

Immaculate Heart College Art Department Rules - Corita Kent

Description & Policies

In this course we will examine the function and nature of graphic design in journalism and broadly the human built world. The discipline of graphic design has undergone countless reinterpretations from the invention of the printing press to the emergence of AI tools like chat-gpt. New technologies force us to analyze what graphic designers do and how they do it. The graphic designers of today might find their work ranging from branding and logos to outdoor signage systems to user interfaces and user experience.

Building design expertise comes with practice and this class consists of a series of readings, homework assignments, exercises, and projects. Design is also an intellectual activity, so we will have discussions and critiques of your work during the semester to help further your understanding of design and your own design process. Because of the structure of this course attendance is necessary for learning and is required (unexcused absences will affect your final grade). Deadlines are fixed. If you need to miss a class it is your responsibility to inform me in advance and to subsequently make up the work. You are expected to conduct yourselves within the guidelines of the UNC-CH Honor Code (pg. 7). All work must be completed with the high level of honesty and integrity that this university demands.

Goals & Outcomes

In this course, we will work together to formulate our own definition of graphic design, we will hone our skills in design software like Adobe Illustrator, Adobe Photoshop, and Adobe InDesign. It is not required but I encourage you to experiment with other tools that interest you (e.g. Figma, Blender, After Effects, etc.) We will learn the basics of graphic design including typography, layout, gestalt principles, and more.

Improving as a designer, like most skills, is all about “putting in the reps.” We will create a lot of artifacts in this class. In visual design, *artifacts* (things) include posters, web pages, books, road signs, magazines, animations, 3D models, and so much more.

Materials for class


[Adobe Creative Cloud](#) - get this right away! (free for UNC Hussman students)


Textbooks (all available online, so only buy them if you want to)

- [Thinking with Type - Ellen Lupton](#)
- [Design Elements A Graphic Style Manual - Timothy Samara](#)
- [Making and breaking the Grid - Timothy Samara](#)

Theoretical readings will be assigned from other sources, including

- [A New Program for Graphic Design - David Reinfurt](#)
- [Graphic Design Theory - Helen Armstrong](#)

Sketchbook 

Pencil and pen that you like 

Resources

Typeface/font/design blogs

[Fonts in Use](#)

[The People's Graphic Design Archive](#)

[Typewolf](#)

Fonts (free through University account)

[Adobe Fonts](#)

Other free font resources

[Google Fonts](#)

[Velvetyne](#) (experimental fonts)

Color tools

<https://coolors.co/>

Pinterest-like site for designers

[Are.na](#)

Grading

This is a project-oriented course, with grading based on four main projects which you will work on in our studio (classroom) and at home. There will also be several key exercises to help you master the technical skills required for this course.

ASSIGNMENTS	Participation/attendance	10%	SCALE	A	93–100%
	Homework	15%		A–	90–92.9%
	Project 1	15%		B+	87–89.99%
	Project 2	15%		B	83–86.99%
	Project 3	20%		B–	80–82.9%
	Project 4	25%		C+	77–79.99%
			C	73–76.99%	
			C–	70–72.9%	
			D+	65–69.99%	
			D	60–64.99%	
			F	<60%	

Attendance Policy

Each student will be allowed two (2) unexcused absences and beyond that amount of unexcused absences the student's final grade will be reduced by 10% for each additional unexcused absence.

Excused absences (doctor's note or cleared with me in advance) do not affect your final grade. If no documentation is presented within one day of your return to class the absence will be considered unexcused. Please communicate with me early about potential absences. No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences: 1. Authorized University activities 2. Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service and/or the Equal Opportunity and Compliance Office (EOC) 3. Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC). Please be aware that you are bound by the Honor Code when making a request for a University approved absence.

Schedule (subject to change)

		IN CLASS	HOMEWORK
WEEK 1	August 20	Design a slide about yourself (use anything you want to design it) Read syllabus together	Setup LinkedIn Learning Setup Adobe Software
	August 22	What is graphic design? Graphic design in the school and outside	Read: Knowing your Design History is Crucial to Aesthetic Innovation Read: Back to the Bauhaus (pg. 15 – pg. 19) Check out: BIPOC Design History Design: A visual response to one of the readings, post in slideshow
WEEK 2	August 27	Discuss visual responses Graphic design principles Design process discussion Introduce Adobe Illustrator Bezier Game Introduce P1 Project 1	Research: P1 moodboard + sketches (at least 3 separate directions) Optional: Illustrator tutorials
	August 29	Identity design basics Mini-critique of research phase P1 Studio time	Read: Design Elements (pg. 1 – pg. 26) Read: Thinking with Type (pg 11 – 60) Design: P1 iterations (choose one direction and make 3 versions of it in Illustrator) Optional: Illustrator tutorials
WEEK 3	September 3 (no class)	<i>Wellness day</i> (No class) 🧘	Optional: Illustrator tutorials
	September 5	Typography presentation/discussion P1 Studio time	Read: Ward-TheCrystalGoblet Read: Design Elements (pg. 26 – pg. 72) Design: A visual response (using Illustrator), post in slideshow Design: continue P1 iterations (choose one direction and make 3 versions of it in Illustrator) Optional: Illustrator tutorials
WEEK 4	September 10	Discuss responses Look at P1 iterations Gestalt presentation Kerning Game Adobe Illustrator lesson	Optional: Illustrator tutorials Design: P1 choose one version and start finalizing
	September 12	Studio time P1	Design: P1 iterations

