

# Graphic Design Principles II

COMD 1200, OL58 FALL 2021;

**Prerequisites:** COMD 1100, COMD 1127

1 class hour, 5 lab hours, 3 credits

## Meeting

Wednesday & Friday 6-8:30

**Zoom Meeting:** <https://us02web.zoom.us/j/84347291260?> Pass-code: 089751

## Office hours

Wednesday & Friday 8:30-9:30

## Website

**OpenLab:** <https://openlab.citytech.cuny.edu/childers-comd1200fall2021/>

**Google Drive:** GraphicDesign2-Fall2021: [access via OpenLab:](#)

## Course Description

COMD 1200, the culminating freshman design course, investigates visual communication and its relevance to graphic design. Through the process of image-making, we will integrate concept with type and image. Students develop projects from thumbnails to final presentations while exploring multiple disciplines such as advertising, graphic design, web design, illustration, broadcast design production, and others.

## Teaching/Learning Method

Group discussion (critique,) lecture, research, demonstration, assignments, blog, reading, writing, presentation, quizzes.

General education outcome:	How is outcome assessed?
<b>Information Literacy:</b> Demonstrate the ability to find information through proper resources.	Research, writing and presenting a design report.
<b>Oral Communication and Listening:</b> Demonstrate the ability to discern pertinent information from irrelevant information.	Critiques demonstrate the understanding of concepts.
<b>Thinking Critically:</b> Demonstrate the ability to evaluate strengths and relevance of arguments on a particular issue.	Through student's ability to advance concepts.

## Instructional Objectives

- ▶ Evaluate methods and criteria
- ▶ Compose form conceptually, as opposed to composing through collage
- ▶ Demonstrate competency through four projects with multiple parts
- ▶ Analyze, productively and diplomatically, during a presentation; give and receive constructive criticism during critiques
- ▶ Assess progress via rubric, report to department at midterm and final.

## Focus

Graphic designers create visual form to communicate specific messages to specific audiences. This class focuses on developing your ability to manipulate design elements to communicate compelling, meaningful ideas.

There are not always 'correct' solutions—but some are more appropriate and compelling than others. Appropriate solutions are hardly ever arrived at quickly, but through a series of evolutionary steps. In this class, you will develop a process that will add lifelong rational consistency to your work.

*This syllabus is subject to change at any time. You will be notified of any changes.*

## ONLINE COURSEWORK

This is a synchronic course, it is similar to a traditional on-campus college course in that students must be virtually present during class time. Although it is conducted over the Internet via the Zoom platform, it is “live”—it takes place in real-time.

Students agree to commit to scheduled class times and sign onto our Zoom platform on schedule. During class, students will show and discuss their work, watch video lessons and slideshow presentations, and participate in virtual group projects and discussions. The benefit is that you will interact with me and your classmates. You aren't on their own.

## Technology

To participate, you will need to use the Zoom platform for face-to-face discussion and Miro, a platform that will allow us to work together in class. Access to both is listed on the right.

## Process

Each week, you will access a schedule of what is needed to participate through the website. The semester revolves around a set of five scaffolded projects. This means that each project will build on the material that you produced in the previous project. Therefore, it is imperative that you complete all projects within the deadline.

All projects will be explained in class with a project sheet and supporting material will be posted on the website. The class is tightly scheduled with the expectation that you will read each assignment and follow instructions. Reread instructions after project completion to assure compliance. Failure to follow instructions will not only affect your grade, you will need to redo your assignment to progress to the next assignment.

However, my classes are formatted to assist you with feedback at every step. We critique work-in-progress as well as finished projects at 2:30 pm. You must verbally present your work to receive full credit. Failure to do so, or incomplete homework will result in a drop in grade.

This schedule assures immediate feedback on every project and every homework assignment. In addition, virtual office hours are held twice a week, and are flexible to accommodate your schedule.

## Ongoing Assignments

**Sketches:** Each week, fill in five pages of your sketchbook with homework images, ideas, notes, etc. The visual notes may be pertinent to assignments or to other ideas or thoughts. Your pages will be graded once a month. There is no right way or wrong way of doing this—but the sketchbook must be constantly updated.

**Blog:** Comments are included in each homework assignment.

## Homework

Class review of homework gives direction for your next assignment. Therefore, it is critical to complete all homework to proceed. All assignments are due at the beginning of class. The homework roster is recorded at the beginning of class. Projects must adhere to documented instructions in a professional manner to earn credit.

Assignments will be assessed by concept, presentation, completeness, and technique. Homework assignments are graded, late homework will result in a lower grade.

## Outcome

- ▶ Understand the design tools (conventional and digital) and the production required to create graphics, typography and images.
- ▶ Explore the various aspects of dynamic composition and page layout.
- ▶ Understand project pacing and deadlines.
- ▶ Cleanly and professionally present your work.

