

DESN 123 | Design Studio | SPRING 2021 | 3 credits

****This syllabus is subject to change****

Faculty: Theresa “Nacho” Montiel

Email: tmontiel@uarts.edu

OFFICE HOURS: Tuesdays, Wednesdays, + Thursdays 1-2pm, by appointment

ZOOM ROOM INFO: 951 2246 2959 | **Passcode:** OfficeHour
<https://uarts-edu.zoom.us/j/95122462959?pwd=czlzZzlsbFkxOXZJWUQ3SityckFCUT09>

CLASS MEETING: Tuesdays + Fridays 2-4:30pm EST

ZOOM ROOM INFO: 982 1538 8947 | **Passcode:** DESN123
<https://uarts-edu.zoom.us/j/95122462959?pwd=czlzZzlsbFkxOXZJWUQ3SityckFCUT09>

PROFESSOR CONTACT

My preferred method of contact is by emailing through Canvas or UArts Inbox. I will respond to all emailed questions within 24 hours. I will use Canvas Announcements and Canvas Inbox for all course communications. You will receive these communications in your UArts email, and you can access copies of these communications on the Canvas site. In addition, you can set up your mobile phone as a contact method to receive Announcement notifications as text (SMS) messages. To schedule an appointment with me, please send me an email through Canvas Inbox.

BEFORE EMAILING:

- *Check the syllabus*, schedule, your notes, and the project sheet for an answer to your question, and ask at least one classmate for an answer to your question before emailing me. If you cannot get the needed information, feel free to e-mail me.
- Always use the subject line, and do not send images without some supporting information or ask for feedback without including an exported and easily viewable (jpeg/gif/png/pdf) of your project. Write a little to describe the context or concept of the images you are sending. Make sure your image files are sized correctly for e-mail delivery. Consider this communication a more formal one regarding tone.
- If you would like to schedule a private meeting, please provide specific dates AND TIMES that you are available. My Office Hours are a great time to schedule. If those times don't

work for you...I can schedule times outside my other class times (nights/weekends).

- o **CAUTION:** You may not want to e-mail me regarding class projects the day before the project is due. I will most likely NOT have the bandwidth to respond to you in a timely manner (see second sentence under "TEACHER CONTACT" header). Please use proper time management and start your projects synchronously with the class schedule. But if you are having issues, please do keep me informed as issues arise.

COURSE DESCRIPTION

Designers synthesize message, meaning, audience, and form to create effective visual solutions. Students will build on principles learned in *Design Process, Theory and Communication* and broaden their perspective with projects that examine scientific, social, cultural, historical, and political topics. They will learn the fundamentals of typography, further develop their skills in using form, structure, and color, and be introduced to concepts of marketing, business, and professional practice. Coursework will strengthen habits of mind, including effective time management and project planning, as well as technology use, presentation, and collaborative skills. This course is structured to promote the interaction between design majors, encourage cross-disciplinary activity, and showcase professional possibilities in the 1st Year Design Forum.

COURSE FORMAT

This course will be delivered in a remote format consisting of activities that you complete outside of class meeting times and in-class activities that you engage in during live meetings held over Zoom.

In-Class Activities (over Zoom)

Class time will primarily consist of working on projects, demos, short lectures, sketch/progress reviews, and critiques. Students will be notified beforehand if a lecture or demo time is ever changed. Scheduled Zoom meetings will be used for demos, lectures, critiques, and sketch/progress reviews.

Pre- and Post-Class Activities and Assignments (Online)

You are expected to come to class having completed all assignments for that day and be ready to participate actively. Online activities will range from the following:

- **Class Announcements**
All Announcements will be posted on Canvas the morning of each class. They should be read first thing, and will cover important topics like the class schedule, all lectures for the day, and

the homework assignment.

- **Online Discussions**

You will also be able to participate and respond to a series of online discussion posts. Please provide thoughtful, well-articulated responses when using the discussion board and always respect your fellow classmates. I will be monitoring this and will reply to any questions you might have.

- **Online Homework Assignments**

You will have bi-weekly homework assignments that you will submit digitally through Canvas. You will find detailed instructions and assessment criteria for each assignment in Canvas, as well as instructions for submitting your assignments. Please consult the Course Schedule (below) and Canvas for the due dates for each assignment.

