



# Graphic Design<sup>2</sup>

SPRING 2012

Delaware County Community College  
**ART231 Graphic Design II**  
3 Credits/4 weekly lecture hrs  
Prerequisite: GRA 213 GRA 230  
Fridays, 12:30PM – 4:30PM, Room 3296

**PROF. ROBERT JONES**  
Class Instructor

**Contact information:**  
Office Ph: 610-359-5371

Office: 3282 ▪ Hours posted  
Dept. Ph: 610-359-5389

rjones@dccc.edu  
rjones@mail.dccc.edu  
www.designote.org

**Designnote.org login:** User name: \_\_\_\_\_ Password: \_\_\_\_\_

**WebStudy url:** \_\_\_\_\_

User name: \_\_\_\_\_ Password: \_\_\_\_\_

**Office Hours:** <http://www.designote.org/contact.html> or [CLICK HERE](#). \_\_\_\_\_

Naturally you can stop by my office anytime to see if I'm in and I will do my best to accommodate you. Please refer to my class schedule, posted outside my office to see when I'm not in class.

**Education:** Kutztown University, Kutztown, PA – BFA (Commercial Design) 1976;  
Syracuse University, Syracuse, NY – MFA (Illustration) 1984

**Work Experience:** Rohrbach's Advertising, Reading, PA, 1976-1978; Robert Jones Illustration, Freelance Graphic Design and Illustration, 1978 – 1998, Adjunct Instructor; Kutztown University, Hussian School of Art, University of the Arts; Delaware County Community College, Professor, 1997 – Present

## **WELCOME:**

I'm hopeful that this intermediate course in graphic design will be a challenging and rewarding experience for you. You should have already taken the prerequisite courses that allow you to work with type and images, manipulate digital assets and employ basic design principles, now you'll discover how to expand your concepts and present your ideas in a professional manner. As a designer, most of your career will be spent working with type and images, either in print design or interactive design or both. This course will give you the tools and knowledge to be successful in your creation of multi-page layouts, package design, interactive web design and book making

We'll begin the semester with a class competition to design the cover for the college's literary magazine. Here we'll apply concept ideation techniques we explore in the first weeks of class. To get off to a good start we'll explore what it is that you think is important to learn in this course by assessing your prior knowledge of design basics, digital tools and what you hope to learn by the end of the term.

Prior knowledge:

- ⇒ A strong working knowledge of Adobe Illustrator, Photoshop and InDesign
- ⇒ Basic design and layout skills
- ⇒ Understanding the basic principles and elements of design
- ⇒ Craftsmanship

Together we'll explore:

- ⇒ Concept Ideation
- ⇒ Publication Design
- ⇒ Package Design
- ⇒ Interface Design
- ⇒ Book Design

**TEACHING PHILOSOPHY:**

The Short version

**Process, exploration, rigor**

Three words best describe my approach to teaching, process, exploration and rigor. Successful solutions to design problems and self-expression in art can be achieved through a systematic/comprehensive approach to the art and design processes. The art and design student must discipline himself to explore many paths to a creative solution through the stages of ideation, thumbnail generation, analysis, roughs, and final design stages. I encourage students to go beyond their comfort zones, exploring unfamiliar territory to reach new concepts and content. Throughout this journey the student must be diligent to achieve optimum results.

When successful, this approach creates a relaxed environment thereby giving the student the courage and confidence to strive for perfection and reach excellence in their own artistic growth.

My teaching goal is to develop mature art and design professionals that function as creative and skilled artists, designers and technicians in a highly competitive, computer-savvy economy. I approach this goal using learner-centered and content-centered methodologies, systematically presenting tools, techniques and concepts to challenge young artistic minds to grow aesthetically, conceptually, and professionally. I create assignments with clearly defined objectives to improve student's problem solving and critical thinking skills, involving team-building, peer critiques and feedback sessions. Through this and the incorporation of collaborative learning skills, students can apply 'hands-on' experiences to facilitate "real-world" problem.

To properly address diverse learning styles, I build in different methodologies in each classroom session. I incorporate demonstration, concept ideation, brief lectures, interactive audio and visual materials, hands-on digital tool exercises, field trips, guest presentations, student presentations, impromptu drawing sessions and quick design-solution activities using teams, group research and other methods of collaboration.

