

# Digital Illustration & Page Layout

Eastern Connecticut State University  
Department of Art & Art History | Digital Art & Design

Graphic Design I | ART 122-02 | Fall 2021 | T, R 12:30 –3:15 pm | FAIC 330  
Soojin Kim | Office: FAIC 318 | Hours: M 12-12:30pm, T&R 11am-12:30pm, 3:15-4pm

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## Course Description

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This course provides an introduction to the computer as a tool in art and graphic design. Developing vector-based images and creating page layouts which combine text and image are emphasized.

Primary Software Used: **Adobe Illustrator & InDesign**  
Levels: Undergraduate

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## Overview

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This course provides an introduction to the computer as a tool for art and design with an emphasis on drawing/illustration skill and page composition integrating text and image. This course will utilize two software programs from Adobe Creative Suite – Adobe Illustrator and Adobe InDesign. Class will include short lectures, computer demonstrations, and in-class studio work. Students will be expected to work outside of class to finish exercises and projects not finished during class. Course credits 3.

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## Objectives

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- ❑ Understand the basic terminology and principles of visual art and design
  - ❑ Understand the design art-making process
  - ❑ Identify letterform anatomy, typestyle, and classification
  - ❑ Gain a basic understanding of the creative problem-solving process
  - ❑ Use appropriate digital technology as related to the design process
  - ❑ Explore different formats of digital arts and new methods

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## Materials

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- ❑ Blackboard access \*
  - ❑ An external data storage device for backup (Plus Additional online storage for backup of files: Flash drives, Student account One Drive, SharePoint, and/or Google Drive)
  - ❑ Headset or earbud
  - ❑ Sketchbook (preferred with grid) & Tracing Paper pad
  - ❑ Black felt-tip pen/marker

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## Recommended Reading

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Brian Wood. (2019). Adobe Illustrator Classroom in a Book (2020 release). Adobe Press.

Samara, Timothy. Making and Breaking the Grid : A Graphic Design Layout Workshop. 2nd ed. Beverly: Rockport, 2017. Web.

Lewis, Angharad. So You Want to Publish a Magazine? London: Laurence King, 2016. Web.

Lee, M. (2004). Bookmaking : editing, design, production (3rd ed.). Norton.

Lupton, Ellen., and Ebrary, Inc. Thinking with Type : A Critical Guide for Designers, Writers, Editors, & Students. 2nd Rev. and Expanded ed. New York: Princeton Architectural, 2010. Print. Design Briefs.

Haslam, A. (2006). Bookdesign : [a comprehensive guide].

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## Revisions To Syllabus

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The information contained in this syllabus is subject to revision at the discretion of the instructor. Students will be notified of any changes that will be made.

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## Grading

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**Your grade is based on Course Assignments (80%-Projects 60, Assignments 40), in-class exercises (10%), and attendance (10%).** Readings(If there are) are due before the beginning of class for the date assigned so that you are familiar with the topics and prepared for discussion. Assignments are due at the beginning of class unless otherwise notified by the instructor. **Late submissions will be dropped up to 5 points out of 100 per day.**

In professional practice, graphic designers solve client problems that often have tight time requirements. You will be given as much time as possible to work during the studio, but discussion and critiques will consume a significant amount of the time. One-thirds of the work for this class is expected to be accomplished outside of class. **Use the Webb 410 General Computer Lab and FAIC 330/327 Open Lab, 313 Digital Resource Room** (available with instructor permission for classwork only), online help, and textbooks(if applicable)—including associated websites—as reference tools to complete work and to practice techniques.

The primary objective of the course is to provide creative solutions to design problems, not to learn design software from the beginning. You should have basic skills in design software and use it as a design tool with certain proficiency. Evaluation of Individual works is based on a **creative problem-solving approach, use of elements/principles, craftsmanship/professionalism, and improvement/growth.**

**A 100–95 90% | B 89 85 80% | C 79 75 70% | D 69 65 60% | F 59% or below** (A grade of C, 75% is the minimum grade which counts toward your major.)

**A.** Superior execution; maximum originality; excellent concentration and initiative; cooperative with peers; excellent judgment; superior attitude and dedication; highly imaginative, original, and experimental; very consistent in work ethic; a significant improvement

**B.** Strong execution and originality; adequate concentration and initiative; cooperative with peers; good attitude, dedication, and judgment; imaginative and experimental; consistent in

work ethic; noticeable improvement.