- **Digital Submissions**

Digital files for final submission to the Graphic Design Archive must be named according to the department Student File Archiving naming convention as follows: 4 letter 3 number course section_SemesterYear_LastNameFirstName_Assignment (in camelCase)

EXAMPLE: DESN123_03_SP21_MontielNacho_ProductReDesign

LEARNING OUTCOMES

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

- Create effective visual solutions that synthesize message, meaning, audience, and form;
- Consider design problems from scientific, social, cultural, historical, and political perspectives;
- Apply fundamental design skills in projects that explore type, form, structure, and color;
- Work effectively on cross-disciplinary design teams;
- Apply professional best practices in the areas of time management, project planning, technology use, and presentation skills to the completion of design projects;
- Employ a common critical vocabulary when talking about design and design projects;
- Identify potential professional opportunities in design disciplines.

ACADEMIC PROGRAM

DESN*123 *Design Studio*, offered in the spring semester, is a required course for first year Design majors in the School of Design. It provides instruction in design thinking strategies, reading and interpreting a communication design brief, generating ideas, evolving iterations, working individually and collaboratively, and generating compelling communication design solutions for multiple applications. Students will develop their Adobe Creative Suite skills, learn how to keep a comprehensive Process Log documenting each project and be introduced to diverse career opportunities in design by leading designers.

Prerequisite Course: DESN 114 *Design Process, Theory & Communication*

Concurrent Course: DESN 120 *Drawing as Thinking*

REQUIRED MATERIALS

- Readings (to be provided as URLs and PDFs by the instructor)
- Sketchbook (this will be for sketches and projects)
- Pencils, Pens
- USB drive or External drive
- Comfortable with Google Slides and Google Drive
- Comfortable with Canvas (Instructure)
- Comfortable with virtual presentations
- This course is digitally intensive. Students are expected to know how to use the following Adobe Creative Suite software programs: InDesign, Photoshop, and Illustrator.

REQUIRED READINGS

Required readings will be provided for each assignment. Students will present the material to the class and lead class discussions.

SUGGESTED TEXTS

Read as much and as often as you can about design. It will make you a better designer.

1. Ambrose / Harris. [Typography](#). (1 & 2 are basically the same whichever is available)
2. Ambrose / Harris, [The Visual Dictionary of Graphic Design](#). EPUB KU: 9781350035270
3. Elam, Kimberly. [Geometry of Design: Studies in Proportion and Composition](#).
4. Pater, Ruben, Politics of Design: [A \(Not So\) Global Design Manual for Visual Communication](#)

FREE RESOURCES:

- [SMITHSONIAN: www.si.edu/openaccess](http://www.si.edu/openaccess)
- [CREATIVE MARKET: creativemarket.com/free-goods](http://creativemarket.com/free-goods)
- [FREE OPEN SOURCE IMAGES + VIDEO: www.Pexels.com](http://www.Pexels.com)
- [FREE OPEN SOURCE IMAGES: www.UnSplash.com](http://www.UnSplash.com)

COURSE TECHNOLOGY

This semester, technology will play an important role in supporting your learning and engagement. This section outlines the technology requirements for using Canvas and Zoom, and additional technology you will need to fulfill the learning outcomes for this course.

Requirements for Canvas and Zoom:

- To access the Canvas LMS, you will need a personal computer (laptop or desktop) that will run at least Mac OS 10.10 (Yosemite) or Windows 7 through 10 (10 is preferred) in order to download the most up to date web browser of your choice (Chrome, Firefox, Safari, or Edge).
- To use Zoom, in addition to the previously stated requirements, you will need internet bandwidth of at least 20Mbps (higher if there are multiple, simultaneous users on your network), and it is recommended that you download the application from zoom.us. You will also need speakers, a microphone and a camera (either internal to your computer or external)

Policy on Recording Video and Audio, Streaming Video and Audio, or Photography in Classes

Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Students requesting the use of assistive technology as an accommodation should contact the Office of Educational Accessibility at access@uarts.edu. Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Students cannot copy, reproduce, display, or distribute course materials. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the Office of Residence Life and Community Standards.

ADDITIONAL TECHNOLOGY REQUIREMENTS:

Students will need access to a computer that can access Google Drive, Zoom, Instructure/Canvas AND the Adobe Creative Suite. Students will submit their assignments digitally and are encouraged to back up their digital files regularly. Never work directly off of a flash drive. If a student is using a flash drive then they should copy their files to the desktop before working on them and then save them to their flash drive when completed, otherwise files could corrupt. Any projects missing due to lost or corrupt files will be considered incomplete and will be marked down a grade for every class it is late. The University Policies on Technology can be found in the UArts Catalog (catalog.uarts.edu).