When evaluating student progress in the classroom, I favor formative evaluations using the group critique process but I also incorporate summative evaluations in several of my classes. Perhaps the most frustrating aspect of studying art for young artists is the subjective nature of the discipline. I strive to equip the students with a variety of classroom critique tools that they can use to evaluate their personal work and their peers. They are strongly encouraged to seek the feedback of diverse faculty members, peers and even casual observers. Prior to the final critique, the class undergoes a preliminary critique session to give each student the chance to correct any "misguided decisions".

Upon completion of their projects, they receive a comprehensive evaluation sheet that addresses the evaluation of concept, design, process and presentation. Within these parameters may be specific criteria tailored to the assignment. I do my best to evaluate each student's individual progress, however I find it important to measure them against the group as they are embarking on a very competitive career.

**LEARNING OPPORTUNITIES:****Class dialogue**

Class discussion/participation will occupy some of our time in class as we attempt to become more familiar with terminology, concepts, technology and personalities needed to understand web design. We might also use an online forum for discussion for those students who might not wish to contribute within the classroom environment.

I've discovered that we learn as much from each other as we do from listening to one individual. Class participation includes both the putting forth of your own ideas and questions and listening attentively to each other. A person who seldom speaks but listens intently and takes notes is participating as fully as one who speaks frequently and thoughtfully.

Each class member is expected to contribute to the dialogue/discussion.

You may participate by:

1. Asking a question
2. Responding to a question asked by the moderator, faculty, guest presenter, or other class member
3. Making a comment or observation

It is important that you read the assigned pages as background information on the chapter topics before the class begins. I will do my best to take note of those students who contribute to class and you will receive a grade for your participation.

### **Class critique**

If it applies, your work in this class will be critiqued via in-class discussion and online surveys. This may well be the most rich learning experience in design/art courses and your contributions to the dialogue are expected.

### **In-class exercises**

Hopefully the majority of the rich learning experiences will be through the application of hands-on exercises. I will provide step-by-step instructions either in real time or via handouts to help you learn the content of the course. Sharing your critical thinking processes with your classmates and enabling each other to grow through the collaborative learning process should be a rewarding experience.

### **Projects**

One result of the learning that will take place in this course will be the fulfillment of 4–5 projects, generally in the form of finished prints or presentations that demonstrate mastery of layout and design capabilities and presentation skills.

### **Reading and exercises**

No textbook is required for this course but there will be numerous handouts to read and exercises to complete.

## **COURSE DESCRIPTION:**

This course is a continuation of Graphic Design I. In this course, students refine skills and work habits related to the creative process for solving visual communication problems. Projects emphasize the development of design priorities and alternatives based on client need and production constraint.

## **LEARNING OUTCOMES/ COMPETENCIES:**

Upon successful completion of this course, the student should be able to:

- ▶ Write and interpret the requirements of a design brief.
- ▶ Apply basic design principles to the organization and use of type, color and composition in a multi-page publication.
- ▶ Design and mock-up a basic package design.
- ▶ Solve a simple interface design problem.
- ▶ Present a design project to a client both verbally and visually.
- ▶ Solve assigned projects in unique and creative manner.
- ▶ Produce content as an effective form of visual communication.
- ▶ Communicate issues of critical thinking skills via the creation of artworks and participation in the formal critique process.

**LEARNING GOALS:**

- ▶ That you understand and apply the fundamentals of the design process, thumbnail creation, refinement, rough layout, refinement and comprehensive design steps.
- ▶ That you learn the anatomy of a multi-page publication.
- ▶ That you understand the 2d and 3d requirements of package design.
- ▶ That you learn how to craft an interface design and present it to a client.
- ▶ That you learn and focus on the basic elements and principles of design and Gestalt Theory.
- ▶ That you learn to think creatively through ideation processes to achieve design solutions that you can take ownership of, involves risk-taking and builds your visual vocabulary.
- ▶ That you begin to realize that good/great design work is a process and It's hard work!
- ▶ That you learn to contribute to an active learning environment to produce a rich learning experience for the sake of learning and not for points or grades.

