

**METHODS AND CONCEPTS OF GRAPHIC DESIGN**

# **ART 110: INTRODUCTION TO GRAPHIC DESIGN**

**ART 110 23262 | SPRING 2020 | 3 CREDITS  
TUESDAY/THURSDAYS 5:45 – 8:40PM  
ZOOM THURSDAYS AT 6:00**

This course is an introduction to the language of graphic design and provides working knowledge of the industry-standard tools of the design field. It provides introductory training in the Adobe Suite and related programs.

This quarter is unlike anything we've ever experienced, but during this class we'll focus not on the deprivations we're experiencing in isolation, but the possibilities. This term, our class will have a story-telling theme, and our design projects will center on remembering and valuing this time, as well as creating a supportive and dynamic class community, even though we can't meet in person. We'll be working together on a WordPress site in order to create a space where we can share our projects and the work of other art students.

# Course Structure

## DESCRIPTION

Introduces standard graphic design concepts and principles. Introduces students to the functionality of industry standard graphic design applications such as Adobe Photoshop, Illustrator, or other related software. Projects involve the use of these applications for the purposes of drawing, design, and page layouts for online or print.

## LEARNING OUTCOMES

1. Articulate graphic design concepts in writing and speech, including the use of related industry-specific vocabulary.
2. Apply the Visual Elements of Art and Principles of Design to the creation of digital compositions.
3. Apply the tools and functionality of Adobe Photoshop, Illustrator, or related graphic design software.
4. Solve design problems and create original art using Adobe Photoshop, Illustrator, or related graphic design software.
5. Engage in individual and group critiques, analyzing and critically assessing work, receiving and providing feedback, and stimulating peer discussion.
6. Analyze and contextualize work produced for the course within the historical and cultural traditions of graphic design.

## CONTENT OUTLINE

1. Identify and use the basic vocabulary used when discussing graphic design.
2. Use Adobe Illustrator to create original artwork.
3. Familiarity with the tools and their actions in Adobe Illustrator and Photoshop
4. Build original art in Photoshop.
5. Demonstrate increased visual perception and understanding of the role and impact that the visual arts have in society.

## REQUIRED MATERIALS AND COURSE SOFTWARE

Students should have a modern laptop to work with. All students will be required to download the Adobe suite. The Adobe suite has a 30-day free trial, which will cover most of the quarter. The student subscription rate is 20 dollars per month and can be cancelled as soon as the course ends. The student subscription can be found here.

[Student Subscription](#)



[Free Trial](#)



## GRADING METHODS

Grading is based on participation in labs, discussions and critiques of completed assignments and the development of critiques and ideas demonstrated in portfolio reviews. There are four factors in your grade.

**ENERGY AND PRESENCE** 20%

**FUNCTIONAL TUTORIALS** 20%

**CREATIVE PROJECTS** 40%

**MIDTERM AND FINAL** 20%

# Definitions

Definitions of the factors that make up your grade. Each of the categories are color-coded on Blackboard. Be aware of these colors when you are looking through the course content. Any item coded with these colors will generate points that affect your grade.

## ENERGY AND PRESENCE 20%

You strive to do your best on all of your projects. You are working towards your own artistic growth, not just the minimum passing requirements. You are supportive of the class community. You share your work with the class on Slack. You participate in discussions and are responsible for reading. You participate in critique and provide helpful feedback when other students share work. You are present for ZOOM meetings and participate in discussions and engage with the class community. You fulfill your role on the website.

## FUNCTIONAL TUTORIALS 20%

This course assumes you have never used the Adobe Suite before. Assignments in this category are purely technical and they are designed to support the growth of your skill in the Adobe Suite. These assignments are about understanding the software and teaching you basic skills. These tutorials are delivered mostly through YouTube. For functional tutorials it is OK if your work looks exactly like the work I create in the demonstration. You are just expected to demonstrate that you understand the techniques.

## CREATIVE PROJECTS 40%

Functional tutorials build into creative projects. When you have gained proficiency in the software environments we will work on longer creative projects. In these projects, the vision and design comes from your imagination. I will work with you individually to determine how best to fulfill your vision. All of the UNwritten.BLUE assignments fall into this category.

## MIDTERM AND FINAL 20%

The midterm and final are two stages of a portfolio project. You will revisit your best work and create a portfolio which you will prepare to share as part of an imaginary job application. Your portfolio should consist of all of your best work from any art class. You will also research a local company you'd like to work for, find their contact information and write a letter of intent. There are many art and design companies here in Bend, but you can choose any company nationwide.

*Design  
is your  
Voice*



# Communication

## Communication Platforms

We will be using a suite of communication platforms to mitigate the extraordinary circumstances of this quarter.