C. Average execution, concentration, organization, and attitude; some imagination and originality; lacks some consistency in work ethic; some improvement.

D. Poor execution and improvement; limited originality; little concentration and organization; poor judgment; evades responsibility and cooperation; lacks work ethic, concentration, organization

F. Fails to execute to minimum standards, insignificant improvement; no originality; minimum concentration and organization; evades responsibility and cooperation; no work ethic.

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## Attendance Policy

You are required to attend each class in its entirety. More than 2 absences, 2 late arrivals or early departures will affect your grade negatively unless you have a doctor's note. Attendance will be taken at any moment in class. It is your responsibility to see me during class if you arrive after attendance is taken. Email me ahead of time if you cannot attend class, if you will be late for class, and if you need to leave early for class. This does not constitute an excused absence, it is a professional best practice.

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## Class Rules

No food or drink in the Computer Lab. Smartphones: no cell calls and no earbuds during lectures or demonstrations. Do not use the Internet for anything other than related class subjects. Use break time instead.

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## Department of Art & Art History Policy on Returning Artwork and Other Assignments

Assignments will be returned during scheduled class time, instructor's office hours, or by special arrangement with the instructor. The instructor will hold assignments for six weeks following the end of class. Assignments not picked up during this period will become the property of the university and may be discarded.

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## Assistance at the Writing Center

The Eastern Writing Center, located in the ASC and staffed by trained peer tutors, is available to help all students with their writing. The Writing Center supports the liberal-arts mission of Eastern by helping students with their writing from any class, at any stage, from brainstorming and drafting to revision to proofreading and editing. We help students do their own work and do it more comfortably and confidently. Any student can and should use the Writing Center. The process of talking with readers about writing and getting feedback on student writing is something all writers do and can benefit from. Students can either drop into the Center or make an appointment by going to the "Useful Links" column on the Current Students webpage and selecting

"GradesFirst" <http://www.easternct.edu/index/current-students/>.

Students are asked to bring copies of any assignment sheets to the Writing Center, so tutors know what is expected of the assignment.

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## **Assistance with Academic Advising and Subject Tutoring at the Academic Service Center**

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Students are encouraged to use the support offered by the Academic Services Center (ASC) located on the ground floor of the Library. Advising Services and tutoring in math, writing, and other subjects, including supplementary instruction, are available. The ASC also offers Peer Academic Coaching (PAC) assistance with study techniques, time management, "Eastern in 4" planning and understanding learning styles. For further information about our services, please call 465-4625 or check the ASC

website at

<https://www.easternct.edu/academic-services/index.html>

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## **Office of Access Ability Services (OAS)**

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Eastern Connecticut State University is committed to following the requirements of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you are a student with a disability (or think you may have a disability) and require adaptations or accommodations, or assistance evacuating a building in the case of an emergency, please contact the Office of AccessAbility Services (OAS) at 860-465-0189 to discuss your request further. Any student registered with the OAS should contact the instructor as soon as possible for assistance with classroom accommodations. Please note that accommodations are not retroactive, and must be communicated through a Letter of Accommodation which is drafted by the OAS. The link to the OAS website is:

<http://www1.easternct.edu/accessability/>

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## **Cheating, Plagiarism, and Personal Misconduct**

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Students are responsible for familiarizing themselves with the University's numerous policies and procedures contained in the University Catalog and Student Handbook. The Code of Conduct policies and the Policy on Academic Misconduct are of special significance, since cheating, plagiarism, and personal misconduct are strictly prohibited and carry severe penalties. Students should read and understand Eastern's Academic Misconduct Policy, which can be found in the student handbook.

<https://www.easternct.edu/student-affairs/studenthandbook.html>

All violations will be handled under the procedures established in this policy.

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## **Student Sexual Misconduct Policy**

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Title IX of the Education Amendment of 1972, as well as the Board of Regents Policy on Sexual Misconduct Reporting, Support Services, and Processes, prohibit acts of sexual misconduct – sexual harassment, sexual assault, sex-based discrimination, dating violence, domestic violence, stalking, and inappropriate relationships between employees and students. If you or someone you know has been or experiences harassment or assault, resources are available with the Sexual Assault & Interpersonal Violence Response Team (SAIV-RT). Alleged violations can be reported to the Title IX Coordinator in the Office of Equity and Diversity at 860-465-5791. Reports to law enforcement can be made to Eastern Connecticut State University Police Department at 860-465-5310. To receive support and advocacy, please contact the Coordinator of the Sexual Assault & Interpersonal Violence Response Team (SAIV-RT) at 860-465-4314. You may also visit the SAIV-RT website at

<https://www.easternct.edu/.../sexualassaultpolicyandprocedures.html> for more information including a list of confidential resources.

