INTRO TO GRAPHIC DESIGN
JMC:3610

Fall 2016
Adler W332
TuTh 1:30–3:20pm

Instructor
Kevin Ripka

Office:
W341
Office Hours:
TuTh 11am–12:30pm
& by appointment

Phone: 319.335.3431
kevin-ripka@uiowa.edu

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

OBJECTIVES AND GOALS OF THE COURSE
• 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

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.
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TEXTS


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.

NECESSARY 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
Presentation boards
Glue sticks or spray-mount adhesives
Pinterest account

GENERAL 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.

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.

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 absense.

PARTICIPATION
Students are expected to participate and attend all classes.

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

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. If you are 10 minutes late for a class on the due date, it is considered late for the first day.
ASSIGNMENT PREPARATION
Assignments should be mounted cleanly to presentation board using glue sticks or spray adhesive unless otherwise noted. Be sure to include your name on the reverse side.

GRADING WEIGHTS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Exercises</th>
<th>Reading Quizzes</th>
<th>Projects</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weight (%)</td>
<td>3%</td>
<td>1%</td>
<td>15%</td>
<td>9%</td>
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</tbody>
</table>

READING QUIZZES
There will be a reading quiz every class where reading (or watch videos) is due.

PARTICIPATION GRADING
You are expected to participate in critiquing sessions in class. 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 EXERCISES

1) WORD PLAY
"Illustrate" the last name of some celebrity/figure (current or historical) using your newfound Adobe Illustrator skills.

2) TYPE "LOGOS"
Select 3 nouns and 3 verbs to create a well-kerned, well thought out (as in typeface choice, etc) logotypes. Write a paragraph for each of why you chose the typeface/treatment.

3) COLORFUL WORDS
Apply appropriate colors to the type logos project. Write a paragraph of why/how you chose each color scheme. Each type should have a minimum 2-color palette.

4) EXPLORING PRINCIPLES
Using the worksheets provided, explore creating the visual principles with simple shapes.

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

6) TYPE OVER IMAGE
Set a headline, subline, and a paragraph of text (can be lorem ipsum) over 5 different images. White and black can only be used once each. The rest should be done with color.

7) GRIDS
Layout the content provided 5 ways using 1 grid system.

EXERCISE GRADING
Grading of exercises will be simple check, check minus, or fail, defined as such:

CHECK (100pts) The student will:
- Exhibit effort and exploration
- Exhibit an understanding of the principle for which the exercise is intended to explore
- Present exercise cleanly
CHECK MINUS (70pts) The student will do any or all of the following:
- Do the minimum requirements
- Exhibit minimal effort or exploration
- Exhibit only some understanding of the principle for which the exercise is intended to explore
- Present exercise sloppily

FAIL (0pts) The student will:
- Not complete the minimum requirements

PROJECTS
Each project will be handed in at various stages of the design process.

1) IDENTITY
Select a celebrity or historical figure who died before you were born. You will create a logo for a fictitious restaurant of that person. Keep it graphic!

2) PROMOTION
Choose a cause and create an ad campaign theme. Create a poster and an environmental/guerilla marketing mockup.

3) MAGAZINE ARTICLE
Layout a 4-page magazine article.

4) INFOGRAPHIC
Create a magazine spread infographic

PROJECT GRADING
There will be two parts that make up your project grading: process artifacts and final product. Because projects have different numbers of process artifacts, each project will have a different weight of each part. Point values for each part will be given at the time of assignment.

Process artifacts will use the same check, check minus, fail scale as exercises (but point values will differ). Process artifacts will not be accepted late and you will receive 0 points.

As far as final product grading goes, graphic design is complex to grade as there are both objective and subjective qualities. Sometimes a piece can be technically correct, but still not accomplish its goals. Therefore, grades will be determined wholistically using the following measures:

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.

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.

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.
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.

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.

A: EXCELLENT  The student will:
• Go above and beyond the minimum requirements
• Exhibit distinguished work in both technical and aesthetic value
• Piece produces a high level aesthetic response
• Craftmanship is impeccable

B: ABOVE AVERAGE  The student will:
• Do more than the minimum requirements
• Exhibit good work in both technical and aesthetic value
• Piece produces a very good level of aesthetic response
• Craftmanship is almost perfect

C: AVERAGE  The student will:
• Meet the minimum requirements for each assignment
• Exhibit competent work in both technical and aesthetic value
• Piece produces a some aesthetic response
• Craftmanship is okay

D: BELOW AVERAGE  The student will:
• Do less than the minimum requirements
• Exhibit poor work in both technical and aesthetic value
• Piece does not produce much aesthetic response, idea may be addled, idea is trite
• Craftmanship is sloppy

F: FAILURE  The student will:
• Do far less than the minimum requirements
• Exhibit poor work in both technical and aesthetic value
• Piece produces no aesthetic response, is completely addled
• Craftmanship is unacceptable

