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Course Description

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In this course, students will develop independent, self-directed, multi-part projects that explore all the concepts, and utilize all the skills they've learned in Graphic Design I-III. The work produced in this course will be suitable for a professional-quality graphic design portfolio and may explore both print and digital media.

Primary Software used: Adobe InDesign
Prerequisite: ART 335 or ART 334; LAC student with two Tier II courses or GER student
Course Credits: 3.0
Course Attributes: Studio, LAC T3-LiberalArts Experience

Tier III Independent Inquiry – 3 Credits:
Students must have passed at least two Tier II courses prior to enrolling in a Tier III course.
As the culminating, integrative liberal arts experience, TIER III represents a critical component of the Eastern Liberal Arts curriculum. TIER III affords students the opportunity to reflect on and apply knowledge and skills acquired in the first two tiers and in their major. Departments may recommend specific options for their majors to complete TIER III or allow students to choose from a variety of options within or outside the major.

Upon completion of this requirement students will be able to:
1. Demonstrate the ability to engage in independent inquiry (lecture content, final project research and design development for public presentation in accordance with professional legal and ethical standards);
2. Apply current and critical thinking in a focused area of study (final project development in recognized phases of design research and development, including participating in the experience of working with clients, deadlines, and real world production issues);
3. Reflect on the context of your independent inquiry or artistic creation (final project presentation and artist statement in Senior Art Exhibition); and
4. Reflect on this work as an outcome of your liberal arts education (final project exhibit and artist statement in Senior Art Exhibition, capstone design process document and professional portfolio development).

Ethical practices in research, design development and image creation for real-world clients is embedded within the course. The key concepts are discussed in lecture, and students demonstrate these principles through assignments, class projects, and a final capstone project. These key principles include, but are not limited to upholding copyrights and licenses of images, fonts, and written content.

Overview

This is a studio course designed to introduce students to the techniques and practices of artistic self-direction. Traditionally visual communication designers are given a brief that outlines a problem in need of a solution. When faced with no limits, as when a client tells the designer that he/she can do anything he/she wants, designers may be stymied. What we tend to ignore is that limitations often enhance creative thinking rather than stifle it. Without limitations, we wonder where to begin. In this course, students will be responsible for defining their own objectives, providing their own text, setting stylistic limitations, and completing complex self-defined projects.

Objectives

- ❏ Continue to develop and use a vocabulary of art and design.
- ❏ Continue to develop best practices in design using text and images.
- ❏ Write original text which will be the basis of the project.
- ❏ Think deeply about the relationship of the audience, communication goals, and design.
- ❏ Explore in greater depth media you have used in GD I-III and the Digital Art & Design or Digital Media Design (New Media Studies Majors) electives.
- ❏ Research professional production options and professionally produce your Senior Capstone using industry best practices.
- ❏ Take your project to a highly creative and innovative solution by generating many ideas for each aspect of the project.
- ❏ Create original imagery for your project. You are required to document the sources of your imagery.
- ❏ Create a capstone design process document (visual design brief) that you will use for research, planning, and communicating your design/digital art capstone process in preparation for a culminating public installation in the senior art exhibition.
- ❏ Speed up work-flow by using design and image-creation software best practices, including master pages or artboards,; templates; guides and grids; paragraph, character, and object styles; and keyboard shortcuts.
- ❏ Create a professional web and printed portfolio of your best work during your college career.
- ❏ Update your resume, business card, and letterhead.
- ❏ Write a basic free-lance contract for at least one area of your career interest. (Use the contracts section of your textbook and additional research.)
- ❏ Think deeply about your learning experience at Eastern. Write an artist statement reflective of your learning experiences, your capstone project, and your career goals. During the semester, use your required textbook to clarify your career direction and to write your artist statement.

Learning Outcomes

Technical Competency - demonstrate knowledge of traditional and contemporary visual art media, methods, materials, and processes
Communication Competency - communicate ideas about the visual arts through oral, visual, and written expression
Contextual Analysis - understand and critique diverse contemporary and historical perspectives in visual art
Conceptual Analysis - demonstrate an understanding of how the elements of design and aesthetics are used to transform ideas into expression
Professional Practice - demonstrate knowledge of professional, ethical, and collaborative behaviors in a variety of visual art career environments

Materials

❏ Textbook (Required):

Graphic Artist's Guild Handbook of Pricing and Ethical Guidelines, 15th Edition , by Graphic Artist's Guild, NY, 2018. ISBN-13: 978-1507206683

❏ Be prepared to spend $100–200.
❏ An Easternct.edu email address
❏ Blackboard access
❏ An external hard drive, and a backup drive and/or online storage (You are solely responsible for storage and back-up of your files.)
❏ Storage for backups: Student account google-drive, One Drive or Dropbox.com
❏ Sketchbook (preferred with grid) & drawing materials

Recommended Reading

Books:

InDesign Type: Professional Typography with Adobe InDesign, Fourth Edition , by Nigel French, Adobe Press, 2018.

