***GRAPHIC DESIGN 1, DESIGN AND NEW NARRATIVES—A FIELD GUIDE***

Syllabus ART225 Section B Winter 2015

**COURSE INFORMATION**

Course Name: ART225 B Graphic Design 1

Number: 1095

Quarter: Winter, 2015

Credits: 5.0

Location: MDL 210

Meeting Time: T TH 8:30-11:20AM

Prerequisites: none

**Course Description**

Graphic Design, its history, imaging and the elements and principles of design in visual communication. An introduction to graphic production tools and processes in graphic presentations. The graphic computer as a visualizing tool in graphic design.

In this lecture/lab course, Modernism design theory and techniques will be explained through lectures, in class assignments and out of class projects. You will demonstrate the principal and elements of Modern aesthetics through the use of sketches and Adobe InDesign on an Apple computer platform. Critical thought processes will be demonstrated through presentations and reviews and critiques of your work.

**INSTRUCTOR INFORMATION**

* Instructor Name: Gretchen Frances Bennett
* Office Hours: Please email me for an appointment
* Email: gretchen.frances@email.edcc.edu
* Best Way to Contact Me: gretchen.frances@email.edcc.edu, or via Canvas.

**COURSE MATERIALS**

1. USB flash drive (4 GB minimum)
2. Moleskine Sketchbook, or any sketchbook of your choice
3. Pen and Pencil
* Computer Resources: Computers are available in a wide variety of locations across campus. The campus also has a wireless network available for students. See [www.edcc.edu/acs/facilities.html](http://www.edcc.edu/acs/facilities.html) for a complete list of locations and resources, and see START at www.edcc.edu/online/start for student technical assistance.

*Course Description*:

This course will focus on the design and development of small, art-based, book publications, performing across disciplines and materials. Teaching methods will include working with digital technology (Adobe InDesign) as well as manual methods (for example, collage and drawing) and writing. From a thematic point of view, the course will explore the basic concepts of space that combines art, design, culture, media and daily life.

Personal books will be created by each of you, and then combined into a larger catalog book of the entire course. This course has the flexibility to work across disciplines, so you can focus on your interests.

At the conclusion of this course, student booklets will be summarized into a comprehensive catalog. This publication, created during the course, will continue to serve as a basis for further teaching/education. The resulting book will serve not only as documentation of the project but also as a guide to future projects and course work.

As a basic design course*,* is a mash-up of artist book, ‘zine[[1]](#footnote--1), and course work history. It occupies a sliding space between digital and analogue, the hand-held book and the web, the classroom and the larger world. Through the course tool of the personal booklet, we will look at how the artist book addresses currents in contemporary art, design and culture, such as net art, while creating a foundation in visual principles, such as symmetry, unity and abstraction.

This book-based design space will provide an interdisciplinary environment, in which to talk about ordinary life, reframing everyday details as meaningful revelations.With a DIY punk-inspired minority publication urgency and aesthetic, it will empower each of you to tell your story.

Your book project is a space that allows the use of individual lived experience as the raw material from which the coursework is made. The individual books contributed from each of you are combined into one larger class book, tracking a broad, if imperfect history. This catalog of finished works will reference ‘encyclopedia,’ but, in form, will lack any drive for totality or pretense of completeness. Its open-endedness is what makes it possible.

After introductory lectures and readings about contemporary and historic literature and cultural events, you will spend the term mapping your individual paths of research through the collection of personal and broader daily research, and putting it into your book.

*What YOUR book will look like:*

This book project combines writing, group process, multi-page document construction and research with computer literacy. Sections from your book will include but not be limited to these framed concepts: an introduction to models and influences and accompanying reading list; drawings and photographs of related material; and texts, in the form of essays, short stories, poetry, journal notes, texts, contemporary art and design and daily life will serve as references.

**Templates** and inspirations for this book-based curriculum will include Punk ’zines books, including *Bikini Kill*; xtine burrough and Michael Mandiberg’s *Digital Foundations: Introdcution to Media Design with the Adobe Creative Suite*, a “mash-up between the Bauhaus Basic Course and the Adobe Creative Suite”; [Czesław Miłosz](http://en.wikipedia.org/wiki/Czes%C5%82aw_Mi%C5%82osz)’ index of a significant place and of past friends in *Facing The River*; W. G. Sebald's*Austerlitz*, exploring ways in which collections of records, such as the National Library of France, entomb memories; Eva Hoffman’s alternative concept of time; New York-based painter Amy Sillman’s visually idiomatic ‘zines; and *The Bauhaus Books*.