A NOTE ABOUT GRADING
C is an average grade. Each assignment you start with a zero and work up to an A.
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.
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>LECTURE/EXERCISE</th>
<th>HOMEWORK ASSIGNED</th>
<th>READING ASSIGNED</th>
<th>READING QUIZ</th>
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<tbody>
<tr>
<td><strong>AUGUST</strong></td>
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<tr>
<td>23 (Tu)</td>
<td>Course Syllabus/Overview, Thought Exercise, What is graphic design?, Key components of Graphic Design, The Design Process, You are already a designer, just look at the last paper you turned in</td>
<td></td>
<td>Lynda.com Videos (to be assigned)</td>
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<tr>
<td>25 (Th)</td>
<td>An overview of InDesign and Illustrator (just enough to get us started), Vector</td>
<td>Word Play</td>
<td>Thinking with Type Ch. 1, Non-Designer's Design Book Ch. 9-12</td>
<td>✓</td>
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<tr>
<td>30 (Tu)</td>
<td>History of Type, Letterforms, Glyphs, Kerning &amp; Tracking, Kerning Game, Type in Illustrator</td>
<td>Type Logos</td>
<td>Non-Designer's Design Book Ch. 7</td>
<td>✓</td>
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<td><strong>SEPTEMBER</strong></td>
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<tr>
<td>1 (Th)</td>
<td>Color, Finding Color, Working with Color in Illustrator and InDesign</td>
<td>Colorful Words</td>
<td>Readings given (pdfs from Smashing Magazine by Steven Bradley)</td>
<td>✓</td>
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<tr>
<td>6 (Tu)</td>
<td>Design Principles, Small group discussing principles</td>
<td>Exploring Principles</td>
<td>Lynda.com Videos (to be assigned)</td>
<td>✓</td>
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<tr>
<td>8 (Th)</td>
<td>Drawing with Illustrator, Logos, Introduction to Project 1 Studio: Identity, Design research, Mind mapping</td>
<td>Select your historical figure and the name of his/her restaurant. Research 30–40 bullet points about that person. Complete your research and mind mapping phase (as assigned)</td>
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<td>✓</td>
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<tr>
<td>13 (Tu)</td>
<td>Sketching primer, Thumbnail sprints &amp; Speed Critiquing</td>
<td>Create at least 20 thumbnails for your logomark (represent each gestalt principle at least once). Select a few you think are strongest and be ready to work on them in Illustrator for next class. Make sure you bring tracing paper for next class.</td>
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<tr>
<td>15 (Th)</td>
<td>Refine your logomark, Trace out geometric forms (Illustrator planning), Open Lab</td>
<td>Have a draft page of your logo for next class (value only, no color). Make at least 10 variants.</td>
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<tr>
<td>20 (Tu)</td>
<td>First critique (logomark), Refine logomark, Adding type to your logo</td>
<td>Have your logomark with 10 different type treatments</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>22 (Th)</td>
<td>Second critique, Adding color to your logo</td>
<td>Project 1 due next class!!</td>
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<tr>
<td>27 (Tu)</td>
<td>Project 1 Due (Quick presentations)</td>
<td>Lynda.com Videos (to be assigned)</td>
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<td>Introduction to Project 2 Studio: Promotion, Poster, Guerilla Marketing</td>
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<td>Raster, Resolution, Intro to Photoshop</td>
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<td>29 (Th)</td>
<td>More Photoshop</td>
<td>Chimera</td>
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<td>Select a cause, Define a brief (what the cause wants to communicate), start brainstorming</td>
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<td>OCTOBER</td>
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<td>4 (Tu)</td>
<td>Workshop your ideas/message</td>
<td>Thumbnail sketches</td>
<td>Lynda.com Videos (to be assigned)</td>
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<td>6 (Th)</td>
<td>Open Lab</td>
<td>Have enough to show concept to class</td>
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<tr>
<td>11 (Tu)</td>
<td>In-process Critique, Open Lab</td>
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<tr>
<td>13 (Th)</td>
<td>Open Lab</td>
<td>Project 2 due next class!!</td>
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<tr>
<td>18 (Tu)</td>
<td>Project 2 presentations, More About InDesign (frames, linking, saving, text wrap, character/paragraph styles)</td>
<td>Non-Designer’s Design Book Ch. 1–6</td>
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<tr>
<td>20 (Th)</td>
<td>Menu Exercise (Proximity, Contrast, Alignment)</td>
<td>Type over image</td>
<td>Thinking with Type Ch. 2</td>
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<tr>
<td>25 (Tu)</td>
<td>Typography</td>
<td>Thinking with Type Ch. 3</td>
<td>✓</td>
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<tr>
<td>27 (Th)</td>
<td>Grid</td>
<td>Five Layouts</td>
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<td>Have the text for a magazine article by next class</td>
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<td>NOVEMBER</td>
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<tr>
<td>1 (Tu)</td>
<td>Intro to Project 3: Magazine Design, Creative layout techniques, Open Lab</td>
<td>Get all image assets for your layout, sketch out intro/headline</td>
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<td>3 (Th)</td>
<td>Type sheet, Grid, Block out your layout</td>
<td>Have what we started in class finished</td>
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<td>8 (Tu)</td>
<td>Open Lab</td>
<td>Have your project at least 80% finished</td>
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<td>10 (Th)</td>
<td>In-process Critique, Open Lab</td>
<td>Project 3 due next class!!</td>
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<td>Date</td>
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<td>15 (Tu)</td>
<td>Project 3 presentations, Intro to Project 4 Studio, Information Design, Types of infographics</td>
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<td>Find info/data for your infographic</td>
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<td>Lynda.com Videos</td>
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<tr>
<td>17 (Th)</td>
<td>Showing numbers exercise, Open Lab</td>
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<td>29 (Tu)</td>
<td>Open Lab</td>
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<tr>
<td>DECEMBER</td>
<td>in-process Critique, Open Lab</td>
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<td>1 (Th)</td>
<td>in-process Critique, Open Lab</td>
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<tr>
<td>6 (Tu)</td>
<td>In-process Critique, Open Lab</td>
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<td>Project 4 due next class!!</td>
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<tr>
<td>8 (Th)</td>
<td>Project 4 presentations, Wrap-up</td>
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