**Blackboard:** All course content is delivered through Blackboard.

**ZOOM:** There is a weekly ZOOM meeting for critique and discussion, Thursdays at 6:00pm

**Slack:** Slack is a great place for instant communication. We'll have some discussions there and share artwork for critique. Participation in Slack is required. It is also a way for you to submit assignments if Blackboard doesn't work with your phone or computer.

**YouTube:** Technical instruction is recorded on YouTube. Those videos are embedded on Blackboard but viewable in their own channel.

# UNwritten.BLUE

**WordPress** - We will be creating a WordPress site together in order to share our experience and assignments. Don't worry if you've never used WordPress before, you'll be provided with simple step-by-step tutorials. We'll imagine that we are a web magazine and each student will assume a role, such as Editor, Art Director, etc.

**Connect** - The links below connect you to all of our communication platforms. Just click each link to join the appropriate platform, or use the QR codes. Also make sure you check Blackboard every week as the main structure for the course.

[UNwritten.BLUE](#)  
[WordPress](#)

## WEEKLY MEETING

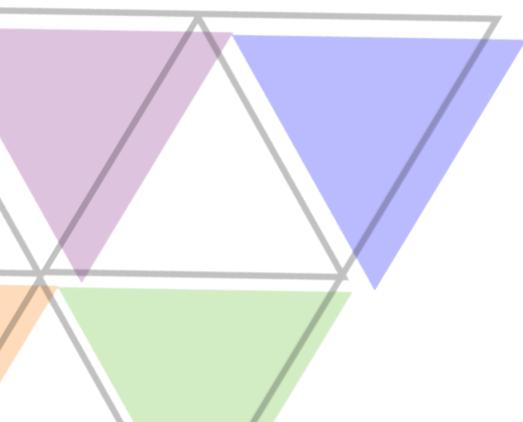
<https://cocc.zoom.us/j/225492714?pwd=VEFoMWVmUXhOaEhxdFhVYkRobWIEUT09>



PASSWORD  
COCCDESIGN

[SLACK Channel](#)  
[Invitation](#)

[Design Channel](#)  
[on YouTube](#)



All assignments are due weekly, but some projects have multiple stages. Check Blackboard for detailed deadlines.

# Ten-Week Plan

## SOFTWARE AND LEARNING OUTCOME

## CREATIVE PROJECTS

1  
Learning Outcomes: 1,2,3  
WordPress, Photoshop

Login to wordpress and create a blog post on the site. Use Photoshop to create a header for your post following the tutorial.

2  
Learning Outcomes: 3,4,5  
WordPress, Photoshop

Create a collage using advanced selection techniques. Post the collage to WordPress. Share your work in online critique on Slack.

3  
Learning Outcomes: 1,3,4,5  
WordPress, Photoshop

Create a perfect merge image from your self-portrait. Find a picture of an animal and merge your photo with animal traits. Share and critique on Slack.

4  
Learning Outcomes: 1,4,6  
WordPress, Photoshop

Decide on roles for the website. Create your personal profile, artwork portfolio, biography and timeline. Operate within your role and form the magazine structure.

5  
Learning Outcomes: 1,3,4,6  
WordPress, Photoshop

Finish the front page of the website. Discuss the mission statement and finalize it. Complete the basic photo adjustment project and add it to your profile online.

6  
Learning Outcomes: 1,2,5,6  
WordPress, Photoshop

Meet the drawing students and get their finished autobiography projects. Practice multiply painting and then completely color the other student's work. Send it back to them and discuss the process.

7  
Learning Outcomes: 1,2,3,5  
Illustrator, 3-D printing, Flaticon, Shapeways

Illustrator basics. Simple primitives project. Use simple shapes and flaticons (see tutorial) to create a necklace that represents you in Illustrator. Send your necklace to be 3-D printed in the metal of your choice.

8  
Learning Outcome: 3  
Illustrator intensive

Master drawing in Illustrator. There is a sequence of 5 drawings, each using a different Illustrator technique. Complete a full page of shapes for each assignment.

9  
Learning Outcomes: 3 and 5  
Advanced Illustrator techniques

Learn advanced techniques in Adobe Illustrator. Make a creative Illustration showcasing everything you've learned. Share your work and join the critique on Slack.

10  
Learning Outcomes: 1,6.  
Portfolio and job inquiries.

Create an online portfolio of all of your work. Research art or design companies here or where you plan on living. Prepare an inquiry, portfolio and informational interview.