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## **Student Crisis Statement**

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Any student who is facing challenges (i.e. mental health, securing food/housing) and believes this may affect their performance in the course is urged to contact the Dean of Students at 860-465-5244 for support. Students experiencing an immediate threat to their safety or wellbeing should contact 24-hour emergency services by dialing 911 or the Eastern University Police Department: 860-465-5310.

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## **Final Examination Statement**

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University policy states that "No examination shall be given during the final week of scheduled classes of a full semester course." Faculty must receive prior approval from the Vice-President of Academic Affairs in order to schedule an examination during the final week of classes. Faculty may, with approval from the Vice-President of Academic Affairs in consultation with the Academic Dean and Registrar, hold a single exam session for all sections of the same course. Students will be notified of the exam date, time, and place on the course syllabus.

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## **COVID 19 Statement**

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Maintaining a safe and healthy campus is only possible if every member of the campus community follows the rules. Therefore, Eastern is requiring that all students and faculty wear a face mask that fully covers the nose and mouth but should not have a valve or vent to expel respiration, whenever they are on campus. This includes whenever an individual is in a classroom or classroom building. Face shields can only be worn with an appropriate face mask. Students who refuse to wear a mask in class can be referred to the Office of Student Conduct. This protocol complies with the safety standards established by the CDC and the Connecticut Department of Public Health and is included in the Student Code of Conduct.

## Course Outline

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### WEEK 1

8/26, R

### COURSE INTRODUCTION - SYLLABUS REVIEW

#### ADOBE TUTORIAL - GET TO KNOW ILLUSTRATOR

[https://helpx.adobe.com/illustrator/how-to/ai-basics-fundamentals.html?playlist=/services/playlist.helpx/products:SG\\_ILLUSTRATOR\\_1\\_1/learn-path:get-started/set-header:ccx-designer/playlist:ccl-get-started-1/en\\_us.json&ref=helpx.adobe.com](https://helpx.adobe.com/illustrator/how-to/ai-basics-fundamentals.html?playlist=/services/playlist.helpx/products:SG_ILLUSTRATOR_1_1/learn-path:get-started/set-header:ccx-designer/playlist:ccl-get-started-1/en_us.json&ref=helpx.adobe.com)

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### WEEK 2

8/31, T

Exercise

**DUE**  
Assignment

### LECTURE - FUNDAMENTALS OF VECTOR IMAGE

#### EXERCISE 1 - PEN TOOL

##### Overview & Specifications

This exercise will let you be familiar with the Adobe Illustrator Pen tool and allow you to be able to create the vector images you want.

[https://helpx.adobe.com/illustrator/how-to/use-pen-tool.html?playlist=/services/playlist.helpx/products:SG\\_ILLUSTRATOR\\_1\\_1/learn-path:key-techniques/playlist:topic/set-header:drawing/en\\_us.json&ref=helpx.adobe.com](https://helpx.adobe.com/illustrator/how-to/use-pen-tool.html?playlist=/services/playlist.helpx/products:SG_ILLUSTRATOR_1_1/learn-path:key-techniques/playlist:topic/set-header:drawing/en_us.json&ref=helpx.adobe.com)

Save the outcome files into

ART122\_EX1\_YourfirstnameLastname.pdf

then submit it(them) to the blackboard.

Please do not submit the \*.Ai files.

#### ASSIGNMENT 1 - CARD GAME SUITS

##### Overview & Specifications

Using a pen tool Create 4 poker card game shapes based on the concepts of the Bezier Curve. You will have to use the Pen tool, the Add Anchor Point tool, the Delete Anchor Point tool, and the Convert Anchor Point tool in Adobe Illustrator.

Save the outcome files into

ART122\_AS1\_YourfirstnameLastname.pdf

then submit it(them) to the blackboard.

Please do not submit the \*.Ai files.