Adobe Creative Suite programs do often support short term file back up -- but I al so recommend using a platform like iCloud or DropBox for longer term support for your files.

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 clear demonstration of the following:

- overall quality of work;
- quality of presentations, in-class work, project statements and homework;
- proficiency: includes strength of conceptual solutions, design, technique and craft
- presentation: attention to production standards, following project specs, clean edges, trimmed borders, no smudges, quality construction, etc.
- initiative: showing independent thinking, follow-through, willingness to seek improvement by testing boundaries
- attitude: work ethic and professionalism, time-management, participation in critiques and classroom activities
- attendance: see attendance policy below for details.

HOW TO BE "SUCCESSFUL" IN THIS CLASS

Coming to class on time, prepared, and meeting all deadlines are the basic keys to success. Beyond that, a willingness to explore, to experiment, and to push yourself and your classmates creatively will take your work to a higher level.

- Self-advocate. If you do not understand something, or you need help, make the teacher and/or classmates aware of the situation. This is the first principle of collaborative learning.
- Set individual process milestones as well as meeting those held in common within the class.
- Be flexible in your problem-solving approaches.
- Develop project management and organizational strategies or seek out help to do so, if you are not strong in these skills.
- Be willing to tutor another student if you have knowledge or skills that would be useful to help them progress in their work. They will do the same for you.
- Critique specifically, where possible. Always constructively, but do not offer false praise.
- Share what you know and learn (even through mistakes) with others.
- Value your work.

COURSE POLICIES AND COMMUNITY GUIDELINES

----- CLASS VALUES -----

EACH PARTICIPANT IN THIS CLASS IS RESPONSIBLE FOR...

OWNERSHIP: You control YOUR learning + YOUR product / project(s)

CURIOSITY: 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

COMMUNICATION: And this covers communicating your needs/questions/concerns, but also the ability to describe their project in detail and what they learned in the process

AUTONOMY: Stay yourself: we need your unique creativity

MATURITY: You are in an adult space, lets treat each other like adults. Golden Rule applies.

RESPECT: We all like different things, and we may all not know or like it, but we need to stay respectful and stay positive. Don't yuck anyone's yum!

FREEDOM: you have the freedom to experiment and this is a space you should feel comfortable with failing/trying/iterating

GROWTH: this class is an opportunity to collaborate, progress, improve and grow from where we started. But understand growth is often NOT comfortable.

EMPOWERMENT: Stay positive while encouraging each other. But also remember to 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.

FUN! No seriously...each project I give you is open ended enough for you to inject yourself into it and make it something you want to make/explore. If you don't like your project....change design direction.

----- CLASS VOCABULARY -----

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.

“OOPS/OUCH” MOMENTS: We all can be better people -- more sensitive, more empathetic, more “woke.” If a student feels hurt or offended by another person's comment, the hurt student can say ‘Oops, ouch!’ to broadcast the last comment is an issue. In acknowledgment, the person who made the hurtful comment can rephrase and/or apologize and if necessary, there can be further dialogue about this exchange.

Course Schedule *(subject to change)*


DESN 123 is a 15-week, 2x a week course, meeting 30 times a semester

ASSIGNMENT 1: DESIGN FOR THE ENVIRONMENT

<p>January 26 Week 1 Class #1</p>	<p>Define an environmental issue and a product that negatively affects it. Research to gather data about the issue’s scope and magnitude, what parts of the world are affected, and which people are affected most.</p>
<p>January 29 Week 1 Class #2</p>	<p>Students will present their findings to the class in a 10 (or fewer) slide Powerpoint presentation and begin work on sketches/ideas for 3 different potential solutions. Deliverables: preliminary brand statement When Makerspace access is possible, students will be able to create a real-world prototype.</p>
<p>February 2 Week 2 Class #1</p>	<p>Presentation of first sketches/ideas for crit & feedback. Deliverables: three sketch versions of logo, and one mockup version of product.</p>
<p>February 5 Week 2 Class #2</p>	<p>Presentation of refined sketches/ideas.</p>
<p>February 9 Week 3 Class #1</p>	<p>In-Class Exercise/Workshop, Color Part I: Faculty-led session on color theory, meaning and practical application in design. Show examples of how color application can affect a design. Presentation of second round of work in progress for crit & feedback.</p>
<p>February 12 Week 3 Class #2</p>	<p>CRITIQUE: Presentation of final deliverables.</p>

