## Course Description
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.

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

## SMJC 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.*
REQUIRED TEXTS
None. This will be a flipped classroom and all “readings” will be video lectures you must watch before class. Each video reading is accompanied by a short reading quiz.

Two books previously used for this class are available in the Resource Center if you wish to learn more:


As a UIowa student, you also have access to the lynda.com website to learn more. You can log in with your UIOWA ID. Look for the institutional login at the bottom of the login page.

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.

TO GET AN A IN THIS CLASS, YOU NEED TO FAIL: Design is about iteration. Iterations are failures, but they are fail forwards. Further iterations are built on the backs of those failures. If you only have one idea, it is likely not the best solution, and you will have real failure (a poor project). But, if you explore multiple potential solutions, it is likely you will find a successful solution.

LEARNING IS ULTIMATELY ON YOU: If you do not understand something, or miss a class, the onus is on you to find out further about the subject or ask for clarification or repetition. Remember, above rule. You need the information from each class to be successful.

TIME ON TASK: Learning a craft requires time and deliberate practice. According to the student handbook, students in a three-credit course should expect to spend 6 hours outside of class time on the course.

EMBRACE GOOGLE: This class is about visual principles, not techniques and effects—although a handful of techniques are explored. Techniques and effects are practical applications of principles and important to successful design. However, given the context of this class (20 students and 1hr 15mins a class), I can’t walk individuals through specific techniques and effects during class periods. Luckily for you, if you see one in use you’d like to try during your research phase, there’s probably a tutorial on the internet to help walk you through accomplishing it. If you don’t know what a technique of effect is called, show it to me and I can help you with search terms. If you try a couple and you still can’t accomplish it, come to my office hours.

COURSE POLICIES
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.

PROFESSIONALISM: When you present your work, you are to consider yourself presenting to a boss or client. You should mount the work neatly and straight on a mounting board. Studio projects and a couple exercises will be mounted during the semester. You will lose 5 points on the project for not presenting professionally (and you may not gain them back with the mulligan rule).

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. 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.

THE MULLIGAN RULE: Mulligans are not for skipping an assignment and doing it later. They are for working towards understanding of concepts which you may not fully grasp in your first try. As such, you are allowed to resubmit exercises and the final product portion of studios with a few caveats as listed below. You may not resubmit design artifacts as they should be done to help you produce a “best effort “first design.

Rules:

1. You must hand in your project by the time it is due.
2. It must be what the professor considers a “best effort.” If you get lower than a 70% of available points, it is likely because you did not follow instructions or compare your work to the rubric before handing in. You will not get a chance for a mulligan in that case.
3. You have one week from the entry of grades to resubmit.
4. You must resubmit with any written feedback by the professor from the first submission. This is in cases like the studio projects where a rubric is printed out and graded or exercises handed in that the professor makes comments on.
5. There is no guarantee you will gain all the points you lost or any points at all if you do not show adequate understanding of or ability to produce the concepts.

ATTENDANCE: You are allowed 3 missed classes without penalty. Consider the three misses built into the class as “paid time off” just like you will encounter in a real job. Plan accordingly. It is not such that you get three misses and then some excused. You can miss three for ANY reason including:

- You are sick
- Your grandparent died
- You don’t feel like coming to class
- You have a job interview
- Basically, any excuse you are not coming to class that you are choosing not to come to class to spend your time otherwise

At the same time it is understood that there are times when it is unavoidable such as you have a medical condition, hospitalized, suffer a trauma, religious observances, or have University-excused athletic events. However, I don’t know unless you tell me. It is better to tell me as soon as possible or beforehand.

AFTER YOU MISS 3 TOTAL CLASSES, EACH ADDITIONAL CLASS MISSED WILL RESULT IN ONE-THIRD LETTER GRADE REDUCTION FROM YOUR FINAL GRADE. (A becomes A-, A- becomes B+, B becomes B-, and so on.)

NO EXTRA CREDIT: You are given every opportunity during the semester to attempt and show understanding of the concepts courtesy of the mulligan rule. Accept your
feedback and re-attempt based on that during the semester. Do not ask for extra credit towards the end of the semester because you did not take those opportunities.

**GRADING**

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

**Total Points Available:** 720

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<th>Point Category</th>
<th>Breakdown</th>
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<th>Ratio</th>
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<tbody>
<tr>
<td>Exercises</td>
<td>12 @ 20pts</td>
<td>240</td>
<td>33.33%</td>
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<tr>
<td>Project Studios</td>
<td>3 @ 100pts</td>
<td>300</td>
<td>41.66%</td>
</tr>
<tr>
<td>Reading Quizzes</td>
<td>12 @ 15pts</td>
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<td>25%</td>
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**Points to Letter Grade Conversion**

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**Exercises**

Exercises are activities to explore a concept or multiple concepts. We will begin each exercise in class, and, if you work diligently without distraction, you should be able to complete the exercise or close to it. Exercises for the week are all ultimately due by the following Monday.

