UArts

GRAPHIC DESIGN

School of Design
Graphic Design Program

Digital Design Lab
DESN 117/01
Fall 2019

Tuesdays and Fridays
8:30-11:20am
Terra Hall, Room 728

3 credits

Professor: Theresa "Nacho" Montiel
Email: tmontiel@uarts.edu

Office Hours: Monday 5-6pm TERRA
              Tuesday: 4-5pm ANDERSON
              Wednesday: 3-4pm TERRA
Other times available by appointment

This syllabus is subject to change

COURSE DESCRIPTION

Technology opens doors to new ways of thinking about design. In this course, students will learn about digital technology in design with project-based instruction using creative tools including Adobe Photoshop, Illustrator, InDesign, and AfterEffects, in addition to exploring computer programming and markup languages. Technology best practices will be covered. Experimentation with tools to explore image, layout, motion, sound, and telecommunication technologies will prepare students to solve complex design challenges in future studies.

OBJECTIVES

1. Introduction to design technology and foundation of visual computing including using Adobe Illustrator, Photoshop, InDesign and After Effects
2. Introduction to the fundamentals of computer programming and interactivity including an introduction to code formatting and relationship
3. An introduction to CSS frameworks and Content Management Systems
4. Introduction to motion/time-based design and working with sound
5. Introduction to creating and distributing digital content across multiple platforms/social media
6. Technology professional best practices in file organization and website development
7. Introduction to the Maker Space including 3D digital modeling

ACADEMIC PROGRAM

The School of Design's 1st Year Core enables students to employ critical thinking, explore multiple modes of practice and technologies, and make use of a range of materials as they process assignments from concept to completion. Formal design principles, methods, theories and techniques provide a solid grounding for the crafting of effective communications. Students are encouraged to experiment over a wide range of applications and platforms while also considering audience, collaboration, and meaning in pursuit of innovative and memorable solutions to design problems.

Faculty guide students in developing a common critical vocabulary for design thinking, making, and discourse. Projects encourage experimentation and the development of personal modes of expression across a range of social, cultural, political, technological, and historical topics. The School of Design 1st Year Core is structured to promote peer interaction, encourage cross-disciplinary activity, and showcase professional possibilities in the Freshman Design Forum.

DESN*117 Digital Design Lab is a first-semester required course in the School of Design for Design Majors. It is taken in the Fall Semester along with DESN*111 Drawing as Seeing and DESN*114 Design Process, Theory & Communication. Digital Design Lab's main goals are for students to learn about digital technology in design, explore computer programming and markup languages, and experiment with tools to explore image, layout, motion, sound, and telecommunication technologies that

CLASS FORMAT

DESN*117 Digital Design Lab is both a studio and lecture based course that meets in a computer lab twice a week. Generally, the first half of each class is lecture based instruction/demonstration covering techniques using computer programs and understanding technology principles. The second half of each class is used for class assignments that support topics and lectures for that day. Students will be expected to participate in class discussions, share knowledge and methodology, work together when solving problems, follow instructor examples, provide feedback and work diligently throughout each session. Short exercises and in-studio work will be interspersed with longer term outside the classroom projects.

STUDENT LEARNING OUTCOMES

By the end of the course, students will be able to:

8. Understand technology's role in the creation, reproduction, distribution, and interaction of visual messages and communication;
9. Employ the most appropriate digital media for a specific context, purpose and audience;
10. Employ various design techniques for print, video, sound, 3D modeling, and digital distribution projects;
11. Apply design thinking, aesthetic judgment, and best practices in digital design projects;
12. Use the tools in the Maker Space, understanding digital technologies for fabrication including computer driven mills and 3D scanners and printers.

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COURSE WORK

By the end of the course students will have the best practices that is used in the applied world, in both ad agency freelance formats in the design field. In order to advance to the next section, students will also have to demonstrate proficient design history, skill, and dexterity.