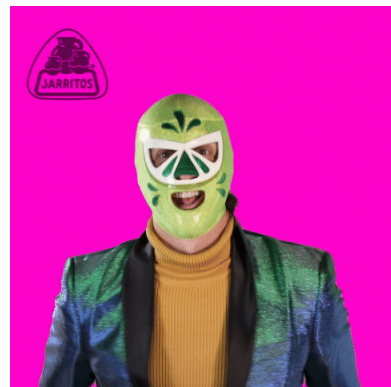


ASSIGNMENT 2: DESIGN FOR POLITICS

<p>February 16 Week 4 Class #1</p>	<p>Choose a candidate, identify his or her voter base, and key demographics. Begin to research and describe the important issues that make up the candidate's platform.</p>
<p>February 19 Week 4 Class #2</p>	<p>Present research findings and prelim sketches for campaign materials for the candidate, with iterations for imagery, type treatment, and color palette. Deliverables (choose any 3 from this list): campaign posters, buttons, advertisements for the web, social media promotional posts, e-blast, flyers, newspapers. Deliverables must be presented in a format appropriate to the era chosen; ie, the internet didn't yet exist in the 19th or mid-20th century...was there something roughly equivalent that performed a similar information-dispensing function? What was it?</p>
<p>February 23 Week 5 Class #1</p>	<p>Continue research and development process while refining design.</p>
<p>February 26 Week 5 Class #2</p>	<p>Crit on revised sketches.</p>
<p>March 2 Week 6 Class #1</p>	<p>Choose one piece of your campaign materials and adapt for your candidate if they were living in a different era.</p>
<p>March 5 Week 6 Class #2</p>	<p>Present adapted deliverable for crit and review alongside main work in progress.</p>
<p>March 9 Week 7 Class #1</p>	<p>Present all deliverables together, past and present, for pre-final crit and feedback.</p> 
<p>March 12 Week 7 Class #2</p>	<p>Present all deliverables together, past and present, for final crit.</p>

ASSIGNMENT 3: DESIGN FOR SCIENCE

<p>March 22 Week 8 Class #1</p>	<p>Define topic, define research arena, gather data, begin sketching ideas.</p>
<p>March 25 Week 8 Class #2</p>	<p>Present prelim findings to class. Guest speaker/critic #3/Design Forum</p>
<p>March 30 Week 9 Class #1</p>	<p>Develop and refine infographics, including type treatments and color palettes.</p>
<p>April 2 Week 9 Class #2</p>	<p>Present 3 options. One option is chosen to bring to finish.</p>
<p>April 6 Week 10 Class #1</p>	<p>Prelim presentation of the finished infographic for crit and refinements.</p>
<p>April 9 Week 10 Class #2</p>	<p>Presentation of the finished infographic.</p>



ASSIGNMENT 4: LOCAL DESIGN ACTIVIST

<p>April 13 Week 11 Class #1</p>	<p>Class does a preliminary poll to create groups of like-minded students. Groups work on the understanding, sketching, and deciding phases of a design sprint. Here is where they can do the rose-thorn-bud exercise and the crazy 8's exercise.</p> <p>Homework: continue to develop sketches and lay the groundwork for their presentations.</p>
<p>April 16 Week 11 Class #2</p>	<p>Students refine ideas and create a group presentation (1.5 hours) that is shared with the class during the final hour.</p>
<p>April 20 Week 12 Class #1</p>	<p>Using results of the design sprint, begin research to define the audience you are trying to reach and how best to communicate with them. What media formats will be effective?</p>
<p>April 23 Week 12 Class #2</p>	<p>Develop a prelim proposal and present to class, including the creation & use of objects.</p>
<p>April 27 Week 13 Class #1</p>	<p>Using results of the design sprint, begin research to define the audience you are trying to reach and how best to communicate with them. What media formats will be effective?</p>
<p>April 30 Week 13 Class #2</p>	<p>Develop a prelim proposal and present to class, including the creation & use of objects.</p>
<p>May 4 Week 14 Class #1</p>	<p>Present refined deliverables to class for crit and work session.</p>
<p>May 7 Week 14 Class #2</p>	<p>Rehearse final presentations; make last-minute adjustments.</p>
<p>May 11 Week 15 Class #1</p>	<p>Guest critic #4/Design Forum for final crit. Final presentation of the proposed project and all deliverables.</p>
<p>May 14 Week 15 Class #2</p>	<p>Final individual student crits with instructor.</p>

GRADING

You will receive both a midterm and final 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 you 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. University Grading Policy can be found in the UArts Catalog (catalog.uarts.edu).

