

Arts 203: Advanced Desktop Design Syllabus

FALL 2017– Prof. Ruth West

Ruth West

Office: Second floor, Blake Hall, Art Department

Office hours:

Thurs 1:30-4 by appointment

E-mail: rwest@springfield.edu

Office Phone 748-36793

Final Exam: 12/19 12:30- you are expected to attend.

Location of Facilities:

Computers equipped these programs: Learning Commons, Blake red and blue labs

Course Description

This course is about the use of graphic design on the computer. It provides students the skills to compete in today's graphic market. Layout, design, and photo manipulation are taught with industry standard programs with an overview of other currently used paint packages.

Expectations:

There are certain expectations that the Department of Visual & Performing Arts have regarding student responsibilities and behavior in class that need to be stated up front in order to minimize potential misunderstandings throughout the semester.

1. The Department of Visual & Performing Arts expects that you will read the syllabus and that you make yourself aware of all the requirements and deadlines associated with the class. Saying I didn't read the syllabus will not be accepted as an excuse for failing to meet requirements and deadlines.
2. The Department of Visual & Performing Arts expects all electronic devices (cell phones, iPods, etc) to be turned off and not utilized during class. If your phone/pager goes off during class you will be asked to leave.
3. The Department of Visual & Performing Arts expects that you will put forth an effort to learn the material covered in this course. You are **expected** to attend class on normal class days. However, you are **required** to learn the material in order to get a passing grade for this course.
4. The Department of Visual & Performing Arts expects that if you are having difficulties with the class that you will come and talk to your professor about them. The sooner you come, the better off you will be. There is little or nothing the professor can do to help at the end of the course, so do not wait until then to see him/her. See ****Academic Assistance**.
5. The Department of Visual & Performing Arts expects that you will behave with honesty and integrity. Suffice it to say, cheating is not acceptable under any circumstances. The department will not tolerate cheating in any way and anyone caught cheating will receive an automatic F for the course. See ***POLICY CONCERNING PLAGIARISM**

After reading through this syllabus, your decision to take this course indicates your acceptance of the terms, conditions and expectations outlined in the syllabus.

Course Objectives

1. Students will gain an advanced knowledge of desktop design through the understanding of Indesign, Illustrator, and Photoshop.
2. Students will learn to move between programs with ease, combining the images and information from Indesign, Illustrator, and Photoshop.
3. Students will learn the elements of good design and aesthetic theory through the viewing and critiquing of current design.
4. Students will learn the fundamental elements common to design including composition, color theory and typography through lecture and the use of peer critique.

Course Assessments

1. Students will show a proficiency in Indesign and Illustrator through quizzes and assignments.
2. Students will create work in Illustrator and Photoshop and import them into Indesign for assignments and quizzes.
3. Students will be able to critique professional work, the work of their peers, and their own.
4. Students will display the use of fundamental design elements in assignments and quizzes.
5. Students will have a portfolio of designs.

Arts 203: Advanced Desktop Design Syllabus

Programs Used:

PHOTOSHOP, ILLUSTRATOR, INDESIGN

Equipment Needed:

Thumb drive
Black folio

Time Needed:

Full Class Participation and 4 to 6 hours outside time a week. Otherwise The Red Lab is open evenings and the MAYA lab room is open 8:30-4:30 Monday thru Friday. There are 10 macs in the library. You will be expected to get to these places between class on Monday and Wednesday for at least an hour and a half. You will need another one to three hours there in the rest of the week. Please build this into your schedule.

Course Evaluation

1. Attendance

Attendance will be counted from the reading of the class roster. If you are not there on time, but come in late you will be docked half a class. In case of inclement weather, I will leave a message on my voice mail, on the Internet, and at the lab.

DO NOT LEAVE CLASS, if I am late. I WILL BE HERE, unless a message is given

To you I will arrive, I will take attendance.

Be there! 2 absences are allowable, 3 affect the grade (A to A- to B to B- to C to C-)

These absences can any of the allowable excused absences, sick list, away games, teacher conferences, and hip surgery.