ATTENDANCE

Attendance AND punctuality is mandatory. Absences and systemic tardiness can lead to course failure, how many will make you fail?
- Three (3) unexcused absences will result in failure of the course
- Tardiness will be counted as a 1/2 day absence. Six (6) unexcused tardies equal to three (3) days of absences and will result in failure in the course.
- Cumulative absences and tardies, excused and unexcused, that exceed 25% of the contact hours of the course will result in failure in the course.

Students should notify the Design Department Office, 215.717.6225 and your instructor at (480) 22.33.44.9 for foreseen tardiness or absences for any reason 30 minutes BEFORE class time to be under consideration for it to be excused.

Should a student need additional help, or further exposure to key concepts, the student is responsible for communicating this need to the instructor. In the event that absences are the result of extraordinary, documented circumstances and are numerous enough that it is impossible for the student to qualify for advancement, the student may be advised to withdraw from the course. If the course is required for the degree, the student will also be required to repeat the course in a subsequent semester.

All students are expected to attend classes regularly and promptly, and for the duration of the scheduled instructional time. Individual instructors will decide the optimum time for taking attendance and may penalize for habitual lateness or absence. Repeated absences may result in a grade of "F" for a course.

Students who withdraw from a course or the University must do so through the Registrar's Office. Non-attendance does not constitute an official withdrawal. If the final grade for the class is below a "C"for the semester, the student may be required to retake this course.

CLASS PARTICIPATION

On top of physically attending class, to be considered for class participation you need to also engage with the class by asking questions, providing feedback and engagement with materials. Show an eagerness to collaborate and share knowledge with your colleagues. Also join in class discussions and give group feedback and critiques.

GRADING + ASSESSMENT

Each project is introduced with a brief that refers to individual project goals and overall course goals as they pertain to the project. The success of the student in meeting these goals is assessed by the presentation of ideas and sketches through finished work during group and individual critiques and mid-semester and end-of- year reviews. Class participation and presentations, creative process, clear understanding of the principles set forth in class, communications skills, other projects, personal initiative, time management and attendance are all considered as well.

Work will be assessed through a clear demonstration of the following:
- Overall quality of finished art;
- Quality of presentations, in-class work, project statements, and homework;
- Successful creative process: ideation, research, reference, thumbnails, final sketches, value and color studies through to finished work;
- Clear personal vision;
- Understanding of one's audiences;
- Positive professional attitude;
- Time management and meeting all assignment deadlines;
- Class attendance and participation.

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OTHER ASSESSMENT CRITERIA

Successful performance will be evaluated based upon the following key indicators:

- Engagement with material: students demonstrating they are working on assignments both during class and out of class.
- There will be numerous opportunities for students to engage in short discussions and share knowledge with classmates. Embracing these opportunities will contribute to a positive learning atmosphere and result in a positive grade.
- Students are expected to follow along with the instructor's presentation of techniques shared-throughout the semester and demonstrate they comprehend the material during each lesson. Some of these assignments will be collected and graded based upon successful implementation.
- Throughout the course there will be assignments students are expected to work on outside of class. Students will be given opportunity in class to work on these assignments with the benefit of the knowledge of the instructor and classmates. These assignments will be presented to students in the form of a project brief which will outline the expectations and scope of each assignment.
- Students will have the opportunity to share progress and challenges of each assignment before the assignment is due. Successful completion of these assignments will constitute a large percentage of a student's grade. As this is a techniques course, successful acquisition and presentation of these techniques will be critical for advancing each student.

ASSESSMENT METHODS

Assessment methods will vary over the course of the semester. Progress assessments will be determined based on weekly in-class assignments and homework reviews. Students will make formal inclass presentations of projects in progress to their peers and instructor. Students will receive Project Briefs before every major project with specific criteria of expectations, delivery method and due date. When projects are complete, students will upload their final files to a Google Drive Folder provided by the instructor, as well as present them formaly during critiques. The Instructor will evaluate each project and provide feedback to each student. (Google Drive is used to teach students current industry standard delivery methods.)

