ULTIMATELY ON YOU:** 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. Remember, above rule. You need the information from each class to be successful.

- **MULLIGAN RULE:** Any and every exercise or project can be handed in within one week of grading to address any of the issues identified by the professor and earn the points that were not gained. This is because the grade is not as important as the concepts and pieces of your portfolio you with which you will leave this class.

- **TIME ON TASK:** Learning a craft requires time and deliberate practice. According to the student handbook, students in a four-credit course should expect to spend 8 hours outside of class time on the course.

- **DON'T PLAGIARIZE:** Design is often inspired by other people’s works. However, outright copying a design is considered cheating and will be dealt with as such.

- **IMAGE USE:** While you may use found photography, ephemera, printed matter, etc, you must manipulate, re-translate, or in some way alter the meaning of the images enough to make them "your own." While we are working under fair use, you should get in the habit of using properly licensed images.

- **DO NOT USE PHONES DURING CLASS.** Leave them in your pockets/purses/bags.
LATE ASSIGNMENTS
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. If you are 10 minutes late for a class on the due date, it is considered late for the first day.

GRADING SCHEDULE
The course uses an additive model of grading. You begin with zero points and earn towards your final grade.

Total Points Available: 1000 + 100 extra credit

<table>
<thead>
<tr>
<th>Point Category</th>
<th>Breakdown</th>
<th>Points Available</th>
<th>Ratio</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>30 @ 5pts</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Concept Quizzes</td>
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<td>200</td>
<td>20%</td>
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<tr>
<td>Exercises</td>
<td>10 @ 20pts</td>
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<td>20%</td>
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<tr>
<td>Project Studios</td>
<td>4 @ 100pts</td>
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<tr>
<td>Professionalism</td>
<td>TBD</td>
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<tr>
<td>Extra Credit</td>
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Points to Letter Grade Conversion

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<td>D-</td>
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POINT TYPES EXPLAINED

Attendance
As you will see, there are well more points available than required to earn an A. There is no attendance policy, however, you will lose the opportunity for points by not attending class. Besides the 10pts for being there, you may lose points for the exercise for that day unless you complete it on your own time. The point system has missing two classes (due to any reason) built into it. Exceptions will only be given for emergency medical issues and anything worked out with professor in advance.

Concept Quizzes
Concept quizzes will be unannounced and cover any concept questions we have discussed to that point. Concept questions will be given out with every reading.

Exercises
Exercises are activities to explore a concept or multiple concepts. They will be undertaken in class. Some will be handed in, while others will be earned by being in class and showing you have completed the exercise.

Project Studios
Project studios are multi-week projects that assess competence in multiple concepts. Most projects will be multi-part, and, as such, the points available will be spread out over multiple steps or products.
Professionalism
The professional points are about the presentation of your project studios. The final products of project studios need to be mounted straight and cleanly on poster boards. This is how you would present designs to a client.

Extra Credit
Should you need extra credit, four projects of varying points are available. You may only do one of each of the following:

• Research a typeface and write a short paper on its history and qualities. Show some work in which it appears. (12.5pts)
• Research a famous professional graphic designer and write a paper with a short bio and presenting 3 of his/her works (12.5pts)
• Select a poster and write a short paper (2 pages) on the visual principles in use. Also, create a diagram pointing to the visual principles in use. (25pts)
• Create a poster in the style of a movement/designer (50pts)

COURSE SCHEDULE

WEEK 1
January 17
• Course Overview/Syllabus
  • Exercise: Spice Rack Thought Exercise (no points)
• What is graphic design?

January 19
• Vector graphics & Illustrator Bootcamp
  • Exercise: Bezier Game (no points) & Word Play

WEEK 2
January 24
• Type: History, Anatomy, & Classification
  • Exercise: Classifying Type (in-class, group effort)

January 26
• Kerning, Tracking, Leading
• Installing fonts
• Selecting & pairing typefaces
  • Exercise: Kerning Game (no points) & Type “Logos”

WEEK 3
January 31
• Point, Shape, & Line
  • Exercise: Word Balloons

February 2
• Gestalt, Figure-Ground, Weight, Balance
  • Exercise: Figure/Ground, Weight, Balance Sheets

WEEK 4
February 7
• Signs, Symbols, Logos
• Design Process
• Studio 1 - “Logo”: Research & Mindmapping
February 9
  • Studio 1 · “Logo”: Sketching Primer

WEEK 5
February 14
  • Studio 1 · “Logo”: Digitizing your mark

February 16
  • Studio 1 · “Logo”: Type & Balance

WEEK 6
February 21
  • Studio 1 · “Logo”: Presentations
  • Color Theory
  • Selecting Color
  • Exercise: Moody Words

February 23
  • Raster Images & Resolution
  • Photoshop Bootcamp: Basics, Layers, Blending Modes
  • Texture
  • Exercise: Background

WEEK 7
February 28
  • Photoshop for knockout & compositing
  • Exercise: Penguins in New York City Part 1 (no points)

March 2
  • Photoshop for knockout & compositing, continued
  • Exercise: Penguins in New York City Part 2 (no points) & Chimera (out-of-class)

WEEK 8
March 7
  • Contrast, Repetition, Alignment, Proximity
  • Exercise: Type CRAP

March 9
  • Focal Points & Hierarchy
  • Invisible Attributes of the Page
  • Rhythm
  • Exercise: Compositional Exercises TBD

SPRING BREAK: March 12–19

WEEK 9
March 21 & 23
  • Studio 2 · Two Posters in One Week: Exploring Composition Basics

WEEK 10
March 28
  • Studio 2 Presentations
  • InDesign Bootcamp

March 30
  • Grids
  • Exercise: 5 Layouts 1 Grid
WEEK 11
April 4
• Studio 3 - Magazine Article: Parts of a Magazine Article, First steps

April 6
• Studio 3 - Magazine Article: Creative First Spread Lab

WEEK 12
April 11
• Studio 3 - Magazine Article: Typesetting Lab (An Introduction to Typesetting)

April 13
• Studio 3 - Magazine Article: Open Lab

WEEK 13
April 18
• Studio 3 Presentations
• Studio 4 - Infoselfie: Introduction to Information Design & Data

April 20
• Studio 4 - Infoselfie: Data Visualization (Numbers and Categories)

WEEK 14
April 25
• Studio 4 - Infoselfie: Geodata Visualization

April 27
• Studio 4 - Infoselfie: Open Lab

WEEK 15
May 2
• Studio 4 - Infoselfie: Open Lab

May 4
• Studio 4 Presentations
• Class Wrap-up
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
The University of Iowa is committed to providing an educational experience that is accessible to all students. A student may request academic accommodations for a disability (which include but are not limited to mental health, attention, learning, vision, and physical or health-related conditions). 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. Reasonable accommodations are established through an interactive process between the student, instructor, and SDS. See http://sds.studentlife.uiowa.edu/ for 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.