Here is the breakdown of how I will determine your course grade including assignment due dates. Your midterm grade will be determined based on the points you receive on assignments 1 and 2 and your participation grade through the 6th week of class. Your final grade will be determined based on the points you receive on all assignments and your class participation throughout the semester.

Assignments & Points Allocations

Assignments Factored into Your Course Grade	Point Value	Percentage
Project 1	100	20%
Project 2	100	20%
Project 3	100	20%
Project 4	100	25%
Attendance & Participation	100	15%
Total	500	100%

Grade Explanation

Grades will be assigned as a measurement of the student's ability to meet the described course criteria.

A: Given to work of exceptional quality that often exceeds course criteria with an excellent understanding of the concepts and challenges in the course projects. This grade is given to students

who think independently, create their own challenges, and push their work beyond the requirements of the course projects.

B: Given for above average work meeting all course criteria. This is work of high quality, demonstrating clear understanding of learning objectives. It may be given to a student who has shown significant growth in the course, or it may be given to the work of a student who has high potential but is not producing at their maximum level.

C: A reasonable grade for a student who has met the requirements of the course and has demonstrated adequate skill, imagination and understanding. May need improvement in overall quality, presentation and/or work habits. All students are expected to achieve at least a C+ in each course.

D: Meets few course requirements, does not demonstrate adequate skills and understanding, or has completed an insufficient amount of work.

F: Fails to meet most if not all course requirements.

It is hoped that the preceding policy and standards will prepare students with the professional skills and attitudes needed to excel in their design majors and ultimately be successful in the real world encountered after graduation.

Absences, Irregular Attendance and Lateness

Assignments not handed-in on the day they are due will result in a 25% reduction of credit for that given assignment.

If you are absent, I expect to be contacted via email. This correspondence should include any materials that were due that day, and it should occur no later than noon on the day of class. Should a student need additional help, or further exposure to key concepts, the student is responsible for communicating this need to the instructor.

It is your responsibility to keep track of absences. The School of Design has a three-absence policy. After three absences, I will send a deficiency notice. After the fourth absence, you will not pass the course. Lateness at the beginning of class, lateness returning from lunch, or extended periods of absence during class will count as a half or whole absence.

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.

Academic Integrity Policy

Be creative. Be original. Also give credit when other resources are used that are not your own.

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. Intellectual property is the basis of professional practice in design, and we should act in an accordingly respectful manner. Please note that students are encouraged to contact their instructors and/or the University librarians for guidance in maintaining academic integrity in their work.

Students may, and are encouraged to work collaboratively in this studio course. It is the student's responsibility to understand and document his/her own contribution to each project. If a student desires to apply any materials or content generated in one class toward another class for a grade, the students MUST alert all involved faculty ahead of time. All faculty must sign-off on a project of this kind prior to its due date.

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. Violations are subject to the policies and procedures on Academic Integrity noted within the [University Policy and procedure on Academic Integrity](#).

If you are not clear about what constitutes plagiarism, review A Guide to Research and Documentation 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 access@uarts.edu to register for appropriate accommodations. Faculty can provide course accommodations/modifications only after receipt of an approved accommodations letter from OEA.

Notice of Nondiscrimination

The University expressly prohibits any form of discrimination and harassment on the basis of race, color, national origin, religion, sex, 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 at titleix@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 Affairs by emailing studentaffairs@uarts.edu. Student Affairs will provide students with any available resources.

Official Wellness Statement

UArts students have access to free, confidential wellness services via the Counseling Center and Health Services offices. For counseling services, please email counseling@uarts.edu. Counseling provides trained staff interested in supporting you through your academic journey as artists. Visit our website – www.uarts.edu/counseling – for more information. Students with medical concerns or in need of help from the campus nurse should email healthservices@uarts.edu. To learn more about medical services, please visit our website: www.uarts.edu/health. We are here to help.