GRADING RUBRIC

10% Class Participation, 30% Photoshop Assignments,*30% Illustrator Assignments,*
30% InDesign class assignments*

A	4.00	Work is of exceptional quality and beyond the stated goals of the class.
A-	3.67	Work is of very high quality.
B+	3.33	Work is of high quality and exhibits significantly better than average ability.
B	3.00	Work is very good and satisfies the goals of the course.
B-	2.67	Good work.
C+	2.33	Above average work.
C	2.00	Average work that demonstrates understanding of class material. Satisfactory completion of the course.
C-	1.67	Passing work that demonstrates below average ability and understanding of course material.
D+	1.33	Below average work that demonstrates limited understanding of goals and assignments and lack of effort.
D	1.00	Below average work that demonstrates poor understanding of goals and assignments and severe lack of effort.
F	0.00	Failure, no class credit.

ANY assignments not handed in on the day they are due will result in a 25% reduction of credit for that given assignment. After the 3rd day, that assignment will no longer be accepted, unless you have a CARE ticket, I get a Student Affairs notification, or have a doctors note. Communication with instructor and completing assignments on time is critical for achieving success in this course.

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MIDTERM GRADING

Students will also receive a midterm grade in this course. The midterm grade will show up in student self-service but will not become part of your permanent academic record or factor into your GPA. Rather, the purpose of the midterm grade is to provide students with an indication of your progress in meeting course requirements and objectives and to allow you, with the help of your instructor and your advisors, to take any necessary steps to improve your learning and performance.

The midterm grade will be determined based on the grades received from assignments 1-2 as well the attitude and participation grades through the 6th week of class. Final grades will be determined based on the points received on all assignments and your class participation and attitude throughout the semester.

EXPECTATIONS

Students are expected to come to studio completely prepared for the day's assignments and to work diligently through the duration of class. A positive evaluation for the course will depend on: prompt and productive class attendance, active participation in group critiques and discussions, thorough execution of outside assignments (i.e. research, research documentation, up-keep of sketch book, etc.), consistent weekly progress, successful time management, the overall quality and presentation of work, as well as a clear design vision and an empathetic understanding of one's audience.

Student performance will be evaluated after individual end-of-semester reviews/critiques and will be detailed on the Student Evaluation Form. Important note! In order to receive a grade for the course, students must upload final project materials and required files to the Graphic Design Department Archive before the end of Final Crits. All course work must be the student's own. Plagiarism is unacceptable. University policy on Academic Progress and Student Responsibility can be found in the UArts catalog: http://catalogue.uarts.edu/

RECREATIONAL COMPUTING DURING CLASS

No recreational computing during class is permitted during class-time or within the classroom. That means, NO SOCIAL MEDIA during class or texting. Computers are not to be used for outside course-work during class-time. Cell phones or other personal communication devices are not to be used during class time unless given specific permission by the instructor. PLEASE TURN YOUR PHONE TO VIBRATE before every class begins. Students caught texting or using other social media platforms in-stead of engaging with class materials and discussions will be marked absent for that day. Students are responsible for the security of their own equipment. The DAAT department will not be held accountable for student-owned technology.

REQUIRED TEXTS AND TECHNOLOGY

Although there is not any required texts, there will be, throughout the course of the semester, references the students will be required to read or view. These will be available on-line or through the library. The instructor may suggest additional materials as necessary. Students can expect to read and reflect on 2-3 articles throughout the semester. If reading is an issue for your or you have a learning/reading disability, please refer to Tutoring and/or Office or Educational Accessibility sections.

This course is digitally intensive. Students are expected to know how to use both the GSuite and Adobe software programs: *InDesign, Photoshop, and Illustrator*.

ACADEMICS
STANDING

All students who enrolled at **UArts in 2014** or earlier must achieve a grade of C or better to earn credit for any major required course. This includes Discipline Histories required in the degree program. Failure to do so will require that student to repeat the course for credit and obtain a C or better grade.

All students who enrolled at **UArts in 2015** or later will earn credit in any course taken at the University with a grade of D or better. However, the student must maintain a Semester CUM of 2.33 in their required major courses to avoid Academic Probation. The Semester CUM within the major includes an average of the grades in all major required courses attempted in a given semester.

GOOD STANDING

To maintain academic good standing, students must have a cumulative grade point average of 2.0 for undergraduates and 3.0 for graduate students. Undergraduate students in degree programs in the College of Art, Media, and Design must maintain a cumulative grade point average of 2.33 in their major program.

