DSGD 104 Introduction to Graphic Design

ART 012(DSGD 63), ART 24, DSGD 83 (industrial design majors may substitute DSID 022 for DSGD 83; interior design majors may substitute ART 013 for ART 012).

Students must show proof of completed prerequisites (major form signed by a design advisor, grade report, transcript, or an advisor memo) to the instructor by the second class meeting.

This course is 3 semester units and graded

Faculty Web Page and Messaging System
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page or designated Facebook class group page which will be notified later. You are responsible for regularly checking with my email notification and other messaging system that are given.

Course Description
Familiarization to form and message development. Emphasis on visual concepts and fundamental design theory. Course is repeatable for a total of 6 units.

This course will include lectures, group discussions, presentations and creative work. Participation in discussion and critique is vital to the success of this class. Class assignments will include finding designed artifacts, doing research, reading from handouts, and making presentations.

Course Goals and Student Learning Objectives
The goal of this course is to further your understanding of the basic objectives, principles, and methods used in graphic design. the projects described here are designed to provide a range of opportunities for creative problem solving within practical constraints.

Course Content Learning Outcomes
Upon successful completion of this course, students will be able to:
1 - recognize vocabulary and visual language for motion;
2 - demonstrate an understanding of motion graphic design principles;
3 - identify methods and processes for conceptualizing in time-based media;
4 - build various visual elements (diagramming, story boarding, key framing, etc.);
5 - exhibit applied knowledge of synthesis of form and content;
6 - develop innovative forms and styles based on the design concept;
7 - organize information to make compelling and experimental visual expressions for presentation.

Recommended Texts/Readings
• Graphic Design: The New Basics by Ellen Lupton & Jennifer Cole Phillips
• Thinking With Type by Ellen Lupton ISBN-10: 1568989695
• Problem Solved, Michael Johnson, 2002, 2004
Syllabus

Dsgd 104 Section 3
Introduction to Graphic Design
ART 216
Spring 2014
MON/WED 12:30PM-3:20PM
Professor Chang Kim

• Visual Intelligence, Donald D. Hoffman, 2000
• Perception, Irvin Rock, 1985, 1995

Library Resources (liaison):
The San Jose State University Library supports student access to information with in-person reference at the King Library Reference Desk and specialized support for Design online at http://libguides.sjsu.edu/design or by appointment with Librarian Rebecca Feind. She may be contacted at rebecca.feind@sjsu.edu or 808-2007.

Material Requirements:
1. Laptop computer with software—Adobe Creative Suite 5 or 6 and type fonts
2. Materials include pencils, metal ruler, drafting tape, tracing pads, clear push pins, x-Acto knife with #11 blade, portable cutting mat, graphic arts adhesive, and a semester supply of presentation boards.

Expenses:
The cost for semester supplies/materials will vary according to the individual. However, typical estimated cost would be around $200. There is a $45 printing fee for this course to cover software licensing, printing consumable, and related infrastructure. Includes 50 Black and White and 30 color prints.

Administrative Policies:
This course is an essential component of your curriculum at SJSU. We have a good amount of work to complete this term, so in order professionally and effectively deliver the curriculum it is necessary to establish some ground rules. Students are expected to read this syllabus thoroughly and to observe all of the regulations laid out below.

Classroom Protocol:
We are involved in a mutually beneficial communal learning experience, one that requires full attention and respectful behavior toward all members of the class. In order to maximize the learning experience, students are requested to observe the following etiquette guidelines:

• Students must take every step necessary to minimize distractions during class.
• Students are expected to arrive on time and to remain in class until the class is over, or excused. If you have a prior engagement that requires you leave before the end of class, please inform the instructor before class and take pains not to disturb other students when you leave.
• Announcements, handouts, and assignments are issued at the beginning of class. All critiques begin 15 minutes after official class start time; no work is to be added to the wall after a critique begins. It is your responsibility to inform yourself of any announcements or requirements that you miss due to late arrivals. Please do not interrupt class to ask about these. Remain after class if you have questions.
• Electronic devices not directly pertaining to your participation in this class must be turned off and put away before class starts. This means you may not place or receive calls, messages, play games, check e-mails, surf the web, pop into Facebook, Twitter,
and any other similar applications.
• Laptops are to be used for course related purposes only during the session.
• Please do not eat during class.
• Socializing during lectures or when other students are presenting material for the benefit of the class is counterproductive and inconsiderate.
• No spray-mount adhesives spraying in the class.
• Do not use tabletops as a cutting surface.