**METHODS:**

This course will imitate the form of a typical graphic design job situation. Students will design a series of projects from concept through completion. Critiques and class discussions will follow. Lectures and studio demonstrations will be given as they pertain to specific projects. A handout will be given for each project outlining deadlines, materials, parameters, readings, examples, and suggestions.

Most projects will require computer work outside the classroom using Open Lab hours in room 3260 in order to produce the finished product.

**TEXT:**

NONE REQUIRED

Recommended: **Design Basics Index** by Jim Krause  
HOW Design Books, 2004

**MATERIALS:**

Drawing tools - Pencils & Sharpie markers  
Sketching media  
Bookbinding materials as requested by instructor  
Black presentation board to mount final projects  
Bookbinding materials as requested by instructor  
Zip Disks, CD-R discs or Jump/Flash drives  
High-quality printing papers

**GRADING:**

Your grade is based on a number of factors that include project execution and improvement, class participation, tests, attendance, attitude and effort. Excellence in all of these areas is required to earn an "A" in this course.

Two web design projects, in-class assignments and tests will be the primary source of your grade and you will be expected to work outside of class on your projects. Projects will be considered in terms of execution, content, composition, interactivity, user friendliness, inventiveness and risk-taking.

**Criteria:**

**A projects** will have consistent excellence in all criteria and will reflect the students understanding of concepts, expected learning outcomes, course content, is presented with professionalism and functions with error. "A" work is of a level and quality that significantly exceeds the expectations for the student's current level of study. An "A" typically does more than required!

**B projects** are above average, show evidence of growth, are effective in their content, well composed and presented in a professional manner. "B" level work is acceptable and

appropriate to the student's current level of study.

**C projects** are satisfactorily completed and may lack individual visual interest, lack of content or lacks evidence of growth.

**D projects** are insufficient and/or show inadequate technical execution and reflect a lack of participation, weak presentation and little or no meaningful content.

**F projects** are unsatisfactory, incomplete and/or reflects student's unwillingness to work.

**Rubrics & Evaluation:**

To monitor their success in this course, students will be given an evaluation report or rubric for each project. I plan to make these available as the assignment is given. This evaluation report/rubric will match the assignment grading criteria that will accompany each project. Please hold onto these evaluation reports/rubrics to the conclusion of the semester. Teamwork projects, if applicable, will involve filling out self, peer and group evaluation papers.

**Progress Reports:**

To monitor their success in this course, students will be given progress reports that summarize the quality of the work they are doing in the class.

**Percentages:**

Projects	50%
Preliminary studies & research	25%
Homework/Class work	15%
Professionalism & Participation	10%

**Grading Scale:**

<b>Letter grade:</b>	<b>Number grade:</b>	
A	100 - 90	Exemplary
B	89 - 80	Very Good
C	79 - 70	Average
D	69 - 60	Below Average
F	59 - 0	Failing

**POLICIES & EXPECTATIONS:**

While most of these are not negotiable, some might be. Let's take a closer look.

**Attendance:**

(from DCCC's Student Handbook, p. 15 of the new handbook)

Students are expected to attend all class sessions for courses in which they are enrolled. Students who miss more than the number of class meetings that occur in one week may, upon the recommendation of the instructor, be dropped from the class with a grade of "W." Students should not assume they will be dropped if they stop attending class. The student is responsible for withdrawing by the announced date to avoid receiving a grade of "F."

Attendance will be taken at the beginning of each class. You are allowed two absences without penalty or withdrawal. Actually I will not withdraw students from this course, that will be your responsibility. Absences beyond three will result in your grade for the semester being lowered one-half of a grade point (from a B to a C, C to a D etc.). NO EXCEPTIONS.

Grades will also be lowered for arriving late or leaving early with three of them equaling one absence. Students who are unprepared for class (bring all of your materials!) will be marked absent.

If you miss a class, you will still be held responsible for concepts studied and assignments given in the classes you miss. Missing class is your responsibility. Exchange phone numbers and e-mail addresses with your classmates so that you can get all assignments and notes. I will not respond to student e-mail or voice mail requests for class information if I

was not contacted regarding your absence in advance of the class session.

Students who decide to withdraw from the course should do so officially and inform the instructor. Check the student handbook for more information.