***Reading Response Papers:*** You will produce two 700-word papers for this course, in order develop your own areas of inquiry. These response papers are also intended to help you develop critical reading and writing skills, while enabling you to build narrative. A basis for this written work is given through a series of lectures and in class projects, revolving around basic design principles.

*Enduring Understanding for this course:*

* This course provides the tool of a book, which becomes a field guide to individualized experience of daily life, contemporary and historic. The book, made of combined individual chapters contributed by each of you, becomes a navigational tool for understanding a broad, if imperfect, history.

*Basic Objectives for this Course:*

* To pursue a synthesis of ideas and information, using daily lived experience as the raw material. Methods include the utilization of personal and cultural historic events and research, in response to assignments;
* Effectively apply and discuss specific elements and principles of design to completed project;
* Effectively apply techniques and skills of good craftsmanship to completed project;
* Effectively generate, consider and evaluate problems of design and narrative;
* Demonstrate knowledge of basic compositional guidelines and apply them effectively to the completed course project of the booklet;
* Demonstrate research skills in a specific medium or period for presentation, using proper documentation of research.
* Investigate the importance of form, design, and genre across the arts;
* Understand how creativity and artistic expression are embedded within larger social and cultural contexts;
* Understand how artistic practices and cultural production vary across time and space.

*Course structure includes:*

A comprehensive introduction to basic design principles, along with daily applied step–by–step lessons in Adobe Creative Suite software; an introduction to creative strategy and narrative outlines; assigned readings; class discussions; in class and out of class projects, realized both independently and collaboratively.

## *Instructional methods:*

Coursework is divided into three areas.

* IN-CLASS WORK. Consisting of software tutorials and preliminary work done during class.
* SKETCHBOOK. Consisting of a quarter long “showing of work” in a sketchbook to be displayed, but not turned in at different times throughout the course, and apart of the final presentation.
* HOMEWORK PROJECTS. All work done outside of class.

*CRITIQUE:*

Students are given the understanding that the process of critique is the culmination and analysis of work done, discussed in a group format. Discussions and class critiques occur frequently, to the point where students are able to compare and contrast in an oral critique format the positive and negative attributes of their own work and the work of others.

### *Classroom Norms, Creating a* *Contract For Taking Risks:*

During each first class session, as a class, we create classroom agreements, to which we will all abide, so that we have the most productive and positive learning environment. We revisit these norms during the quarter. We express these *Norms* in the form of a class contract, informally drawn up on the white board and posted on our class website. Everyone is asked to contribute key classroom norms, which would make the classroom a productive and safe place to learn, engage and take risks.

*Provisional calendar TO COME*

* ***Lectures on given weekly texts and topics***
* **Lectures, outlining course models and skill sets, including InDesign Workspace, multi-page document layout, typography, EPUB, book construction, collage, plus reading list for models and course readings.**

**Guest Speaker**

Jayme Jen, Designer

**Additional Readings:**

*Fillip No. 18, 19*

*Cézanne’s Doubt*, Maurice Merleau-Ponty

*Remarks on Colour*, Ludwig Wittgenstein

**College-Wide Abilities (CWAs)**

Edmonds Community College emphasizes the following core college-wide abilities to provide a

consistent educational focus that encourages students and members of the college community to develop knowledge, habits and skills for lifelong learning.

1. Communication—interact respectfully, in the context of graphic design using appropriate

 vocabulary and symbols.

a. Writing will include: written critiques and reflections

b. Oral presentations will occur in class critiques

2. Reasoning—clearly using varied analytic and creative approaches related to basic principles,

 ideas and themes relevant to the study of graphic design.

a. Generating multiple ideas for a solution

b. Gathering of information and research

3. Exploring critically and creatively.

a. Synthesis of ideas and information in the projects generated toward a final solution

b. Utilizing accumulative information and research in response to assignments

4. Acting responsibly, both individually and collaboratively, within changing environments.

a. Working on specific projects and critiques, with respectful attention to the

 contributions of all participants

Students, who earn any of our two-year degrees or shorter-term certificates, have many

opportunities across the curriculum, to develop and apply college-wide abilities in preparation for

their roles in an increasingly diverse, information-driven society.