Thinking with Type: A Critical Guide for Designers, Writers, Editors, & Students, Second Edition , by Ellen Lupton, Princeton Architectural Press, 2010. ISBN-13: 9781568989693

Making and Breaking the Grid, Second Edition, Updated and Expanded: A Graphic Design Layout Workshop, by Timothe Samara, 2017. ISBN-13: 9781631592843

Online Resources:

AIGA , http://www.aiga.org

Communication Arts , http://www.commarts.com

Computer Arts , http://www.creativebloq.com/computer-arts-magazine

Design Observer , http://www.designobserver.com

How Design , http://www.howdesign.com

Graphis , http://www.graphis.com

Graphic Design USA , http://www.gdusa.com

Print Magazine , http://www.printmag.com

Smashing Magazine , http://www.smashingmagazine.com

Typophile , http://www.typophile.com

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 projects and the final portfolio (70%); in-class exercises, quizzes, participation, presentations (20%); and attendance (10%). If you earn less than a C, this course will not be counted toward your Visual Arts or New Media Studies major. There are no Incomplete grades in this class. Important Requirements: Be prepared to participate in class. Assignments are due at the beginning of class. One third of the work for this class is expected to be accomplished outside of class. Use Open Lab, the FAIC 313 Digital Resource Room (with instructor permission), Webb 410 General Purpose Computer Lab, Adobe online help, and textbooks as reference tools to complete work and to practice techniques.

Grading will be based on the following project components:
Project statement and objectives (Visual Design Brief, Artist Statement)

Each stage of the project will be verbally evaluated and will count toward the final grade:
> Brainstorming/research
> Original text content development
> Layout ideas and design development
> Typographical research and experimentation
> Image generation
> Production
> Exhibition-ready final submission
> Complexity of concept
> Success of solution (in terms of the project objectives)

How to get an A in this class:
> Read assignment handouts thoroughly before starting and upon completion of your assignments. Make sure your assignments fulfill all specifications.
> Develop original ideas by studying what is new in art and design. Learn to think critically. Be inquisitive.
> Always make thumbnails and rough sketches before starting a project on the computer.
> Neatness counts—be a perfectionist.
> Actively participate in class, discussions and critiques.
> Ask questions. All questions are important.
> Read the textbook chapters prior to the class topic.
> Use FAIC Open Digital Studio , FAIC 313 Digital Resource Room, and Webb

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.

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.

Class Rules

No food or drink in the Computer Lab. Smart-phones: 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.

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.

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.

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

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's University Police Department: 860-465-5310.

Final Examination Statement

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.

Department Spring Art Events

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Course Outline

WEEK 1 1/19, W	PHASE 1	**COURSE INTRODUCTION, SYLLABUS REVIEW, CAPSTONE PROJECT** Introduction, Project Specifications **PHASE 1—RESEARCH AND ANALYSIS** **A. Brainstorm** 1. Using a variety of brainstorming techniques, create a list of 6 capstone project ideas. 2. Narrow your list to your three best project ideas—based on your career goals. 3. Select two different options for your capstone project to research.
WEEK 2 1/24, M	PHASE 1	**B. Research and analysis** 1. Study the competition. 2. Research vendors for printing or production components. 3. Collect visual references of your research, including images, typography and color swatches. 4. Carefully and completely document your research. Include URLS (as active links) and cite other sources. 5. Select your capstone project .
WEEK 2 1/26, W	PHASE 1	**C. Create a Visual Design Capstone Process Document(Brief) in InDesign** 1. Document setup: Tabloid (17x11 in.) horizontal, single pages (not spreads) format. If your design has a bleed, print on tabloid extra (18x12 in.) paper and trim pages to crop marks. 2. Use this brief to document ALL your research, planning and to communicate your design process. 3. Draft a project statement and objectives (preliminary Artist Statement). 4. Develop a budget. 5. Develop a timeline. 6. Create a mood board (swipe file) from your visual references. 7. Create color swatch sets utilizing the Pantone library. 8. Create typographic swatch sets. Label with typeface name and type foundry. 9. Package the brief and other work at the end of each work session. Back up to a second location.
WEEK 3 1/31, M	PHASE 2	**PHASE 2—PRELIMINARY DESIGN** **A. Capstone Visual Design Process Document, continued** 1. Create two sets of thumbnail sketches for your capstone project in pencil. Create a quality scan of your thumbnails. 2. Create detailed layout sketches based on your selected set

of thumbnails to scale in pencil. Create a quality scan of your sketches.