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PROBATION

Academic probation is a serious matter. To clear academic probation the student must achieve academic good standing. Students who do not clear academic probation by the end of the following semester (fall or spring) of enrollment will be subject to dismissal by the University. Students should meet with an Advisor to understand their academic status and discuss their plan to return to academic good standing.

ACADEMIC INTEGRITY

Academic Integrity is a commitment to the core values of honesty, trust, fairness, respect and responsibility and their role in ensuring the health and vigor of the academic and creative community. Violations of academic integrity are considered to be acts of academic dishonesty and include but are not limited to cheating, plagiarizing, fabricating, denying others access to information or material, and facilitating academic dishonesty. The lack of knowledge of citation procedures is an unacceptable explanation for plagiarism, as is having studied together to produce remarkably similar papers or creative works submitted separately by two students. University policy on Academic Integrity may be found in the UArts catalog (catalog.uarts.edu). If you are not clear about what constitutes plagiarism, a guide to avoiding it is available on the University Libraries website (www.uarts.edu/libraries/index.html).

OFFICE OF EDUCATIONAL ACCESSIBILITY

UArts values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in all learning experiences. If you have or think you may have a learning difference or disability – including a mental health, medical, or physical impairment – that would impact your educational experience in this class, please contact the Office of Educational Accessibility (OEA) at 215-717-6616 or access@uarts.edu to register for appropriate accommodations. Faculty can provide course accommodations/modifications only after receipt of an approved accommodations letter from OEA.

TUTORING

Treat the classroom as a collaborative environment. Be generous: compliment each other's skills, when possible. Be willing to teach/share each other. But also advocate for yourself, if you feel you are putting extra pressure on your fellow students or falling behind on projects/process, tutoring can help. And tutoring can help with all kinds of things, including technical instruction, language, or other skills. If you have questions about tutoring or think you might benefit, contact:

    Advising Center, Academic Achievement Program, and Tutoring:
    1500 Pine Street, Suite 102
    Mondays through Thursdays, 9 am – 5 pm

    Christy Gonzalez, Director
    E-mail: cgonzalez@uarts.edu
    215.717.6820

NOTICE OF NONDISCRIMINATION

The University expressly prohibits any form of discrimination and harassment on the basis of race, color, national origin, religion, sex, gender, sexual orientation, gender identity, age, mental or physical disability, veteran status, or any other protected classification in accordance with Federal, state, and local non-discrimination and equal opportunity laws. If you have encountered any such form of harassment or discrimination, we encourage you to report this to the Title IX Coordinator and Diversity Administrator, Lexi Morrison, at lmorrison@uarts.edu.

Sexual violence, sexual harassment, intimate partner/dating violence, and other forms of sexual misconduct are considered forms of sex-based discrimination and are prohibited by University policy and by law. We encourage students to report any incidents of sexual misconduct by contacting the Title IX Coordinator at titleix@uarts.edu. For more information about options and resources available to those who may have been impacted by sexual misconduct, please visit www.uarts.edu/titleix.

OFFICIAL BASIC NEEDS CLAUSE

Any student who has difficulty affording groceries, accessing sufficient food to eat every day, or living in a safe and stable environment – and believes this may affect their performance in this course – is urged to contact Student Services in Gershman Hall (room 311). Students also can email studentaffairs@uarts.edu. Student Services will provide students with any available resources.

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CLASS VOCABULARY + VALUES
- *MAKING (or DESIGNING):* learning by doing or creating
- *DESIGNER:* someone who creates to share and educate (and motivate)
- *(GRAPHIC) DESIGN:* Creative problem solving with the use visuals
- *CLASSROOMS:* a safe space to design and create
- *EXPLORATION:* design/art is not about "right" answers, it is about creative solutions through technique and iteration, how do you get to the "unknown"? We experiment (and explore)
- *ITERATION:* Sometimes you make magic the first time, sometimes not. Sometimes you have to make 10 to realize that X version was the best.   The only way to get there is to explore through iteration.
- *COLLABORATION:* Classrooms are a place to share tools, share space, share ideas, and share expertise: allow opportunities to do those things
- *GROWTH EDGE:* Growth is not staying still and it is not comfortable. You enrolled in this class and came to the first day, so you have signed up to be pushed to new places and accepted the responsibilities included.