**Humanities Outcomes**

1. Introduce analyzing and critically evaluating major ideas, concepts, or trends in the

Humanities.

2. Introduce demonstrating knowledge of cultural practices, intellectual trends, or aesthetic

productions of their own culture and other cultures.

3. Introduce critically and imaginatively applying insights from Humanities studies to social,

cultural, professional, or political contexts.

4. Introduce developing and communicating their own intellectual, expressive, or aesthetic

processes and finished work.

**VISUAL ARTS OUTCOMES**

 **Upon successful completion of this 5-credit course, the student will be able to:**

1. Effectively apply and discuss specific elements and principles of design

to completed course projects and assignments.

a. Patterns, Grids, Balance, Scale, Proportions, Rhythm, Emphasis

b. Hue, Tint, Tone, Shade, Monochromatic, Analogous, Complimentary, Split

Complimentary, Triad, RGB, CYMK,

c. Line, Shape, Texture, Value

2. Effective apply techniques and skills of good craftsmanship to completed projects and

course assignments.

a. Typography, Lead, Kerning, Tracking, Fonts, Font Family, Type anatomy

3. Effectively generate, consider and evaluate problems in design.

a. Spatial reasoning, Contrast, Visual Balance, Flow

4. Produce quality work through the application of a variety of design techniques and media.

a. Adobe InDesign CS6.0 and the following tools, direct selection, indirect selection,

pen, pencil, type, shape in addition to the appropriate panels and control

functions, Apple iMac computers, exporting to PDF, black and white printer along

with color printing.

5. Demonstrate knowledge of basic compositional guidelines and apply them effectively to

completed course projects and assignments

a. Patterns, Grids, Balance, Scale, Proportions, Rhythm, Emphasis

6. Give and receive constructive critiques of design projects created by you and colleagues

using language appropriate to the domain and course themes.

a. Evaluation, Analysis, Exploration, Form, Subject, Content, Objective Criticism,

Subjective Criticism, Descriptive Criticism, Cause and Effect Criticism, Compare

and Contrast Criticism, Gestalt, Rorschach

7. Demonstrate research skills in a specific medium or period for presentation and proper

documentation of research.

a. Research may be accomplished in one or more of the following ways: Writing

critiques and assignments.

b. Presentation may be accomplished in one or more of the following ways: Oral

and visual presentations to the class.

c. Proper documentation will be: Portfolio and writing in MLA guidelines.

**CLASS Working Arrangements**

 Engagement in this course will include:

1. All handouts will be delivered electronically.

2. All assignments must be submitted on time. LATE work will not be accepted.

3. All digital files must be submitted a server access via a campus computer. NO email

submissions.

4. This class is supplemented with Canvas. The syllabus, announcements, links to class

resources, tests, and other information will be available on the Canvas class site.

For more information about Canvas, see the Distance Learning Office website at

www.edcc.edu/online

5. As a courtesy to both the instructor and other students Cell phones, iPods, CD players,

laptop computers, SMS devices, personal gaming consoles, playing online gaming,

viewing online videos not related to class, other forms of electronic communication,

and entertainment devices are to be turned off while class is in session.

**ASSIGNMENTS AND GRADING**

**Assessment Criteria and Grading Policies.**

 There are 100.0 accumulative total points possible for this course and are comprised of the

following:

1 Journal x 24.0 points = 24.0

3 Assignments x 8.0 points per assignment = 24.0

3 Response Papers x 4.0 points per writing = 8.0

2 Quizzes x 2.0 points = 4.0

1 Final Published Personal Booklet x 40.0 points = 40.0

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Accumulated Total Points = 100.0

The total accumulated points earned at the end of this course are converted to a 4.0 decimal

grade. Divide the total accumulated points by 25 to determine the decimal grade. The chart

below shows the conversion between the total accumulated points, a decimal grade, and a letter

grade.

**Accumulated Total Points Decimal Letter**

100. - 86.3 4.0 - 3.5 A

86.2 - 62.3 3.4 - 2.5 B

61.2 - 36.3 2.4 - 1.5 C

36.2 – 23.75 1.4 - 1.0 D

23.74 - 0.0 0.0 F

**GRADING PENALTIES**

1. Absences: After three absences, your grade automatically drops one grade point.

2. Arriving to class late: 0.5 point will be deducted from your participation grade.

3. Leaving class early: 0.5 point will be deducted from your participation grade.

5. Late work is NOT accepted in this class: Only under extenuating circumstances will

late work be accepted.