<b>WEEK 2</b> 9/2, R	Assignment 1  <b>DUE</b> Exercise 2  <b>DUE</b> Assignment 2	<b>STUDIO FOR ASSIGNMENT 1</b>  <b>EXERCISE 2 - IMAGE TRACING</b>  <b>Overview &amp; Specifications</b> This exercise will let you trace and create vector artwork from a raster image source such as a sketch.  <a href="https://helpx.adobe.com/illustrator/how-to/shapes-basics.html?playlist=/services/playlist.helpx/products:SG_ILLUSTRATOR_1_1/learn-path:get-started/set-header:ccx-designer/playlist:ccl-get-started-1/en_us.json&amp;ref=helpx.adobe.com">https://helpx.adobe.com/illustrator/how-to/shapes-basics.html?playlist=/services/playlist.helpx/products:SG_ILLUSTRATOR_1_1/learn-path:get-started/set-header:ccx-designer/playlist:ccl-get-started-1/en_us.json&amp;ref=helpx.adobe.com</a>  Finish the 4th tutorial and save the outcome file into ART122_EX2_YourfirstnameLastname.pdf  then submit it(them) to the blackboard.  Please <u>do not submit the *.Ai files.</u>
		<b>LECTURE: IMAGE SCANNING AND RETOUCHING</b>
		<b>ASSIGNMENT 2 - OLYMPICS</b>  <b>Overview &amp; Specifications</b> Pictograms are designed with the main intention of being universally recognized and understood regardless of language barriers. Therefore the Olympic games pictograms are perfect examples of how symbols and shapes can be used to express meanings universally. Create a set of pictograms for 6 different sports games in the Olympics. Research each sports game and create sketches first in pencil and paper. Create Pictograms in Adobe illustrator onto a single artboard. Submit scanned sketches in jpg format and Adobe illustrator outcome in pdf format.
<b>WEEK 3</b> 9/7, T	Assignment 2	<b>STUDIO FOR ASSIGNMENT 2</b>
<b>WEEK 3</b> 9/9, R	Assignment 2  <b>DUE</b> Assignment 3	<b>ASSIGNMENT 3 - AVATAR</b>  <b>Overview &amp; Specifications</b> Avatar is an icon or figure representing a particular person in video games, Internet forums, etc. In this assignment, students will visually simplify themselves into a new, original avatar.  Create a poster that is 18 inches x 12 inches LANDSCAPE style for your artboard size. Design your full-body avatar in two different poses and outfits. Using your avatar's head, create a set of 6 emojis (facial

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expressions) that you could use on your phone or in your chosen online community/application. Include the name of your avatar and your name on the poster. Your Poster must be submitted as a pdf file and follow the naming guideline in the previous assignment.

### STUDIO FOR ASSIGNMENT 2 & 3

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#### WEEK 4

9/14, T

Assignment

3.1

Exercise

3

**DUE**

#### ASSIGNMENT 3.1 - AVATAR

##### Overview & Specifications

Research various styles of digital illustrations, and develop your own styles in a sketchbook.

Submit a scanned page(s) of the sketchbook including a full-body illustration with a costume and distinct facial expression. Make sure that your avatar portrays yourself.

### STUDIO FOR ASSIGNMENT 3

#### EXERCISE 3 - VECTOR PORTRAIT

[https://helpx.adobe.com/illustrator/how-to/minimum-vector-portrait.html?playlist=/services/playlist.helpx/products:SG\\_ILLLUSTRATOR\\_1\\_1/learn-path:key-techniques/playlist:topic/set-header:create-and-edit-content-you-draw/en\\_us.json&ref=helpx.adobe.com](https://helpx.adobe.com/illustrator/how-to/minimum-vector-portrait.html?playlist=/services/playlist.helpx/products:SG_ILLLUSTRATOR_1_1/learn-path:key-techniques/playlist:topic/set-header:create-and-edit-content-you-draw/en_us.json&ref=helpx.adobe.com)

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#### WEEK 4

9/16, R

Assignment

3.1

**DUE**

Exercise

4

**DUE**

#### ASSIGNMENT 3.2 - AVATAR

##### Overview & Specifications

Based on your research and sketches from Assignment 3.1, work on Adobe Illustrator to create a poster.

### STUDIO FOR ASSIGNMENT 3

#### EXERCISE 4 - CREATING POSES

[https://helpx.adobe.com/illustrator/how-to/make-new-character-pose.html?playlist=/services/playlist.helpx/products:SG\\_ILLLUSTRATOR\\_1\\_1/learn-path:key-techniques/set-header:illustrator-projects-more/playlist:topic/en\\_us.json&ref=helpx.adobe.com](https://helpx.adobe.com/illustrator/how-to/make-new-character-pose.html?playlist=/services/playlist.helpx/products:SG_ILLLUSTRATOR_1_1/learn-path:key-techniques/set-header:illustrator-projects-more/playlist:topic/en_us.json&ref=helpx.adobe.com)

Create 5 different poses in your file.