## REQUIREMENTS

### Critiques

Class critique is a neutral dialog that is part of the homework process. Student will present their work using design terminology. Presenting students discuss the project's strengths and weaknesses in relation to the guidelines. Peer responses will be given.

### Class Participation

Class participation means that you are fully present in class, not looking at your cell phone or surfing on your computers. Transgressions will result in a reduction of your participation grade.

This class will be conducted as a professional experience, a job, or an interview. Assume that your professor and peers will be in a position to recommend you in the future. You are not only building knowledge and your portfolio, you are establishing your professional reputation and affecting your career goals.

#### **Professionalism is demonstrated by:**

- ▶ Class preparedness: completes projects on time, has all materials needed for class, checks web site for instructions
- ▶ Participation: in critiques, and discussions volunteer answers, ask questions, and help classmates
- ▶ Remaining attentive: arrive on time and remain for the full time period
- ▶ Preparation: Follow project instructions and takes notes
- ▶ Punctuality: deadlines are critical to professional situations and this class. This class reflects that in both assignments and deadlines.

### Attendance Policy

While CUNY does not have an attendance policy, the Communication Design Department stresses the importance of attendance and permits each instructor to set their own attendance policy. Since COMD 1200 is a course designed for process learning, attendance is critical for success. Missing critiques is reflected in your grade.

Both absences and arrival of more than 10 minutes after the start of class are marked. If excessive, the instructor will alert the student that they are in danger of not meeting the course objectives and participation expectations.

### Common Sense Rules

- ▶ Homework is due at start of class
- ▶ Come to class ready to work, with completed homework and all supplies.
- ▶ No games/browsing/email/etc. during class.
- ▶ Failure to comply, including late attendance, extended breaks, leaving early, and incomplete homework, will affect your grade.

### Communication

Please consistently check your City Tech email (or the email you provide to me and OpenLab) for reminders or changes. Check mail at least 24 hrs before class.

It is your responsibility to keep lines of communication open.  
Please remember to check that your mailbox is not full.

### Academic Integrity Standards

Anyone who works with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity.

Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.

## ASSESSMENT/GRADING Goals & Methods of Assessment

- ▶ **Goal #1: Preparation:** Understand the preparation process:  
Follow directions, assemble materials, conduct research.  
**Method of Assessment:** Evaluate each step.
- ▶ **Goal #2: Process:** Understand professional methods and procedures.  
**Method of Assessment:** Evaluate process.
- Goal #3: Concept:** Compose with professional imagery.
- ▶ **Method of Assessment:** Evaluate clarity of message.
- Goal #4: Craft:** Understand the importance of presentation.  
**Method of Assessment:** Evaluate based on the stated goal.
- ▶ **Goal #5: Punctuality:** Understand the importance of arrival time and deadlines.  
Students who know they will be absent must e-mail homework before the start of class.  
**Method of Assessment:** Class roster

## Grading

Students are evaluated on participation, presentation, and verbal communication. Attendance affects participation and the final grade.

Projects are graded daily and on completion. Homework is due at beginning of class, late homework will result in a grade reduction. Homework and in-class skill-building exercises are graded on a credit/no-credit basis, and can not be completed later.

## Project/Assignment

PROJECT	percent of grade
1 Image project	15%
2 Type/Image project	15%
3 Poster Project	15%
4 Motion project	15%
5 Final: process book	15%
Homework & participation	15%
Blog	10%
<b>PROJECT</b>	<b>100%</b>

See pages 7-9  
for information  
on assignments

## Assessment

A [4.0; 95 – 100%]	Exceptional quality work and participation, exceeds course goals
A- [3.7; 90 – <95%]	Very high quality work, much participation
B+ [3.3; 87 – <90%]	High quality work, much participation
B [3.0; 83 – <87%]	Very good work, satisfies goals, some participation
B- [2.7; 80 – <83%]	Good work, some participation
C+ [2.3; 77 – <80%]	Average work, participation shows a general understanding of project
C [2.0; 73 – <77%]	Average work, little participation
C- [1.7; 70 – <73%]	Passing work but below requirements
D [1.0; 60 – <70%]	Below requirement, incomplete
F [0 – <60%]	Failure, no credit

## **PARTICIPATION**

- Participation Assessment**
- ▶ Participation, presentation skills, and verbal communication is graded.
  - ▶ Attendance affects participation grade.
  - ▶ Active participation is shown through working effectively in groups as well as through cooperation and respect for others.