3. Create two different concept boards including color swatch, typeface, and sketches(and/or more developed image representation)

WEEK 3 2/2, W	PHASE 2	**Class visit to The Art Gallery, details TBA.** **B. Present your Design Proposal(concept boards) to class.**
WEEK 4 2/7, M	PHASE 2	**C. Develop Design Proposal based on feedback.**
WEEK 4 2/9, W	PHASE 3	**PHASE 3—DESIGN DEVELOPMENT** **A. Digital development** 1. Create templates to precise scale. 2. Develop imagery and layout of your selected designs. 3. Review and adjust your budget and timeline. 4. Select and contact vendors for production.
WEEK 5 2/14, M	PHASE 3	**A. Digital development, continued** 5. Review and adjust your budget and timeline. 6. Select and contact vendors for production.
WEEK 5 2/16, W	PHASE 3	**B. Present your Project Development work to class.** **Document feedback.**
WEEK 6 2/23, W	PHASE 3	**C. Edit your work. Faculty approval is required before Phase 4.**
WEEK 7 2/28, M	PHASE 4	**PHASE 4—DESIGN REFINEMENT, FINALIZATION, AND PRE-PRODUCTION** **A. Refinement** 1. Revise and finalize all design work 2. Optimize and carefully proof production-ready files based on specifications from vendors 3. Select and contact vendors for production. Enter contact information including companies, URL, contact persons and titles, URLs, email, and phone numbers 4. Package each document and compress for submission. 5. Faculty sign-off is required prior to vendor production.

WEEK 7 3/1, W	PHASE 4	B. Send digital files to vendors for production before Spring Break.
WEEK 8 3/6, M	PHASE 5	**PHASE 5—PROJECT PRODUCTION AND ASSEMBLY** A. Complete and submit your Artist Statement (Word Document.
WEEK 8 3/8, W	PHASE 5	B. For Midterm, print your brief on tabloid extra (18 x 12 in.), fine-quality paper. Print crop marks, trim.
WEEK 9 3/21, M	PHASE 5	C. Capstone components are to be received from vendors.
WEEK 9 3/23, W	PHASE 5	D. Assemble capstone project designs. Add your Artist Statement to your brief.
WEEK 10 3/28, M	PHASE 6	**PHASE 6—CHECKLIST AND FINAL SIGN-OFF FOR GALLERY SUBMISSION** A. Complete your detailed and aesthetically interesting capstone design solution.
WEEK 10 3/30, W	PHASE 6	B. Triple-check for accuracy and craftsmanship: file organization, measurements, margins and columns, grid, guides, paragraph and character styling, glyphs. C. Spell check and grammar check. D. Kern the display text, duplicate, and convert to objects. E. Package your digital documents. Compress the packaged folder for submission.
WEEK 11 4/4, M	PHASE 6	F. Assemble your display-ready Senior Capstone Project installation components (including hanging hardware) in a box (or other) protective packaging.
WEEK 11 4/6, W	PHASE 6	G. Include a printed elevation diagram with installation instructions and measurements. H. Include a printed, filled in, and signed Senior Exhibition 2019 Entry Form. I. Include a printed filled in, and signed Senior Exhibition 2019 RELEASE Form. J. Include a printed Artist Statement (one page Word Document), including citation of all source images using MLA Handbook style).
WEEK 12 4/11, M	PHASE 6	K. Email a digital version of your Artist Statement to The Art Gallery Gallery after my final sign-off.

WEEK 12 4/13, W	**PHASE** 7	**PHASE 7—UPDATE RESUME, BUSINESS CARD, WEB PORTFOLIO, FINAL SUBMISSION FOR COURSE** **PEER DISCUSSION** **GALLERY DROP OFF** A. Write and submit your Capstone Reflective Statement
WEEK 13 4/18, M	**PHASE** 7	**GALLERY DROP OFF** B. Resubmit your edited Capstone Reflective Statement
WEEK 13 4/20, W	**PHASE** 7	**GALLERY DROP OFF (LAST DAY)** C. Update and print your resume. D. Update your personal business card and send it to a print vendor. E. Update your portfolio website.
WEEK 14 4/25, M	**PHASE** 7	F. Prepare for Final Presentation and Critique.
WEEK 14 4/27, W	**PHASE** 7	F. Prepare for Final Presentation and Critique, continued H. Make arrangements with Gallery to drop off physical exhibition items **GALLERY INSTALLATION STARTS AT April 29.**
WEEK 15 5/2, M	**PHASE** 7	G. Prepare for Final Submission(ALL digital final Capstone Project files, and printed final Capstone Visual Design Process Document (brief)).
WEEK 15 5/4, W	**PHASE** 7	H. Submit ALL digital final Capstone Project files, and printed final Capstone Visual Design Process Document (brief).
FINAL **EXAM**	**PHASE** 7	<u>**FINAL PRESENTATION: EXHIBITION**</u> <u>**SENIOR CELEBRATION AND GALLERY RECEPTION : May 6 - May 15, 2021**</u> <u>Opening Reception: May 6th,3:00-8:00 pm</u> <u>Free and open to the public</u>
		<u>SENIOR ART EXHIBITION CLOSES (COMMENCEMENT DAY)</u> <u>Make arrangements with Gallery to pick up work. At Gallery, unframe all work in DA&D-supplied picture frames.</u> <u>Leave DA&D frames and hanging hardware with Gallery staff.</u> <u>Pick up Period: Monday, May 16–Friday May 20, 9:30 am–4:30 pm</u>