As fellow students and collaborators, we should allow people...
- freedom to experiment and to feel comfortable with failing
- the opportunity to progress and iterate
- provide shared access to equipment + programs
- to be cooperative / collaborative
- improve/ grow from where they started

I believe that life (school/work) is 10% what happens to you and 90% of how you react to it, especially in settings we have volunteered/enrolled in, so to that end, you have so much responsibility in your court, which include...
- Ownership of YOUR learning + YOUR product / project
- All students should be able to describe their project in detail and what they learned in the process
- Stay yourself: we need your unique creativity
- Be mature: You are in an adult space, lets treat each other like adults. Golden Rule applies.
- Respect each other's interest(s): we all like different things, and we may all not know or like it, but we need to stay respectful and stay positive.
- Respect each other's personal/project space: ask the person if they are ok with help/contact and wait for confirmation if they are ok with the physical touch or advice.
- Empower each other: Stay positive while encouraging each other.
- Offer Compliment Sandwiches: If you have a critique, ask the person if they would like feedback first:"I have a critique about your project, would you like to hear it? If they accept, offer a "compliment sandwich" -- something "I like _____ about it, but"...the thing you see that needs improved upon/you have concerns about, then a positive thing you see they learned or achieved.
- Stay curious: Even if you think you know something really well, stay curious about what you can learn from this class and/or this university
- Advocate for yourself and others (when you are comfortable): we are not all born sensitive or "woke," but we can all learn to be better. If you see/find/experience an issue, I would encourage you to advocate for better or more knowledgeable behavior.
- Collaborate: Universities are a place to share tools, share space, share ideas, and share expertise: allow opportunities to do all these things -- TOGETHER!
- Have fun: learning + making should be fun!
- WHAT ARE YOUR ADDITIONS TO THIS: no seriously! If you would like to add to this contract and syllabus, propose a change.

AS ARTISTS/DESIGNERS, we...
- persevere and try hard
- empower others and lead by example
- can design things to be different

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PROJECT 1: SELF PORTRAIT | PHOTO MANIPULATION
Students will create a self portrait by combining 2 or more photographs using various Adobe Photoshop techniques.

PROJECT 2: BAND T-SHIRT
Students will create a T-shirt design for their favorite band or musician using Adobe Photoshop.

PROJECT 3: LOGO REDESIGN
Students will redesign a logo of an existing beverage company in Adobe Illustrator.

PROJECT 4: LOGO ANIMATION
Students will animate their beverage logos using Adobe After Effects.

PROJECT 5: MONSTER MANUAL
Students will work together to design and layout a monster manual using Adobe InDesign.

PROJECT 6: LASER CUT LANTERN
Students will create a Masonite lantern inspired by a constellation, using the laser cutter at Maker Space.

PROJECT 7: CHESS SET REMIX
Students will work together to redesign a chess set in Tinker CAD and then be 3D Print the game pieces at Maker Space.

PROJECT 8: PORTFOLIO WEBSITE
Students will design and code a simple responsive portfolio website using HTML5 & CSS.

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COURSE SCHEDULE DESN*117 is a 15-week, 2x a week course that meets 30 times a semester

WEEK 1
Class 1. (Aug 27)
Intro to Digital Design Lab (review course syllabus)
- Lecture: Process: thumbnail, sketch, finish.
- Project 1: Photo Collage Self Portrait: Presented and assigned. Thumbnail ideas in class.
- Homework: Take/Collect Photos for first assignment.

CLASS 2. (AUG 30)
Project 1: Photos Due.
- Lecture: Intro to Photoshop: Uses within creative Industries and demo of document set up, basic tools, including layers, adjustments, masks, clone stamp and Wacom Tablet - begin working on photo self portrait.
- Homework: Progress on portrait assignment

WEEK 2
Class 3. (Sept 3)
- Project 1: Work in class on final.
- Homework: Finish Project 1.