### **Accessed by:**

#### **Level 1 Participation**

- ▶ All of the markers of level 2 participation, plus:
- ▶ Volunteers participation
- ▶ Expands on ideas or concerns of others
- ▶ Re-visits issues or ideas that need more attention
- ▶ Helps the group stay on track
- ▶ Summarizes group decisions and action assignments

#### **Level 2 Participation**

- ▶ Well prepared in advance
- ▶ Prepared in advance
- ▶ Takes a large part in setting group goals and agendas
- ▶ Actively participates in discussion and asks questions
- ▶ Listens actively and shows understanding
- ▶ Acknowledges and builds on others' ideas
- ▶ Volunteers willingly

#### **Level 3 Participation**

- ▶ Moderately prepared in advance
- ▶ Some participation, occasionally introduces information
- ▶ If absent or late, informs professor and sends homework

#### **Level 4 Participation**

- ▶ Little advance preparation, observes passively, says little
- ▶ Uses phone and talks with others
- ▶ Gives the impression of wanting to be somewhere else
- ▶ Attendance record is haphazard and inconsistent

### **Your Contribution**

The diversity that each student brings to this class is a resource and a strength. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture.

Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally and for other students.

*source: University of Iowa College of Education*

## TECHNOLOGY

Prepare for our first meeting:

The right sidebar on our OpenLab homepage contains all these links

### OpenLab

Our “home port,” OpenLab, will host assignments, and discussions. You’ll need an OpenLab account to sign in. Create an account, sign-on and request access.

**OpenLab:** <https://openlab.citytech.cuny.edu/childers-comd1200fall2021/>

### Zoom

To attend class you will need to use the Zoom platform for face-to-face discussion. If you don’t have an account, open one before our first class, Wednesday at 6 p.m.

### Miro

We will use the Miro platform for working together on group projects. Join our class’s “table.” [https://miro.com/app/board/o9J\\_lYjrYe8=](https://miro.com/app/board/o9J_lYjrYe8=/)

### Jamboard

With Jamboard, we can post all projects so that we can view them together. I will send you a new link each time we use it. [https://jamboard.google.com/d/1y\\_dIEafJkWalA2dwl9o1Jb3-NH6HdNbXEdraUPchC4E/viewer](https://jamboard.google.com/d/1y_dIEafJkWalA2dwl9o1Jb3-NH6HdNbXEdraUPchC4E/viewer)

### Google Drive

Sign in with a Gmail account.

Large files and final projects will be stored here. Final projects will be uploaded to designated folders as jpg unless otherwise specified.

Correctly name files: course\_season\_year\_project name\_last name\_first name.

*For example:* comd1200\_s21\_letterform\_smith\_amy

<https://drive.google.com/drive/u/o/folders/1BojaW969UMzxsSspNqdhuBsaSkydtKT3> <https://drive.google.com/drive/u/o/folders/1BojaW969UMzxsSspNqdhuBsaSkydtKT3>

### Dropbox

You are expected to have an effective backup strategy for all files. Open a free Dropbox account through Citytech: <https://dropbox.cuny.edu/> and log in with your CUNY Login account (Username: Firstname.Lastname###@login.cuny.edu).

### Design Programs

**InDesign, Photoshop, and Illustrator** Let me know if you do not have access to Adobe CC 2020

## MATERIALS

### For Every Class

- ▶ Sketch book: 8.5 x 11
- ▶ Roll of 12” tracing paper
- ▶ 2 black markers: 1 wide & 1 fine point
- ▶ 2 flash drives: one master, one back-up
- ▶ Pencils of varying hardness
- ▶ Pencil sharpener

Additional material listed in the syllabus will be used as needed.

We will discuss a week in advance.

### Resources

Multiple resources are available on the website in “resources” including instructions for the Adobe programs that we use in class;

### Books

**Graphic Design: The New Basics;** Ellen Lupton & Jennifer Cole Phillips  
I will distribute handouts for specific reference.

## ASSIGNMENTS

### Five Projects

The class progresses through four scaffolded assignments and culminates in a final synthesis project, a book that includes work from the entire semester.

#### Project 1: Image

**Introduce:** Form, figure-ground, focal point, proportion, and cultural awareness of form.

**Objective:** Manipulate one form to create a two dynamic shapes

**Process:** Working within a 6.x 6-inch square, create compositions using a single letterform. Examine the forms and counter-form of the letter. Isolate just enough of each letter to hint at its identity. Strike a balance between positive and negative space. Letterforms can be from any culture, student will explain the letterforms context.

#### Project 2: Image/Text

**Introduce:** Combine two forms to provide context, introduce scale and proportion

**Objective:** Working with two forms, create an image with context.

**Process:** Create a graphic image of an object. Combine it with a letter that represents it to create one cohesive mark. Create a negative version.

#### Project 3: Design Poster

**Introduce:** Research, organization, and visual alignment.

**Objective:** Research, write, and report on a designer. Design a poster that visually represents this context. Use a grid, to integrate proportion, hierarchy, and color through context.

**Process:** Apply principles in a practical application through a step by step process

#### Project 4: Motion

**Introduce:** Form progression

**Objective:** Use movement to activate one aspect of the poster. Choose an element from the poster that can be manipulated to provide more context. Create a gif using Photoshop.