6. V and I grades are not given

Example: This is the grading rubric for the assignment that is worth 8 points total.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outcome Category | Vaguely | Adequately | Clearly | Distinctly | Points Earned |
| Demonstration of understanding the creative process, by using the elements and principles. This is worth 50% of total 8 points. | 1.00 | 2.00 | 3.00 | 4.00 | 3.00 |
| Demonstrate of creative activity in a specific discipline by engaging in the technical process. This is worth 25% of total 8 points. | .50 | 1.00 | 1.50 | 2.00 | 1.50 |
| Demonstrate of the ability to critique and present. This is worth 25% of total 8 points. | .50 | 1.00 | 1.50 | 2.00 | 1.00 |
| Total Score |  |  |  |  | 5.50 out of 8.0 |

**RECOMMENDATIONS FOR SUCCESS**

1. Take notes on the assigned material.

2. Make the library an important place in your life. Learn to use its resources effectively.

4. If something is confusing, ask questions of me in class or via e-mail.

5. Be an active participant in class discussions and critiques.

**COLLEGE POLICIES:**

**SAFE ZONE:**

EdCC does have a policy on discrimination and harassment. Discrimination, harassment,

and abusive conduct that threaten or endanger the physical or psychological health,

safety, or welfare of an individual or a group of individuals on the basis of sexual

orientation, race, ethnicity, age, gender, sex, religion, nationality, or disability will not be

tolerated. This class will operate as a “safe zone” which means everyone in the class is

treated respectfully and should anyone feel they are not treated fairly and with respect

they should immediately let me know.

**ACADEMIC INTEGRITY:**

Academic honesty is essential to learning in college. Cheating and plagiarism are serious

violations of EdCC Student Rights and Responsibilities Code, and will result in college

disciplinary action such as formal reprimand, probation, suspension, or dismissal. If you

represent the work or ideas of another as your own, zero credit may be given for that

assignment. A second violation may result in a failing grade for the course. Whenever

you turn in any assignment in this course, the understanding is that what you are turning

in is your own original work, except to the extent that you explicitly credit others for their

contributions. (For example if you are quoting a source or copying a piece of art for your

reflection you will need to cite the source.) Reference for proper citation can be found at:

<http://www.edcc.edu/library/guides/default.htm>

 **COLLEGE CLOSURE INFORMATION:**

You can sign up to receive email or text notifications of college closures or delayed openings due to weather or other emergencies at http://www.schoolreport.org/. You can also call the college’s switchboard at 425.640.1459. This class will only be cancelled due to whether conditions if the whole school closes.

**STUDENT RESOURCES:**

**Accommodations/Resources Services for Students with Disabilities**

If you require an accommodation or resources for a hidden or visible disability, or have

questions about a perceived or diagnosed disability and its impact on learning, please contact

Services for Students with Disabilities in Mountlake Terrace Hall, Room 159 (425.640.1320 or

ssdmail@edcc.edu).

**Counseling & Resource Center**

Early upbringing and trauma certainly impact student development and there may be issues to

explore in counseling or therapy. Our campus offers free and confidential counseling services. If

students wish for personal or career counseling they are encouraged to schedule a counseling

appointment with a professional counselor. You may make appointments through the Counseling and Resource Center in Mountlake Terrace Hall, Room 145 (425-640-1358).

**Student Success Strategies**

There are many campus resources to assist you with your success as a student. Resources

include the Library, TRiO Student Support Services, Career Action Center, Learning Support

Center, Counseling and Resource Center, and campus computer labs. Please ask us if you have

a question about, or need a referral to, any of our campus services.