Each exercise has a total of 20pts available. The grading of those points will be divided by the following system:

- **Not Done**: 0
- **Attempted But Inadequate**: 10 (50%)
- **Adequate**: 17 (85%)
- **Strong**: 20 (100%)

**Project Studios**

Project studios are multi-week projects that assess competence in multiple concepts. A separate rubric will be provided for each studio assignment.

**A NOTE ABOUT CONTENT FOR STUDIOS**

Layout needs content first. You need to come with the content ready for the studio projects. You should not be on the fence about what you want to do or what the actual, final content is. If you are still trying to figure out content during open labs, I cannot help you with layout and you will not be getting what you should out of this class and my feedback during open labs.

**Reading Quizzes**

Because this is a flipped classroom, watching the “reading” videos is imperative. Therefore, each reading will be accompanied by a short 5-10 question quiz. All readings and quizzes are on ICON.
EQUIPMENT CHECKOUT PROCEDURE

Reserve equipment using Checkout@UIowa: http://checkout.uiowa.edu/. You must bring a valid University of Iowa student ID card to checkout. In addition, please ensure you adhere to the following guidelines:

1. Reserve equipment anytime at http://checkout.uiowa.edu/home.
2. Pick up reservations between 1-4 p.m. every afternoon. If you reserve more than 5 items, allow an hour before picking them up.
3. Reservations not picked up by 4 p.m. will be cancelled and the equipment may be checked out to other students.
4. Students without a reservation may check out up to 5 items of available equipment between 4-4:30 p.m.
5. All items are due back before 12 p.m. on the due date. Equipment is due in two days, with the exception of weekends, when items are due back on the following Monday.
6. There will be a fine for equipment returned late, accruing at $15 per day for Journalism students. A late fee will also be assessed for any “abandoned” equipment returned by another student or faculty member.
   Prevent late fees by contacting checkout staff BEFORE equipment is due.
7. You may get one extension on checked out items if available.
8. CHECK THROUGH THE EQUIPMENT BEFORE SIGNING CONTRACT! It is YOUR responsibility to make sure that everything listed on the contract is included and in working order before signing the contract. Anything found missing or damaged upon return will be charged to your U-Bill, including applicable insurance deductibles.
9. Please reserve only the equipment that you plan on actually using.
10. If you are unable to pick up your equipment, cancel the order and make one for another day.
11. Please reserve the same equipment number for all items when possible: Camera #1, Tripod #1, etc.
12. In the event equipment is stolen or damaged, you must obtain a police report, if possible, in order for the University to pursue an insurance claim.
13. Only one camera per student without written consent from instructor.
14. Do not take equipment out of the United States without departmental approval.
15. Any use of University of Iowa equipment for purposes other than those relating directly to coursework is strictly prohibited. Students in violation of this policy will permanently lose access to Production Unit equipment. Any abuse of the equipment and/or system will be dealt with on a case-by-case basis.

Contact Tim Looney with questions or problems at cla-film-broadcasting@uiowa.edu or 319-335-0587.
Administrative Home
The College of Liberal Arts and Sciences (CLAS) is the administrative home of this course and governs its add/drop deadlines, the second-grade-only option, and other policies. These policies vary by college (https://clas.uiowa.edu/students/handbook).

Electronic Communication
Students are responsible for official correspondences sent to their UI email address (uiowa.edu) and must use this address for all communication within UI (Operations Manual, III.15.2).

Accommodations for Disabilities
UI is committed to an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as mental health, attention, learning, vision, and physical or health-related condition) by registering with Student Disability Services (SDS). The student should then discuss accommodations with the course instructor (https://sds.studentlife.uiowa.edu/).

Nondiscrimination in the Classroom
UI is committed to making the classroom a respectful and inclusive space for all people irrespective of their gender, sexual, racial, religious or other identities. Toward this goal, students are invited to optionally share their preferred names and pronouns with their instructors and classmates. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University’s Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity at diversity@uiowa.edu or diversity.uiowa.edu.

Academic Honesty
All undergraduates enrolled in courses offered by CLAS have, in essence, agreed to the College’s Code of Academic Honesty. Misconduct is reported to the College, resulting in suspension or other sanctions, with sanctions communicated with the student through the UI email address.

CLAS Final Examination Policies
The final exam schedule for each semester is announced around the fifth week of classes; students are responsible for knowing the date, time, and place of a final exam. Students should not make travel plans until knowing this final exam information. No exams of any kind are allowed the week before finals. (https://clas.uiowa.edu/faculty/teaching-policies-resources-examination-policies.)

Making a Complaint
Students with a complaint should first visit with the instructor or course supervisor and then with the departmental executive officer (DEO), also known as the Chair. Students may then bring the concern to CLAS (https://clas.uiowa.edu/students/handbook/student-rights-responsibilities).

Understanding Sexual Harassment
Sexual harassment subverts the mission of the University and threatens the well-being of stu-