Class 4. (Sept 6)
- Project 1 Due for crit.
- Project 2: Band T-Shirt: Presented and assigned. Thumbnail ideas in class.
- Homework: 3 finished sketches for Project 2.

WEEK 3
Class 5. (Sept 10)
- Project 2: Sketches Due – scan approved sketch first thing
- Lecture: Photoshop: Demo of cleaning up sketch and coloring with linework and without, also creating and editing brushes.
- Project 2: Work in class on assignment

Class 6. (Sept 13)
- Project 2: Work in class on assignment
- Homework: Complete Project 2 Final

WEEK 4
Class 7. (Sept 17)
- Project 2: Final Due for crit.
- Project 3: Logo Redesign: Presented and assigned. Research and thumbnail ideas in class.
- Homework: 3 finished sketches for Project 3.

Class 8. (Sept 20)
- Lecture: illustrator: Uses within creative Industries and demo of basic functions, layers, shape tool, and pen tool.)
- Project 3: Review sketches, scan approved sketch and work on final in class.
- Homework: Project 3 final in Progress.

WEEK 5
Class 9. (Sept 24)
- Lecture: Prepping files for print and using the Print Lab.
- Project 3: Work in class on Final.
- Homework: Finish Project 3.

Class 10. (Sept 27)
- Project 3 Due for crit.
- Project 4: Animated Logo Presented and assigned. Thumbnail motion ideas in class.
- Lecture: Social Media: Professional uses, overview of Instagram.
- Homework: Set up an Instagram account.

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WEEK 6

Class 11. (Oct 1)
- Lecture: Intro to After Effects: Uses within creative Industries and demo of set up, basic functions, and adding and editing effects.
- Project 4: Work in class on Final
- Homework: Progress on Project 4

No Class. (Oct 4) UArts Day

WEEK 7

Class 12. (Oct 8)
- Midterm Review: Review of students projects, performance and current grade.
- Lecture: After Effects: Adding sound and preparing the finished file for Instagram.
- Homework: Finish Project 4.

Class 13. (Oct 11)
- Project 4: Due for crit.
- Project 5: Monster Manual: Presented and assigned. Thumbnail ideas in class.
- Homework: 3 finished sketches due.

WEEK 8

Class 14. (Oct 15)
- Project 5: Review sketches and work in class on approved sketch.
- Homework: Finish black and white drawing.

Class 15. (Oct 18)
- Lecture: Intro to InDesign: Uses within creative Industries and demo of set up, basic functions, working
- with master page.
- Homework: Progress on Project 5.

WEEK 9

Class 16. (Oct 22)
- Lecture: InDesign: Prepping files, pdf formatting, and packaging.
- Project 5: Work in class on final.
- Homework: Finish Project 5.

Class 17. (Oct 25)
- Project 5: Due for Crit.
- Project 6: Laser Cut Lantern: Presented and assigned. Thumbnail ideas in class.
- Homework: Complete Sketches.

WEEK 10

Class 18. (Oct 29)
- Lecture: Intro to MakerSpace: Tour of the Facility, Laser cutter training and file prep.
- Project 6: Review sketches and Work in class on final.
- Homework: Finished sketches due.

Class 19. (Nov 1)
- Project 6: Work in class on final.
- Homework: Project 6 in progress.

WEEK 11

Class 20. (Nov 5)
- Project 6: work in class on Final.
- Homework: Finish Project 6.

Class 21. (Nov 8)
- Project 6: Due for Crit.
- Project 7: Chess Redesign: Presented and assigned. Break into groups, thumbnail ideas in class.

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WEEK 12

Class 22. (Nov 12)
• Project 7: Work in class. Group game plan and sketches due for approval by the end of class.

Class 23. (Nov 15)
• Lecture: Intro to Tinker CAD 3D Modeling: Uses within creative Industries and demo of set up, basic
• functions and tools.
• Project 7: work in class on final.

WEEK 13

Class 24. (Nov 19)
• Lecture: Makerspace: 3D printer training
• Project 7: Work in class on final.