Consequently do not use your absences to sleep in.

2. Participation

Students will be expected to ask questions during computer graphic demonstration. They will participate in-group critique of other students. Part of their evaluation will be the quality of their critique and their attentiveness during class.

3. Projects

Projects are due on class date at the being of class. Projects are up on the web page.

If the class is missed that the project is given in, **the student is expected to get the information from another student.** Please get a phone number from a least one student in your row.

A project is counted as in when the project is in my hand or as pdf. (Acrobat) File on my email. If there is a problem, leave a message on my voice mail or my e-mail.

Projects are lower one grade point (A to A- to B to B- to C to C-) each class that it is late.

Course requirements

1. Attendance
2. Projects complete on due date
3. Group critique

Grades

Grades are given based on look, **Creativity**, time spent on the project, technical ability, work being on time and attitude. Extra points are given if the work is redone. Grades will begin out at midterm. It is important to remember that this work may be what you show in your portfolio when you are trying to get a job.

**Look is defined as the amount of beauty, creativity and intelligence
That you bring to a project.**

A: Incredible use of tools and then some, exceptional artwork, perceptive during critiques.

B: Showed up to all classes, did all the work, used the tools well, and participated in class.

C: Showed up, homework was late or not there, did not participate in class.

These dates are subject to change through flu, snowstorms and acts of God, and are just an outline. Check Assignments should **ALWAYS** be checked in webpage for changes

Arts 203: Advanced Desktop Design Syllabus

POLICY CONCERNING PLAGIARISM –

Academic Honesty Policy- Please read policy in Student Handbook.

What it means to you. Any artwork that is used in an assignment, must be your own, or Copyright free. Even then it needs to be changed at least 3 times and be not the main focus of someone else's ad campaign. You need to footnote where you got the image. I recommend digital cameras/ phone and starting to build your own library.

"Springfield College students are expected to be academically honest. Misrepresentation of facts, omissions or falsifications in any connection with the academic process (including both course work and official college documents) are violations of the Academic Honesty and Integrity Policy... Obtaining credit for work, words, or ideas which are not the products of a student's own effort is dishonest... Consequences of violating the Academic Honesty and Integrity Policy entail penalties ranging from failing an exercise, failing a course, reprimand, suspension, dismissal, expulsion from the College, forfeiture of a diploma and/or legal action..."

~2001-2002 Student Handbook

What this means in this class. If you have problems seeing or hearing please let me know so I can put you in a good position in class. If you have learning problems let me know so I can find you a tutor,

Academic Assistance:

A wide variety of academic assistance is offered through the Academic Success Center:

Writing & Reading Support Services offers students help with all aspects of the writing and reading processes.

Math-Science Support Services provides assistance to students taking courses in Mathematics, Physics, Computer Science, Biology and Chemistry

The Content Tutorial Program delivers support for course work that is outside what is covered by Writing & Reading Support Services and Math-Science Support Services.

The Academic Coaching Program is available to help students improve time management and learning strategies.

The Assistive Technology Program provides training in a range of assistive technologies.

The MTEL Assistance Program provides support for students preparing to take the Massachusetts Tests for Educator Licensure®.

The Conversation Partners Program provides support for non-native speaking students wishing to improve conversation and comprehension skills.

The Academic Progress Program provides assistance and support for the students in academic jeopardy to help improve their academic skills, performance and standing.