It is expected that there will be 2–3 hours of homework for each hour of class.

Dropping and Adding:
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Grading Policy:
The project and course performance will be evaluated according to the following components Each project (2 or more) will be graded upon completion and assigned a letter grade according to the University policy—A through F. An incomplete will be granted to students with documented extenuating circumstances e.g. debilitating illness, family emergency etc. Bases for the grading are below:

Problem solving skills
Planning, organizing, research and content gathering (message development), analysis, sketching and content integration.

Formgiving skills
Design exploration, development, and refinement. The synthesis of the elements, principles, and attributes of form into an effective, evocative product. The verbal/visual investigation of form and function.

Presentation skills
The skill, dexterity, and attention to detail exhibited in presentation. The quality of line and form necessary for effective visual communication.

Participation and Preparation
Producing appropriate solutions to all required phases of development on projects both in quality and quantity. Engaged in class critiques and activities.
Grading Scale:

A+, A, A+ = Excellence (3.7–4.0)
Student consistently delivers creative and high quality work and demonstrates the ability to explore a wide range of alternative options as well as the ability to make intelligent and informed decisions on the final solution. Student is able to refine final solutions to instructor feedback. Student shows the ability to communicate ideas clearly and completely, both visually and verbally. Well-crafted and informed arguments support any and all design decisions. All projects are complete and on time. Student demonstrates a strong, engaged effort in work and in class. Student maintains at all times a positive attitude and commitment towards the profession, classmates, the instructor and their own development. Student participates in all regularly scheduled classes. Overall, student meets and exceeds the requirements of the course.

B-, B, B+ = Very good work (2.7–3.6)
Student demonstrates an above average effort in all areas. Work is complete and demonstrates no craft or technical problem areas. Student shows the ability to communicate decent rationale for design decisions and demonstrates improvement in all areas of professional development as a designer. Student maintains a positive attitude and involvement in all coursework and class activities.

C-, C, C+ = Adequate, average work (1.7–2.6)
Student produces the minimum work required at an average quality level and provides basic explanations for design decisions. Student demonstrates a basic understanding of the principles presented in class and may have some craft and technical problem areas. Student demonstrates average participation in all regularly scheduled classes.

D-, D, D+ = Poor work and lack of effort (0.7–1.6)
Student produces the minimum work required at below average quality and demonstrates little understanding of the principles

F = Failure to meet the course requirements (0.0–0.6)
Student demonstrates a lack of understanding of the basic principles discussed in class and is unable to convey creative and craft and technical ability as required. Student has little or no involvement in class discussions, repeatedly misses deadlines or critiques, and demonstrates little commitment to learning and their own development. Student shows little participation and/or is consistently late for class.

Important Notes about Grading All assignment are graded, therefore you should do your best on them or your course grade will be adversely affected.
It is very important to complete all of them because:
• each develops a skill necessary for successful completion of assignments
• missing a portion of these assignments can lower your course grade substantially

Deadlines:
On the regularly scheduled Final Exam day and time is when you will submit the last project. No extensions will be given except in cases of documented emergencies,
serious illness. If such a circumstance should arise, please contact the instructor as early as possible and be ready to provide documentation.

Late Assignments:
It is essential that you keep up with the course work and submit all assignments in a timely manner. Assignments will lose a full letter grade for each day late. Graded assignments more than 3 days late will not be accepted. In such cases, a grade of zero credit will be entered.

Extra Credit:
Out of general fairness to all students, there will be no opportunities for extra credit assignments given in this class.

University Policies:
Academic Integrity
Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act:
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

Student Technology Resources:
Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.
Student affairs:
The Division of Student Affairs provides a wide variety of services – career development, health and wellness, campus life, leadership development, cross cultural experiences, disability resources, psychological counseling, student housing, recreation, and co-curricular events. If you are interested in learning more about the departments and opportunities and services, please visit http://www.sjsu.edu/studentaffairs/

Campus Emergency and Other Aid:
Emergency call: Call to the police office at 911 or pick up a Blue light phones. Escort Service: 4-2222. *Individuals with disabilities may contact the Disability Resource center on campus, 924-6000, Administration building 110, for a variety of formats such as Braille, large print, sign interpreters, assistive listening devices, audio tape, and accommodations for physical.

Learning Assistance Resource Center:
The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center’s tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information at http://www.sjsu.edu/larc/.