**Withdrawal initiated  
by the college:**

Students who register for a course and never report to class may be recommended for withdrawal by the instructor after the first week of class and assigned a grade of "W." Students who initially attend class and who fail to meet attendance requirements may be recommended for withdrawal or will receive a failing grade. This could affect veterans' benefits and financial aid.

**Deadlines:**

Projects and assignments will only be accepted for the full grade possible on the day they are due! Meeting deadlines is an important part of the graphic design field. All assignments are due at the start of class on their assigned due date unless otherwise instructed by professor. Late assignments can still be turned in for a significant grade reduction.

**Critiques:**

Final project critiques are an important aspect of the learning process. The majority of feedback on the quality of your work and suggestions for improvement will occur via class feedback, instructor evaluations and/or peer and group evaluations. Failure to appear at the final critique/exam (end of semester) will result in a grade of F for this course. NO EXCEPTIONS.

**Project submission:**

Please don't miss these important points concerning project submission!:

- 1. Preliminary critiques will be held the week prior to the final critique.**  
These will be used to make corrections to your projects. Failure to have a printed B&W or color proof to hang on the wall will result in a lower grade for that project.
- 2. All aspects of a project, thumbnails, sketches, roughs and digital files will be monitored for grading.** You will also be graded on the quality and quantity of thumbnails and roughs.
- 3. All final projects must be submitted as mounted prints and PDF digital files unless instructed otherwise.** Failure to do this will also result in a lower grade for that project. Projects must be printed and mounted for the final critique prior to the starting time of the critique. Submit your digital projects in PDF format and place them on the server.

**PDF files required:**

**Presentations:**

Presentations may be given by individual students and by student teams. These presentations will take the form of PowerPoint presentations, blogs or other student directed methodologies. Student teams might also develop Team Micro-Teaching Presentations.

**Email account:**

Communication between you and your instructor will occur using your school email address through delaGate. YOUR NAME@mail.dccc.edu I cannot send email to your personal account.

**Art Show Labels:**

You will find partially completed Art Show Labels on my web site [www.designote.org](http://www.designote.org). Download the PDF file for this class and complete your personal information on one label. As you hit the "TAB" key to move to the next field to fill in, the previous information will populate all four labels on the page. You can print out two or more pages of these labels leaving the specific project info blank so you can fill it in by hand for the specific project you're turning in. Remember that each individual piece of a multi-part project will require a label. Art work without show labels will not be presented for inclusion in the show.

**Pre-requisites:**

It is expected that students have met the prerequisite for this course and have a basic understanding of using art materials. Use of a computer and postscript printer are essential for this course.

**Outside activities:**

Since classroom time is limited, students will be spending several hours between classes reading, looking at examples, doing research, procuring supplies and executing the

work. This cannot be accomplished the evening prior to class. Students should try to pace their activities over the course of the week.

**Computer Labs:** The use of the computer is required for this course. Students in this class may use the Mac Lab 3296 during Open and Tutorial Lab.

**E-mail & other devices:** There will be no e-mail activity when in class. If I hear excessive keyboard activity at an inappropriate time during class, I will assume you are attempting to send e-mail and I will mark you absent for that class. I refuse to put up with this behavior any longer and I will be all too happy to withdraw you after two warnings.

All portable telecommunication devices must be turned off during class. If you need special consideration, just ask! Cell phones must be tuned off while in the classroom. Answering cell phones in the classroom will require you be marked absent. Exceptions to this policy must be requested of the instructor at the start of a class.

- Professional Behavior:**
1. Prepare thoroughly for each class session in accordance with the course calendar found on [www.designote.org](http://www.designote.org).
  2. Adhere to deadlines and timetables.
  3. Participate fully and actively in all classroom discussions and activities.
  4. Display appropriate courtesy to all involved in classroom sessions.
  5. It is inappropriate and unacceptable to study for other classes or to work on assignments for other courses during this class.
  6. It is inappropriate to leave class in the middle of a lecture/presentation.
  7. All work must be your own. When the work of others is used, it must be appropriately cited using MLA format. Cheating and plagiarism will not be tolerated. The penalty is an "F" in the course and a hearing before the Provost.
  8. An "F" will be assigned in cases where the same assignment is submitted to fulfill the requirements of different professors teaching different courses.
  9. When your instructor is presenting a formal lecture or Powerpoint presentation, no keyboard sounds should be heard.
  10. Final critiques are your final exam. Failure to appear at a final critique or final exam will result in a grade of F for this course. There are no exceptions to this college policy.
  11. Other inappropriate behaviors include; sleeping or daydreaming in class, eating or drinking in class, chronic tardiness, chatting with classmates during a lecture or presentation.
  12. Ask for clarification when you don't understand a point someone has made by raising your hand.