**Process:** Thumbnails will show a progression of motion.

#### Project 5: Process book

**Introduce:** Synthesis

**Objective:** Document your semester, showing process and conclusions

**Process:** Create a grid and organize content. Display the semester process and completed forms.

### Class Blog Posts

Students must contribute to the blog. The process gives you professional experience using design vocabulary as it develops your “eye” through observation, and assessment.

### File Naming

All students are expected to label all files.

COMD file name convention

Correctly name files: course\_ season year \_project name\_your last name\_ first name.

For example: comd1200\_s21\_letterform\_smith\_amy

## SEMESTER SCHEDULE

WEEK/DATE	SUBJECT	ASSIGNMENT
1 8/25	Welcome, semester review discussion: principles of design	Letterform abstraction, 25 thumbnail sketches, enlarge 2
8/27	Critique: letterform discussion: figure/ground breakout group: form identification	Revise letterform abstraction 5 revised sketches, enlarge 2
2 9/1	Critique: letterform group review: illustrator, photoshop discussion: image as logo/symbol	Design critique practice using letterforms
9/10	Critique: revised letterform discussion: mark making techniques	Work on letterform in class
3 9/17	Critique: revised letterforms discussion: gestalt principles group project: alignment	Align letterforms in class. finalize and create a negative version bring object to class
9/22	Critique: final letterform critique create negative in class group project: combining images	Revise letterform for positive and negative versions 25 sketches of object
4 9/24	Critique: <b>glyph day: positive &amp; negative letters due</b> critique: sketches discussion: simplification in class: revise object in class	Visually show your process: create a "tight" sketch, label #1. Create a new refined version, label #2. Create a new refined version, label #3
9/29	Critique: review sketches discussion: design precedents, grid group project: align dummy type to the grid	Digitize image/letter investigate your design inspiration
5 10/1	Critique: review sketches discuss your design inspiration discussion: in class, refine image	Begin research on design hero, refine image, create negative version of image
10/6	Critique: last image/letter revision discussion: design research group project: deconstruct marks	Finalize positive and negative image prepare your on-line Google slide influence presentation
6 10/8	Critique: <b>icon day: image/text due</b> discussion: posters, proportion & grid breakout group: poster review	Revise final image if necessary create 2 different grids
10/13	<b>presentation day: design influence</b> discussion: designer as author group project: revise text for poster	Compose text, spell check, align, add to 2 posters
7 10/15	Critique: poster with text discussion: posters, grid demonstration: InDesign	Revise 1 poster, with 2 different hierarchical structures
10/20	Critique: poster hierarchy presentation: design presentation slides breakout groups: scale & hierarchy of dummy type	Revise 2 posters gather text for your resume due: 3/25
8 10/22	Critique: posters discussion: context, symbols	Apply additional element to 2 posters
10/27	Critique: poster with additional element <b>professional day: resume:</b> create in class	Revise posters complete resume

IMAGE

IMAGE/TEXT

POSTER



WEEK/DATE	SUBJECT	ASSIGNMENT
9 10/29	Critique: poster discussion: production breakout group to review poster	Apply color, 2 versions select 2 areas of poster
11/3	Critique: and poster discussion: continuity	Revise poster, create final pdf 10 thumbnail motion sketches
10 11/5	Critique: resumes discussion: motion sketches;	Finalize your professional resume finalize poster refine 2 motion sketches
11/10	Critique: <b>gallery day: final posters</b> motion sketches demonstration: motion	Choose (2) 4-step motion directions create motion in Photoshop
11 11/12	Critique: motion discussion: surprise breakout groups to review motion surprise	Refine and expand on 1 motion add surprise element gather materials for final book
11/17	Critique: final motion demonstration: inDesign grid	Option to revise motion gather materials for final book download inDesign grid and fonts
12 11/19	Critique: <b>movie day: final motion</b> discussion: book vs poster typography demonstration: inDesign pages	Apply elements to book grid gather material for resume
11/24	Critique: examine position of elements in book review grids and alignment discussion: parts of a book & resume	Continue to apply documents to grid upload resume material to website watch: <a href="#">the perfect resume</a>
13 12/1	Critique: book revisions discussion: book vs poster typography class project: resume	Continue book through 4th chapter finalize resume and add it to your book
12/3	Critique: book grid & resume discussion: pacing in 2 dimensions breakout groups to review books	Continue book through 5th chapter add resume
14 12/8	Critique: review books discussion: demonstrate book making	Complete all chapters
12/10	Critique: review books individual review of books discussion: cover design	Complete all chapters upload final projects to google drive
15 12/15	Review all portfolio books breakout groups to review books	Finalize and produce book
12/17	<b>Publishing day: book presentation</b>	relax...sleep...relax...eat...relax...play...