**Additional Campus Resources**

● Academic Calendar: http://calendar.edcc.edu/\_academic.php

● Advising: www.edcc.edu/advising

● College Policies and Procedures: http://catalog.edcc.edu

● Counseling and Resource Center: www.edcc.edu/counseling

● Distance Learning Office: www.edcc.edu/online

● Diversity Student Center: www.edcc.edu/dsc

● Learning Support Center: www.edcc.edu/lsc/Tutoring\_Center.php

● Library, including online resources: www.edcc.edu/library

● Center for Student Leadership and Engagement: http://www.edcc.edu/csel/

● Student Technology Advice & Resource Team (START): start edcc

● Student Handbook: http://www.edcc.edu/stulife/handbook/

● Student Printing Guidelines: www.edcc.edu/acs/Printing

● Student Services: www.edcc.edu/students

● Title IV: <http://www.edcc.edu/titleix/what-is-titleix/details.html>

 \*\*\*\* Final Note: Please consider this document our contract for this course. Understand in an effort to respond to the needs of the class and the best use of time, I may need to make some minor changes to this syllabus. The entire class will be involved in this discussion, should changes be necessary.

**STUDENT RESOURCES**

**Useful Student Resources:**[www.edcc.edu/students](http://www.edcc.edu/students/default.html)

**Academic Calendar:**[www.edcc.edu/calendar/academic.html](http://www.edcc.edu/calendar/academic.html)

**Advising:**[www.edcc.edu/advising](http://www.edcc.edu/advising/default.html)

**Center for Student Engagement and Leadership:**[www.edcc.edu/csel](http://www.edcc.edu/csel/default.html)

**College Policies and Procedures:**[http://catalog.edcc.edu](http://catalog.edcc.edu/)

**Counseling and Resource Center:**[www.edcc.edu/counseling](http://www.edcc.edu/counseling/default.html)

**Diversity Student Center:** [www.edcc.edu/dsc](http://www.edcc.edu/dsc/default.html)

**eLearning Information:**[www.edcc.edu/elearning](http://www.edcc.edu/elearning/default.html)

**Enrollment Services:**[www.edcc.edu/es](http://www.edcc.edu/es/default.html)

**Library, including online resources:**[www.edcc.edu/library](http://www.edcc.edu/library/default.html)

**Services for Students with Disabilities:**[www.edcc.edu/ssd](http://www.edcc.edu/ssd/default.html)

**Student Printing Information:**[www.edcc.edu/acs/printing](http://www.edcc.edu/acs/printing/default.html)

**Student Support Resources:**[www.edcc.edu/support](http://www.edcc.edu/support/default.html)

**TRIO:**[www.edcc.edu/trio](http://www.edcc.edu/trio/default.html)

**Title IX and Gender Discrimination:** <http://www.edcc.edu/titleix/what-is-titleix/definitions/gender-discrimination.html>

**Emergency Preparedness**

The Triton Alert System information is here: [www.edcc.edu/alert/triton](http://www.edcc.edu/alert/triton/default.html). This System will be used to send notifications regarding campus closures, emergency situations, or evacuation orders in the event of an emergency or inclement weather. Edmonds CC students and employees are automatically enrolled to receive Triton Alerts through their college email addresses. Sign up to receive text and voice messages on your mobile or home phones and/or additional email notifications to personal email addresses.

In the event of inclement weather or similar event, which keeps us from meeting as a class, I will post a message through Canvas Announcements.

1. A **zine** ([/](http://en.wikipedia.org/wiki/Help%3AIPA_for_English)[ˈziːn](http://en.wikipedia.org/wiki/Help%3AIPA_for_English#Key)[/](http://en.wikipedia.org/wiki/Help%3AIPA_for_English) [***zeen***](http://en.wikipedia.org/wiki/Wikipedia%3APronunciation_respelling_key); an abbreviation of [*fanzine*](http://en.wikipedia.org/wiki/Fanzine), or magazine) is most commonly a small circulation [self-published](http://en.wikipedia.org/wiki/Self-publishing) work of original or appropriated texts and images usually reproduced via photocopier.

Zines are written in a variety of formats, from desktop published text to [comics](http://en.wikipedia.org/wiki/Comics) to handwritten text. Print remains the most popular zine format, usually photocopied with a small circulation. Topics covered are broad, including [fanfiction](http://en.wikipedia.org/wiki/Fanfiction), [politics](http://en.wikipedia.org/wiki/Politics), art and design, ephemera, personal journals, social theory, [riot grrrl](http://en.wikipedia.org/wiki/Riot_grrrl) and intersectional [feminism](http://en.wikipedia.org/wiki/Feminism), or single topic obsession, far enough outside of the [mainstream](http://en.wikipedia.org/wiki/Mainstream) to be prohibitive of inclusion in more traditional [media](http://en.wikipedia.org/wiki/Mass_media). [↑](#footnote-ref--1)