## **SAVING YOUR FILES:**

### **Save every project you work on:**

#### **1. In you folder on the GRA Server.**

Place your file in a folder with the course name on the folder. Use this procedure throughout the work session on a particular assignment. When you have completed the assignment, place a copy on your removable drive or burn a CD.

#### **2. CDs or DVDs:**

Require you to burn your files using **Disk Burner** or **Toast**. If you need to replace a file later in the semester you'll still have it on these media.

#### **3. Instructor's GRA231 Graphic Design II folder.**

At the conclusion of each class assignment or lab, put your file in your Instructor's GRA231 Graphic Design II folder located on the GRA Server. Title your folder in this manner: **"Your Last Name, First Name\_ Project Name"**, in my case: **"Jones, Robert\_Project 1"** would be the proper labeling.

**PROOFING:** "Proofing" is a digital prepress term for presenting your file for inspection. Upon approval of sketches, your "rough" drafts will generally be proofs. Follow these procedures for class and lab assignments:

**Soft proof:** Carefully inspect your file on-screen for any errors.

**1st proof:** Black and white laser print (even if the project is in color.) Your instructor/lab assistant must sign-off that this proof is OK before printing in color. Your instructor might supply you with "Proof OK" forms. If additional tweaking of this assignment is required as indicated on the form then you will continue to print in b&w until instructor/lab assistant approval is received. Submit signed proofs with final project to receive credit.

**Subsequent proofs:** Your first color proof needs to be OK'd by your instructor/lab assistant before additional tweaking and printed.

**Final proof:** Once you've received all necessary approvals in writing (Proof OK), you may proceed to final prints.

**PRESENTATION OF PROJECTS:**

Final projects are to be mounted on black-core presentation board using the dry mount press. These final projects will not be returned to you as your instructor may submit them to the student exhibition at the end of the school year. You will be notified before the work is submitted. If changes are required to be made to your project or if remounting is required you will be contacted to correct the project.

The GRA program will no longer supply printing paper to students to proof their projects. You will need to purchase your own high-quality printing papers and closely monitor which printer is being used to prevent someone else's project from printing on your paper.

Allow adequate margin around your print. A basic mounting proportion is 3:3:3:4. That basically means that if you allow 2" on the top and sides, allow about 2.25" or even 2.5" on the bottom.

**SUBMISSION OF PROJECTS:**

Just another reminder: Final projects will be submitted to the instructor as mounted prints **and PDF files** saved to the instructor's class files on the server. You will be instructed how to do this in class.

**STUDENTS WITH DISABILITIES:**

Students with learning, physical or psychological disabilities who require accommodations for this course must contact Ann Binder, Director of Special Needs Services, in room 1320 in the Career and Counseling Center or call 610-325-2748. Please meet with me to discuss your accommodation letter.

**WRITING CENTER:**

Students who need help planning, editing or documenting written assignments can schedule a tutoring session in the Writing Center, room 4277. Appointments are strongly recommended, but walk-ins are welcome. Call for an appointment at 610-359-5018

**DIGITAL CAMERA:**

The Graphic Design Department acquired its own digital cameras for use in the program. Students that would like to photograph set-ups in the studio may request the use of this camera with instructor supervision. Under NO circumstances is this camera to leave the building. Sorry!