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#### WEEK 5

9/21, T

### STUDIO FOR ASSIGNMENT 3

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#### WEEK 5

9/23, R

Project

1.1

Assignment

3.2

**DUE**

#### PROJECT 1 - POSTAL STAMP DESIGN

##### Overview & Specifications

A Postage Stamp is a small piece of paper that is purchased and displayed on an item of mail as evidence of payment of postage. Students are to create a series (at least of vector stamp artwork that is based on a unique theme. Each stamp must include topic or category title, price, and USA 2021.

Create a poster with 12-20 stamps on an 8x10 artboard.

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**PROJECT 1.1 - Design Research**

Perform a research Postage Stamp Design and history. Pick a theme and collect images related to your theme and design. Create a swipe board in a 17x11 art board.

Submit a pdf or link to the pinterest board.

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**WEEK 6**

9/28, T

Project

1.1

**DUE**

**LECTURE - DESIGN PROCESS****PROJECT 1.2 - Design Concept****Overview & Specifications**

- Based on your research of images, create thumbnail drawings of a minimum of 4 different stamp designs under your theme.
- Create a vector illustration of one design from above.
- Create two concept boards using sketches/thumbnail drawings and vector illustration you created,
- Create two concept boards (modify the only color and type choices, but use the same image) including sketches, at least one vector illustration, color swatches & font choices.

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**WEEK 6**

9/30, R

**PROJECT 1.3 - Design Completion****Overview & Specifications**

Choose one design concept, develop and finalize the graphics for all 4 different stamps.

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**WEEK 7**

10/5, T

Project

1.2

**DUE**

Crit

**PROJECT 1.4 - Design Presentation****Overview & Specifications**

Review and revise your design then create a poster.

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**WEEK 7**

10/7, R

Project

1.3

**DUE**

Crit

**PROJECT 2 - MUSICAL POSTER****Overview & Specifications**

Students will participate in the creative process to make a music poster from conception to final print. Students will research band poster design, draw up multiple sketches, and research and practice new Photoshop and Illustrator techniques. Students will learn and experience issues with combining text and image.

A poster must include the name of the band or musical performer. (You can also design a poster for a music festival or event that has multiple performers.), date and time of the event, location of the event (Name of venue like "Gothic Theatre" and city), and additional information(Optional).

**PROJECT 2.1 - Design Research**

Perform research on Musical Posters and performers. Pick or make a performer. Collect images and poster designs to create a swipe board in a 17x11 artboard or Pinterest.

Submit a pdf or link to the Pinterest board.

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<b>WEEK 8</b> 10/12, T	Project	<b>PROJECT 2.2 - Design Concept</b>
	1.4 <b>DUE</b>	Create 2 different thumbnail sketches and create two concept boards using sketches, color swatches & font.
	Project	
	2.1 <b>DUE</b>	
<b>WEEK 8</b> 10/14, R	Project	<b>Crit</b>
	2.2 <b>DUE</b>	<b>PROJECT 2.3 - Design Completion</b> Choose one design concept, develop and finalize the graphics for all 4 different stamps.
<b>WEEK 9</b> 10/19, T	Project	<b>Crit</b>
	2.3 <b>DUE</b>	<b>PROJECT 2.4 - Design Presentation</b> <b>Overview &amp; Specifications</b> Review and revise your design then finish the poster design.
<b>WEEK 9</b> 10/21, R	Exercise	<b>LECTURE - INTRODUCTION TO PUBLICATION DESIGN</b>
	5 <b>DUE</b>	<b>ADOBE TUTORIAL - GET TO KNOW INDESIGN</b> <a href="https://helpx.adobe.com/indesign/how-to/get-started-indesign.html">https://helpx.adobe.com/indesign/how-to/get-started-indesign.html</a> <b>EXERCISE 5 - FORMAT TEXT</b> <a href="https://helpx.adobe.com/indesign/how-to/text-formatting-overview.html">https://helpx.adobe.com/indesign/how-to/text-formatting-overview.html</a>
<b>WEEK 10</b> 10/26, T	Exercise	<b>LECTURE - PUBLICATION DESIGN PLANNING</b>
	6 <b>DUE</b>	<b>EXERCISE 6 - PAGE DESIGN (Design an eBook page)</b> <a href="https://helpx.adobe.com/indesign/how-to.html#aem_id~'playlist/indesign/graphic-design/more-beginner-projects'">https://helpx.adobe.com/indesign/how-to.html#aem_id~'playlist/indesign/graphic-design/more-beginner-projects'</a>  <b>ASSIGNMENT 4 - MENU DESIGN</b> <b>Overview &amp; Specifications</b> In this assignment, you will pick a local restaurant, and redesign its menu.  <b>ASSIGNMENT 4.1</b> Choose your local restaurant (Please do not choose well-known franchise restaurants). Acquire their existing menu (either online or printed version). Present your choice in the classroom with design commentary. Submit the acquired menu in pdf or jpg.
<b>WEEK 10</b> 10/28, R	Assignment	<b>ASSIGNMENT 4.2</b>
	4.1 <b>DUE</b>	Create two design concepts for your restaurant menu. Please include page thumbnail, color swatch, and font choices.