The Academic Success Center is located on the third floor of the Harold C. Smith Learning Commons and can be contacted at 413-748-3389 or ASC@springfieldcollege.edu. More detailed descriptions of its services can be found on its website: <http://springfield.edu/academic-success-center>

Accommodation Planning:

Academic Assistance:

A wide variety of academic assistance is offered through the **Academic Success Center**:

- **Writing & Reading Support Services** offers students help with all aspects of the writing and reading processes.
- **Math-Science Support Services** provides assistance to students taking courses in Mathematics, Physics, Computer Science, Biology and Chemistry
- The **Content Tutorial Program** delivers support for course work that is outside what is covered by Writing & Reading Support Services and Math-Science Support Services.
- The **Academic Coaching Program** is available to help students improve time management and learning strategies.
- The **Assistive Technology Program** provides training in a range of assistive technologies.
- The **MTEL Assistance Program** provides support for students preparing to take the Massachusetts Tests for Educator Licensure®.
- The **Conversation Partners Program** provides support for non-native speaking students wishing

Arts 203: Advanced Desktop Design Syllabus

to improve conversation and comprehension skills.

- The [Academic Progress Program](#) provides assistance and support for the students in academic jeopardy to help improve their academic skills, performance and standing.

The **Academic Success Center** is located on the third floor of the **Harold C. Smith Learning Commons** and can be contacted at **413-748-3389** or ASC@springfieldcollege.edu. More detailed descriptions of its services can be found on its website: <http://springfield.edu/academic-success-center>

Accommodation Planning:

If you have a documented physical, learning, or psychological disability on record with the Academic Success Center's [Learning Support Services](#), or the corresponding campus individual in the [School of Professional and Continuing Studies](#), you may be eligible for reasonable academic accommodations to help you succeed in this course. It is your responsibility to request such accommodation in advance and to provide appropriate documentation. Students on the main campus should contact the **Director of Learning Support Services**, who is located on third floor of the **Harold C. Smith Learning Commons**, and can be contacted at **413-748-3768** or ddickens@springfieldcollege.edu. Please let me know of your request as soon as possible so that I can work with you and the Director to arrange for appropriate and reasonable accommodations.

What this means in this class. If you have problems seeing or hearing please let me know so I can put you in a good position in class. If you have learning problems let me know so I can find you a tutor.

Classes and Assignments Week by Week

Week 1:

<p>T Introduction/ Fonts History</p> <p>Assignment:</p>	<p>Assignment: Read statement and answer questions Read why illustrator/InDesign bring in 2 pictures cans Bring in a quote and picture to work with in class</p>
<p>TH</p> <p>Bunnies Intro to InDesign</p>	<p>Bring in Haiku and pictures Bring I two flyers good/Bad Bring in 1 Flyer with "good type use" and 1 with bad</p>

Week 2:

<p>T</p> <p>look at pictures brought in Haiku with Pictures Haiku and picture 3 versions, sentimental, bold, understated</p>	<p>Assignment: Work on Haiku- print out. Take pictures or find images for "bad Flyer"</p>
<p>TH</p> <p>let's look at your Haiku. What works what doesn't REDUE! Start work on bad flyer</p> <p>Output to acrobat - start acrobat portfolio</p>	<p>Assignment: Finish bad flyer and print out for class Bring in two examples of good uses of slogans. (These need to be printed) so we can hang them up.</p>

Arts 203: Advanced Desktop Design Syllabus

Week 3:

<p>T Critique Fonts Critique ads Fonts/ typography Fonts from the internet Thumbnails</p> <p>Job 2: Surrealistic Refrigerator Magnet You have been asked to do An ad for a new company called Renaissance Refrigerator magnets You can pick the *Renaissance Artist* During the Renaissance Art time period And the logo and Tag line But you must use the company name And price 3 for \$6.00 Ad sib/W 4" X 5"</p>	<p>Assignment: Output in Acrobat Add to acrobat project portfolio</p> <p>Job 2a: Surreal Refrigerator magnets sketches (3) Be prepared to pitch your ideas next class Think font, think readability, think eye-catching Think about image</p>
<p>W Pitch magnet ad with drawings Start working on Ad</p>	<p>Assignment: Output to acrobat Add to project portfolio Job 2: Finish Magnet Ad to present next class Print and output to Acrobat file</p>

Week 4:

<p>T AD critique Start redoes Halloween AD</p> <p>Job 3: ad for Dog Costumes for Halloween. This is for Patty's Puppy Pen And is a 6X8 or an 8X6 with one spot color banner head "Free Treats for Dogs in Costume on Halloween!" Show at least 2 different costumes and their prices</p>	<p>Assignment:</p> <p>Output to acrobat portfolio Finish redoes and output to acrobat and print 3 thumbnails for Halloween AD . Plan to pitch the next class</p>
--	---

Week 5:

<p>T I look at patty playpen, start working on it in class</p>	<p>Assignment</p> <p>Output acrobat portfolio</p>
<p>TH Patty's playpen Using color in Indesign- the swatch panel Poster History of street signs Political posters on Pint rest What makes signage work?</p>	<p>Assignment:</p> <p>Poster thumbnails first show typography must always be done InDesign. Historical Paper</p>

Week 6

<p>T Poster first show.</p>	<p>Assignment: Oct 12: Present your poster. Why should we believe what you</p>
-----------------------------	---

Arts 203: Advanced Desktop Design Syllabus

Work on Poster. Feel like you are done? Make another!	are saying?
TH Job 3 redo critique Illustrator Shapes/ fills/ scissors	Assignment: Do tutorials in illustrator help Print as puff and add to your quark acrobat fill Designing a quick logo & compound shapes Find two *graphic logo that you like, One corporate, One personal * Graphic use of color and shape not photographs Ex: Nike logo vs.. photo of red truck

Week 7:

T Poster Brochure	Assignment: Brochure
TH Brochure Pass in Midterm portfolio	Midterm

MIDTERM REVIEW Week 8:

T Illustrator Starts Sign up for midterm review	Assignment: Tutorial from web: Save as acrobat file and add to your file Quiz
TH Midterm review	Assignment: Tutorial from the web

Week 9

T Quiz Build House	Assignment: Logo for self- thumbnails
Logo	Assignment: Logo

Week 10

T Critique pencil sketches Illustrator and Indesign	Assignment: Job 6b: Final pencil piece Historical Paper assignment: 3 page paper and presentation. Due: Monday Dec 1 Find a product that has been around for the last 100 years. Use general terms like: Cameras or Dresses or hard candy. Locate 5 ads in approx. 20 year increments: ex: 1910, 1930, 1950, 1970 and current day. Analyze the 5 ads for Time period: where does it fit historically? Placement: What kind of audience were the ad makers trying to reach? (Ex. Married Women, middle age successful business men) Visual: What kind of visuals were ad makers using to get there
---	--

Arts 203: Advanced Desktop Design Syllabus

	<p>point across (Bold? Illustration? Black and white ad?)</p> <p>Copy: What was the text like? Was it wordy, was it brief? Did it try to get you to buy emotionally? Intellectually? Etc..</p> <p>Layout: How did they do layout? Was it straightforward? Was it cropped? Symmetrical?</p> <p>Then compare the ads: How well do you think they worked? What was different about them? What was the same?</p> <p>Put illustrations with your paper. You may use the internet: IF you can read the copy of the ad, find out what time period the ad was done in, what magazine it was placed in.</p> <p>You may not use coca cola.</p>
<p>W critique pencil piece Job 7: \$ 1</p>	<p>Assignment: Redo pencil piece 3 thumbnails remember (Indesign and illustrator!)</p>

Week 11

<p>T Critique redo Critique thumbnails</p>	<p>Assignment: Job 7: \$1</p>
<p>TH Critique \$1 Look at in Design</p>	<p>Redoes \$1</p>

Week 12

<p>T Critique \$1 redoes More in design</p>	<p>Assignment: Job 8: Book cover 3 Thumbnails</p>
<p>TH Thanksgiving</p>	

Week 13

<p>T Book cover thumbnails</p>	<p>Assignment: Book cover (</p>
<p>TH studio</p>	

Week 14

<p>T Student papers Due Critique book covers</p>	
<p>TH Student papers</p>	

Week 15

<p>T Student Papers</p>	
<p>TH Final critique of Historical Ad</p>	