Class 25. (Nov 22)
• Project 7: Work in class on final
• Homework: Complete and print Project 7 final.

WEEK 14

Class 26. (Nov 26)
• Project 7: due for Crit.
• Project 8: Portfolio Website: Presented and assigned. Review Templates and file prep
• Homework: Design website using Templates and Prep files.

No Class. (Nov 29) Thanksgiving Break.

WEEK 15

Class 27. (Dec 3)
• Project 7: Review Designs and work on final in class
• Lecture: Intro to HTML5: Uses within creative Industries and demo of Dreamweaver, basic structure and
• set up.

Class 28. (Dec 6)
• Lecture: CSS: refing layout and finishing your website.
• Project 8: work in class.

WEEK 16

Class 29. (Dec 10)
• Final crit sign-up.
• Project 8: work on final in class.
• Homework: Finish Project 8

Class 30. (Dec 13)
• Final Crits : Website and all other assignments complete for review.

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GRAPHIC DESIGN

School of Design
Graphic Design Program

Digital Design Lab
DESN 117/01
Fall 2019

Tuesdays and Fridays
8:30-11:20am
Terra Hall, Room 728

3 credits

Professor: Theresa "Nacho" Montiel
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Office Hours: Monday 5-6pm TERRA
               Tuesday: 4-5pm ANDERSON
               Wednesday: 3-4pm TERRA
Other times available by appointment

This syllabus is subject to change

STAGES IN A TYPICAL DESIGN PROCESS (TO BE USED AS THE BASIS FOR PROCESS PRESENTATION)

1. **Problem Definition** (Define the Problem.)
   Identify the problem to be solved—its goals, and the criteria by which it
   will be judged to be successful.
2. **Research** (Gather Information.)
   – Do research! Find out about it.
   – Look into the entity's main competition.
   – Determine what they are doing right and wrong.
   – Get viewpoints from all relevant audiences.
   – Analyze the research and synthesize your findings.
     Take it all apart and put it back together in a new way.
3. **Concept Development**
   Establish content. Determine organization and structure. Present a concept as a diagram
   or rough line drawing showing content, organization and general aesthetic treatment.
4. **Design**
   Give it form. Make a complete prototype showing real content (actual words/typography
   and images) and closest representation possible (actual colors, materials, etcetera.)
5. **Implementation**
   Get it out in the world. Create guidelines for final files and oversee production for:
   digital, print or environmental applications.

CRITICAL DESIGN PROCESS BEHAVIORS

1. **Research**
   The systematic investigation into and study of materials and sources in order to establish
   facts and reach new conclusions.
2. **Inquiry**
   To investigate; look into; or ask for information.
3. **Collaboration**
   The action of working with someone to produce or create something.
4. **Presentation**
   A demonstration or display of a product or idea.
5. **Reflection**
   Serious thought or consideration that is a consequence of or arises from something else.

PRESENTATION GUIDELINES

– Begin your presentation by telling your audience what your topic is and what you will be covering.
  Audiences like to have a guidepost.

– Do not read your remarks.

– Speak in a clear, audible voice loud enough to be heard in the back row.

– Speak to the audience.

– Stand up straight, don't slouch. Don't be afraid to move around the room.

– Don't rock back and forth on your heels, don't tap a pencil or play with a pencil or pointer,
  don't do things that will distract from your content.

– Never apologize to your audience for the state of your knowledge or your degree of preparation.
  The audience wants to have confidence in you; you are the authority, do nothing to
  undermine your authority.

– Never mention anything that could have been in your talk but was not.

– Make frequent eye contaact with the audience... really look at the audience while talking.

– Be so familiar with your visual aids that the only reason you look at them is to point something out.

– Never turn your back on the audience.

– Adhere strictly to your time limit. Organize your main points and rate of speech so that you
  speak to the time allotted.

– At the end of the presentation, summarize your main points and give a strong concluding
  remark that reinforces why your information is of value.

– At the conclusion of your presentation ask for questions.

– Show enthusiasm.
  http://go.owu.edu/-dapeople/ggpresent.html