<b>WEEK 11</b> 11/2, T	Assignment 4.2 <b>DUE</b>	<b>CRIT</b> <b>ASSIGNMENT 4.3</b> Pick one design from 4.2 and finish the design in InDesign,
<b>WEEK 11</b> 11/4, R	Assignment 4.3 <b>DUE</b> Exercise 7 <b>DUE</b>	<b>LECTURE - FLATPLAN</b> <b>EXERCISE 7 - Magazine Layout (Set up a beautiful magazine layout)</b> <a href="https://helpx.adobe.com/indesign/how-to.html#aem_id~'playlist/indesign/graphic-design/layouts-graphics-projects'">https://helpx.adobe.com/indesign/how-to.html#aem_id~'playlist/indesign/graphic-design/layouts-graphics-projects'</a>
<b>ASSIGNMENT 5 - MAGAZINE LAYOUT ANALYSIS</b>  <b>Overview &amp; Specifications</b> In this assignment, you will pick a magazine from the real world and analyze it's layout by creating a flatplan. For this assignment you can use either illustrator or indesign to create a flatplan. You are also allowed to work on a paper. Submit a flatplan as pdf or jpg.		
<b>WEEK 12</b> 11/9, T	Assignment 5 <b>DUE</b>	<b>PROJECT 3 - MAGAZINE DESIGN</b> <b>Overview &amp; Specifications</b> In this project, you will design a 14 page(8 spread) letter size magazine. You may choose a topic of a magazine or create a fictional issue of an existing magazine. Your magazine must have <ul style="list-style-type: none"> <li>• Front &amp; Back cover</li> <li>• Article</li> <li>• Table of Contents</li> <li>• Advertisement</li> </ul> <b>PROJECT 3.1 - Design Research</b> Perform research on magazines of your topic. Analyze the characteristics of the magazine and collect writings and images. Complete and submit an analysis document.
<b>WEEK 12</b> 11/11, R	Project 3.1 <b>DUE</b>	<b>PROJECT 3.2 - Design Concept</b> Create a flat plan with text and image frames then develop it further with sample images and text. Submit them two different pdfs. You can use either illustrator or indesign for this task.
<b>WEEK 13</b> 11/16, T	<b>STUDIO</b>	
<b>WEEK 13</b> 11/18, R	Project 3.2 <b>DUE</b>	<b>Crit</b> <b>PROJECT 3.3 - Design Layout</b> Create an Indesign layout for each spread. Include document size, margin, grid and guides, frames, and alignment. Create appropriate master pages and apply to the spreads. Submit screenshots of indesign layout for each spread.

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<b>WEEK 14</b> 11/23, T		<b>PROJECT 3.3 - Design Completion</b> Work with images and texts to complete a magazine design.
<b>WEEK 15</b> 11/30, T		<b>STUDIO</b>
<b>WEEK 15</b> 12/2, R		<b>STUDIO</b>
<b>WEEK 16</b> 12/7,T	Project 3.3 <b>DUE</b>	<b>CRIT</b> <b>PROJECT 3.4 - Design Presentation</b> Finalize your magazine design.
<b>FINAL EXAM</b>	Project 3.4 <b>DUE</b>	<b>FINAL PRESENTATION</b>

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