SJSU Writing Center:
The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Peer Mentor Center:
The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/

Campus Emergency Numbers:
Police 911   Escort Service 4-2222
Course Schedule
### Timeline

**Project 1&2: Content map and poster design**

**Week 1**
- **01/27 MON**: Project introduction and lecture
- **01/29 WED**: Phase 1: Discovery and Analysis Research
  - Content gathering, project definition, strategy and recommendations.

**Week 2**
- **02/03 MON**: Work in class (Individual conference)
  - Content map design
- **02/05 WED**: Phase 2: Concept Development and Design (Group critique & Lecture)
  - Sketching and content integration, exploration, development.

**Week 3**
- **02/10 MON**: Work in class (Individual conference)
  - Sketching and content integration, exploration, development.
- **02/12 WED**: Phase 3: Implementation and Refinement (Group critique & Lecture)
  - Design development and exploration

**Week 4**
- **02/17 MON**: Work in class (Individual conference)
- **02/19 WED**: Phase 4: Finalization of the design
  - Revising and alternating design focusing on details and production specification

**Week 5**
- **02/24 MON**: Project due: Final presentation and submission

**Project 3: Brochure design**

**Week 6**
- **03/03 MON**: Phase 1: Discovery and Analysis Research
  - Content gathering, project definition, strategy and recommendations.
- **03/05 WED**: Work in class (Individual conference)
  - Research analysis and visual data organization

**Week 7**
- **03/10 MON**: Phase 2: Concept Development and Design (Group critique & Lecture)
  - Sketching and content integration, exploration, development.
- **03/12 WED**: Phase 3: Implementation and Refinement (Group critique & Lecture)
  - Design development and exploration

**Week 8**
- **03/17 MON**: Phase 4: Finalization of the design
  - Revising and alternating design focusing on details and production specification
- **03/19 WED**: Project due: Final presentation and submission
### Project 4: Dimensional outdoor sign design

**Introduction and lecture**

- **Phase 1:** Discovery and Analysis Research (Individual conference)
  - Content gathering, project definition, strategy and recommendations.

- **Phase 2:** Concept Development and Design (Group critique & Lecture)
  - Sketching and content integration, exploration, development.

- **Work in class (Individual conference)**

**Phase 3:** Implementation and Refinement (Group critique & Lecture)

**Phase 4:** Finalization of the design

**Project due:** Final presentation and submission

### Project 5: Dimensional outdoor sign design

**Introduction and lecture**

- **Phase 1:** Discovery and Analysis Research (Individual conference)
  - Content gathering, project definition, strategy and recommendations.

- **Phase 2:** Concept Development and Design (Group critique & Lecture)
  - Sketching and content integration, exploration, development.

- **Work in class (Individual conference)**

**Phase 3:** Implementation and Refinement (Group critique & Lecture)

**Phase 4:** Finalization of the design (Last day of instruction)

**Project due:** Final presentation and submission

**Portfolio and DVD (digital data) submission (9:00am to 11:00am)**

- All critiques begin 15 minutes after official class start time.
- No work is to be added to the wall (critique area) after a critique or presentation begins.
- Due dates are subject to change with notice given at a prior meeting.
- All dates and numbers of options represented here are counted toward participation as outlined on the course green sheet.
Project series

The goal of this course is to further your understanding of the basic objectives, principles, and methods used in graphic design. The projects described here are designed to provide a range of opportunities for creative problem solving within practical constraints.

Design reading:
Problem Solved, Michael Johnson, 2002, 2004
Visual Intelligence, Donald D. Hoffman, 2000
Perception, Irvin Rock, 1985, 1995

Content map references:
• Mapping, Roger Fawcett-Tang, 2002, 2005
dubberly.com/concept-maps
• users.edte.utwente.nl/lanzing/cm_home.htm
visualcomplexity.com
• www.visual.ly
• www.informationisbeautiful.net
• www.informationisbeautifulawards.com
• www.visual.ly
• www.sciencedaily.com/articles/s/scientific_visualization.htm
• www.interaction-design.org/encyclopedia/data_visualization_for_human_perception.html
• www.informationisbeautiful.net
• www.informationisbeautifulawards.com
• www2.cs.uregina.ca/~rbm/cs100/notes/spreadsheets/tufte_paper.html
• www.visualcomplexity.com/vc/
• reas.com
• infosthetics.com
• flowingdata.com
• datavizualization.ch/showcases/

Subject matter references:
• www.ioc-unesco.org
• www.oceannationalgeographic.com
• www.marine-conservation.org
• www.oceanconservancy.org
• www.saveourseas.com/threats
• www.conservation.org/where/oceans

Required text:

Project description

Topic: <World Oceans Day>

Project 1: content map
To provide a detailed, logical, hierarchical research reference on subjects relating to oceans and World Oceans Day for the concepts and content of the projects that follow. This research should not be limited to aspects addressed in existing World Oceans Day campaigns, or by any specific organization.