**ART STORE LIST:**

[http://www.designnote.org/links\\_new.html](http://www.designnote.org/links_new.html)

**ACTIVITIES CALENDAR:**

[http://www.designnote.org/design2/gr231\\_gd2.html](http://www.designnote.org/design2/gr231_gd2.html)

**BEING SUCCESSFUL:**

Understanding and applying design and typography in a deliberate and sensitive manner is the primary responsibility of the graphic designer. To do this well you must:

- ▶ Put time/effort into the sketching/thinking stages of a project. Design is a process that is worked out and made successful at these early stages. I will not accept poorly done sketches nor will I accept verbal descriptions of project concepts.
- ▶ LOOK, LOOK, LOOK Looking at examples of great design and typography in Communication Arts, Print, How, Graphis and other graphic design magazines can be a great source of inspiration. These resources can be found in the DCCC Library.
- ▶ READ. Not only your textbook, but other books/magazines devoted to this discipline. The successful student will develop a habit of reading about the career path they intend to follow. Reading is an often neglected discipline today, but the "A" level student will make it a habit to accelerate them beyond their peers.
- ▶ Take notes. Only the "A" students seem to do this!
- ▶ Be inspired by type and design you see in trade magazines, television commercials and high-quality brochures, not necessarily the direct-mail garbage that slides through your mail slot.
- ▶ Hand in all your work, roughs, sketches, proofs, final projects and homework... on time!
- ▶ Don't be afraid to take creative risks, But be ready to justify them! Don't always do what you think is expected.
- ▶ The computer is only a tool and not the only tool of the designer/artist.
- ▶ Put time/effort into your thinking, sketching and your final projects. Making good art/design is not accomplished an hour before class.
- ▶ Share ideas with your classmates and other instructors. Don't be afraid to get critical feedback. Ask individuals not directly involved with the project for their thoughts as well.
- ▶ Think with your pencil or marker first! Then go to the computer.
- ▶ Try having FUN!
- ▶ Put time/effort into your final projects. Making good art is not accomplished an hour before class. This is a time consuming process, but if you follow the process and work hard you will be successful.

**HOW TO BECOME A SELF-DIRECTED LEARNER:**

- ▶ Read additional books on the subject.
- ▶ Remain current by reviewing work in contemporary graphic design magazines; How, Communication Arts, Print, CMYK, Graphis, etc.
- ▶ Remain current by reviewing work on design and typography web sites. Try a few of the sites posted on my links page; [http://www.designnote.org/links\\_new.html](http://www.designnote.org/links_new.html)
- ▶ Become a member of local design clubs such as AIGA and get involved with their events.

**LEARNING STYLES  
INVENTORY:**

**HOMEWORK WEEK #1**

Take two learning styles inventories, the VARK Questionnaire and the Index of Learning Styles Questionnaire, online. Print the results of your questionnaires. Bring both scores to class next week or email me the results prior to next week. Failure to complete these requirements will compromise your ability to participate in class discussions and thereby adversely effect your grade

**VARK Questionnaire**

<http://www.vark-learn.com/english/page.asp?p=questionnaire> or [CLICK HERE](#)

**Index of Learning Styles Questionnaire**

<http://www.engr.ncsu.edu/learningstyles/ilsweb.html> or [CLICK HERE](#)

**STUDENT  
INFORMATION  
FORM**

Please complete this information page and return it to me ASAP. I will use this information to plan the semester, to get to know you better, and to contact you by mail, phone or e-mail, if the need arises. I will not share this information with anyone without your consent. I will need to share your e-mail with classmates when we do group work.

Semester: \_\_\_\_\_

Course name/number: \_\_\_\_\_

Name: \_\_\_\_\_

Student ID#: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Contact me by phone at ... Home: \_\_\_\_\_ Work: \_\_\_\_\_

Mobile: \_\_\_\_\_ Other: \_\_\_\_\_

My DCCC e-mail address: \_\_\_\_\_

Indicate the semester and year in which you completed the following course prerequisites:

ART \_\_\_\_\_: \_\_\_\_\_

ART \_\_\_\_\_: \_\_\_\_\_

ART \_\_\_\_\_: \_\_\_\_\_

Explain why you are taking this course and how it fits into your degree program:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What are your expectations for this course? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Briefly describe related experiences or courses that are relevant to this course: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Do you require special accommodations for this course? \_\_\_\_ YES \_\_\_\_ NO

What are your special needs? \_\_\_\_\_

\_\_\_\_\_