			Read: Thinking with Type (pg. 61 – pg. 110) Optional: Illustrator tutorials
WEEK 5	September 17	Studio time P1	Optional: Illustrator tutorials
	September 19	P1 Due + Final Critique Introduce P2	Read: Design Elements (pg. 86 – pg. 122)
WEEK 6	September 24	P2 Mini-critique with researched ideas Color basics Photoshop basics	Optional: Photoshop tutorials Design: P2 iterations
	September 26	Studio time P2	Read: Making and Breaking the Grid (pg. 12 – 31) Read: The Importance of Taste Design: A visual response, post in slideshow Optional: Photoshop tutorials Design: P2 iterations
WEEK 7	October 1	Review Responses Photoshop basics Layout and posters P2 Mid-project Critique	Optional: Photoshop tutorials Design: P2 iterations
	October 3	Studio time P2	Read: Design Elements (pg. 186 – pg. 220) Design: P2 iterations Optional: Photoshop tutorials
WEEK 8	October 8	Review visual responses Publications basics Studio time P2	Optional: Photoshop tutorials Finalize: P2
	October 10	P2 Due + Final Critique Introduce P3	Research: P3 Optional: Photoshop tutorials
WEEK 9	October 15	Discuss P3 research discussion InDesign intro Publications basics Studio time P3	Optional: Photoshop tutorials Read: Design Elements (pg. 232 – pg. 288) Design: A visual response (using Illustrator and Photoshop), post in slideshow
	October 17 (no class)		Optional: Photoshop tutorials
WEEK 10	October 22	InDesign lessons P3 Studio time	Optional: InDesign tutorials Design: P3 iterations

	October 24	<i>No class ~ fall break</i>	Read: Escaping Flatland Design: A visual response (using InDesign), post in slideshow Design: P3 iterations Optional: InDesign tutorials
WEEK 11	October 29	Review responses Infographics/websites P3 Mid-project critique	Optional: InDesign tutorials Design: P3 iterations
	October 31	<i>Halloween</i> 🎃 Studio time P3	Design: P3 iterations Optional: InDesign tutorials
WEEK 12	November 5	Infographics/websites	Optional: InDesign tutorials Design: finalize P3
	November 7	P3 Due + Final Critique Introduce P4	Optional: InDesign tutorials Research: P4
WEEK 13	November 12	Infographics/websites Discuss P4 research	Optional: InDesign tutorials Design: P4 iterations
	November 14	Studio time P4	Read: Infographics Design: A visual response (any software you like, try something new), post in slideshow Design: P4 iterations
WEEK 14	November 19	Review responses Studio time P4	Design: P4 iterations
	November 21	P4 Mid-project Critique Studio time P4	Design: P4 iterations
WEEK 14	November 26	Studio time P4	Design: P4 iterations
	November 28	<i>Thanksgiving recess</i> 🍂	~
WEEK 15	December 2	Last class Discuss P4 near final iterations P4 Due at final exam time + Final Critique	Design: finalize P4

Emergency Readiness

Check if anyone in the class is CPR-certified.

Faculty Preparedness

<https://campussafety.unc.edu/wp-content/uploads/sites/873/2021/09/faculty-preparedness-in-the-classroom.pdf>

UNC Honor Code

The Honor Code (<https://catalog.unc.edu/policies-procedures/honor-code/>) forms a bond of trust among students, faculty, and administrators. The University of North Carolina at Chapel Hill operates under a system of self-governance, as students are responsible for governing themselves. As such, our University is transformed into a powerful community of inquiry and learning. The Honor Code embodies the ideals of academic honesty, integrity, and responsible citizenship, and governs the performance of all academic work that a student conducts at the University. Acceptance of an offer of admission to Carolina presupposes a commitment to the principles embodied in our century-old tradition of honor and integrity.

Seeking Help

If you need individual assistance, it is your responsibility to meet with the instructor. If you are serious about wanting to improve your performance in the course, the time to seek help is as soon as you are aware of the problem – whether the problem is difficulty with course material, a disability, or an illness.

Diversity and Policy on Non-Discrimination

I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve; I appreciate any suggestions. More broadly, our school has adopted diversity and inclusion mission and vision statements with accompanying goals. These compliment the University's Policy on Prohibited Discrimination, Harassment, and Related Misconduct. In summary, UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression. The Dean of Students (Suite 1106, Student Academic Services Building, CB# 5100, 450 Ridge Road, Chapel Hill, NC 27599-5100 or [919] 966-4042) has been designated to handle inquiries regarding the University's nondiscrimination policies.

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's Policy Statement on Non-Discrimination offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact information at safe.unc.edu) or the Equal Opportunity and Compliance Office or online to the EOC at <https://eoc.unc.edu/report-anincident/>.

Title IX

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made

online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University's Title IX Coordinator (Elizabeth Hall at titleixcoordinator@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Special Accommodations

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs, and activities.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website at <https://ars.unc.edu> for contact information or email them at ars@unc.edu.

Counseling and Psychological Services (CAPS)

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website at <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Final Exam

In lieu of a final exam, you will be expected to do a presentation and critique of your work for Project 4.

Final exam times are based on the Hussman School's final exam schedule. Exams are scheduled according to the day and start time of the first meeting of the course each week and held in the regularly assigned meeting room unless the instructor is otherwise notified.

Syllabus Changes

The professor reserves the right to make changes to the syllabus, including project due dates and in class activities. These changes will be announced as early as possible. In case of emergency we may conduct class remotely over Zoom.

Accreditation

The Hussman School of Journalism and Media accrediting body outlines a number of values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. Learn more about them here: <http://hussman.unc.edu/accreditation>. No single course could possibly give you all of these values and competencies; but collectively, our classes are designed to build your abilities in each of these areas. The specific values and competencies addressed in this course are listed below:

- Understand concepts and apply theories in the use and presentation of images and information;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communications professions in which they work