Using appropriate text and other elements gathered and developed through your research, outline significant and defining aspects of and relating to the subject. Seek clear arrangements of sets and subsets of words, statistics, etc. that provide a context for analyzing and evaluating this body of knowledge. Consider divisions and intersections of information with appropriate structure, hierarchy, relationships, and links between sets and individual elements. Footnote all sources. use typefaces from the helvetica or univers families only (this constraint applies only to project one).

• Measurements: 11”x17” vertical or horizontal
• Color: black and white (halftones and screens of black allowed)
• Present a high-quality print, printed or trimmed exactly to size, unmounted

Project two: poster
This and the following projects must communicate an overall or significant specific message relevant to World Oceans Day.

• Measurements: 15”x 20" vertical or horizontal
• Colors/materials: any colors on any paper
• Present a high-quality print, trimmed exactly to size, unmounted

Project three: brochure
To describe and diagram a particular quantifiable aspect or real-world case study relevant to the subject.

• Required content: describe and diagram (chart, graph, map, etc.) some statistical and/or physical reality of the aspect or case study. Develop and employ whatever text and visuals are appropriate for clear understanding within the form of your brochure. Attribute the sources of all information.

• Measurements: 11”x17” maximum parent sheet, cut and/or folded at right angles (no die-cuts, die-folds, or binding, so that actual production cost would be kept reasonable) to fit in any standard envelope between A2 and 6x9 sizes

• Colors/materials: 4 color process, printed on both sides of any paper
Present folded in an appropriately sized envelope, which you may design and construct if you wish.
The event name World Oceans Day, the date June 8, and url worldoceansday.org must appear on the poster, brochure, and sign, and the web address must appear in the animated graphic. The required text may or may not be prominent in your designs, and no other specific text is required; however, you may propose any appropriate headlines, taglines, phrases, statistics, quotes, or other messages. Any conceptual headlines or taglines must be of your own creation. Note additional content requirements for project two.

**Project four: dimensional outdoor sign**
To identify and attract attention to World Oceans Day events such as festivals, fairs, and conferences, while further dramatizing a goal or aspect of the subject matter in dimensional form. This sculptural form should have interest and impact from all angles, as well as attract attention with the portion that would project above a crowd gathered around it.

- **Measurements:** scale model, 1 inch = 1 foot, maximum size 6” x 6” (width and depth from base to top) x 12” (height); a foam-cor rectangle or other neutral indication of the ground on which the sign stands may not exceed 8” x 8”. Any graphic or structure on the base must fit in the 6” x 6” area.

- **Colors/materials:** any colors on any shapes made with flat, opaque, rigid and/or flexible panels (a full-size version would be constructed of wood and/or flexible panels faced with opaque digital prints for relatively low cost materials and fabrication)

Present a fully assembled, sturdy, freestanding model.

**Project five: conceptual story board and animated graphic**
To dramatize a goal or aspect of the subject matter in time-based form, and to direct web, social media, and other traffic to worldoceansday.org from this graphic. The purpose of the story board is to show a clear pre-production view of your final concept for the animation. As such, it should include hand-rendered frames and elements later refined and produced digitally for the actual animation.

- **Measurements/duration:** 784x441 pixels (16:9 horizontal aspect ratio); 5 to 15 seconds; no required number of frames or transitions; no sound

- **Colors/materials:** any practical in mpeg format

Present the story board as a 17”x11” horizontal high-quality print, printed or trimmed exactly to size, unmounted.

Present the mpeg animation with your name as the name of the file: lastname_firstname.mpg

**Project notes:**
Do not use existing logos, images, or concepts from any current or previous World Oceans Day—all graphic elements must be created by you for all projects. If you believe a ‘stock’ element is needed that would be impossible for you to create, discuss the element for potential approval with your instructor, and describe how you would change the context of that element to make it your own.

There are no type family restrictions on projects other than the content map.

While projects two through five can be conceptually distinct from one another, they should be regarded as part of an integrated campaign of materials, with appropriate visual relationships tying them together as a unified program. Each student is responsible for establishing a unique graphic and conceptual focus and determining how that focus is manifested in these projects.