# Course Policies

## Grading Scale

<b>A</b>	<b>93-100 Outstanding performance</b>
<b>A-</b>	<b>90-92 Superior</b>
<b>B+</b>	<b>87-89 Excellent</b>
<b>B</b>	<b>83-86 Very good</b>
<b>B-</b>	<b>80-82 Good</b>
<b>C+</b>	<b>77-79 Better than satisfactory</b>
<b>C</b>	<b>70-76 Satisfactory</b>
<b>D</b>	<b>65-69 Passing (“D” grades may not be used in specific certificate or degree programs)</b>
<b>F</b>	<b>0-64 Not passing</b>
<b>W</b>	<b>Withdrawal</b>

## No late or make up work

Timing and sequencing of assignments really matters and the quarter is relatively short with a lot of information to get through. The assignments can't be done out of order and adding a previous week of work to the current week isn't feasible.

## Flexibility

If there is anything impeding you from turning in work, let me know immediately. This could be a technological issue or a personal issue, whatever the case, I need to know as soon as the issue arises. Our multiple communication channels serve as a failsafe for any issue you might have submitting work to Blackboard, and any difficulty in that regard can be easily circumvented. Your well-being and personal issues are treated with the utmost importance, but we can only plan an alternate path at the very beginning of the interruption. We can be incredibly flexible with the curriculum if you are proactive about your situation, but it doesn't make sense for us to discuss it after the fact. We don't have any flexibility if you've missed several weeks completely and then choose to communicate afterwards.

## Safe Space

Design is communication. Art is personal revelation. This class won't function if some students feel that they aren't accepted, or feel shamed or belittled. Everyone has a voice and part of education means stepping outside of your comfort zone so that you can grow. Critique has a positive, supportive framework. We are all looking to challenge ourselves and support one another's growth. It is vitally important that students support and encourage one another. For the duration of this class you are a community.

## Ambition and Confidence

It is critical that every artist clearly state their ambition and develop their confidence. Some people are critical of confidence, confusing it with arrogance, but confidence is essential for the artist. Be proud of your work. Do the best you can and then tell others how great it is. If anyone asks you to do artwork for free say no, and then tell them it is because you are too busy working on your first show. A designer is a specialist and is very highly paid. If you want to go into design, work on your portfolio every day and research companies you'd like to work for. Call them and ask for an informational interview and start sharing your portfolio. You should think of every assignment as a portfolio piece. There are no age or degree requirements for design. You'll be talking with another artist and the only thing they will care about is if your work rocks.

## Important Enrollment Deadlines

The following deadlines apply to full term courses

### First week of each term

Mandatory attendance: students not in attendance or absent without instructor permission are administratively withdrawn

### 5pm, Friday of second week

Last day to drop with full refund.

### 5pm Friday of 7th week

Last day to drop with no grade on transcript, last day to change to an audit, instructor approval not required

### 6pm, Wednesday of 10th week

Last day to drop, requires instructor approval, shows as “W” on transcript

## Final Exam Policy:

Information about the final exam schedule, policies for rescheduling final exams, and final exam policies are located on the Academic Calendar web site (<https://www.cocc.edu/degrees-classes/calendar/>) Please note that rescheduling exams is available in specific circumstances and requires advanced planning.

## Students Rights and Responsibilities:

All COCC students should review the Students Rights and Responsibilities available online ([http://www.cocc.edu/Student-Life/Rights\\_and\\_Responsibilities/](http://www.cocc.edu/Student-Life/Rights_and_Responsibilities/)).

## Americans with Disabilities Statement:

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of evacuation, should make an appointment with the instructor as early as possible, no later than the first week of the term. Students may also wish to contact the COCC Disability Services Office in the Boyle Education Center, (541) 383-7583.

## COCC Non-Discrimination Policy:

The goal of Central Oregon Community College is to provide an atmosphere that encourages our faculty, staff and students to realize their full potential. In support of this goal, it is the policy of the Central Oregon Community College that there will be no discrimination or harassment on the basis of age, disability, sex, marital status, national origin, ethnicity, color, race, religion, sexual orientation, gender identity, genetic information, citizenship status, veteran status or any other classes protected under Federal and State statutes in any education program, activities or employment. Persons having questions about equal opportunity and non-discrimination should contact the Equal Employment Officer, c/o COCC's Human Resources office.

## Title IX Statement:

Title IX protects people from discrimination based on sex in education programs and activities. This includes conduct such as: gender discrimination (includes males, females, transgender, gender identity, etc.), sexual harassment, sexual assault, stalking, intimate partner/relationship violence, bullying and cyberbullying, retaliation, the failure to provide equal opportunity in athletics and discrimination based on pregnancy. Persons having questions about Title IX should contact Diane Ross, Title IX Officer, 541-383-7218, x7218, [dross3@cocc.edu](mailto:dross3@cocc.edu).

**A COLLABORATIVE ASSIGNMENT BETWEEN  
DRAWING 1 AND BASIC DESIGN**

# **AUTOBIOGRAPHICAL NARRATIVE**

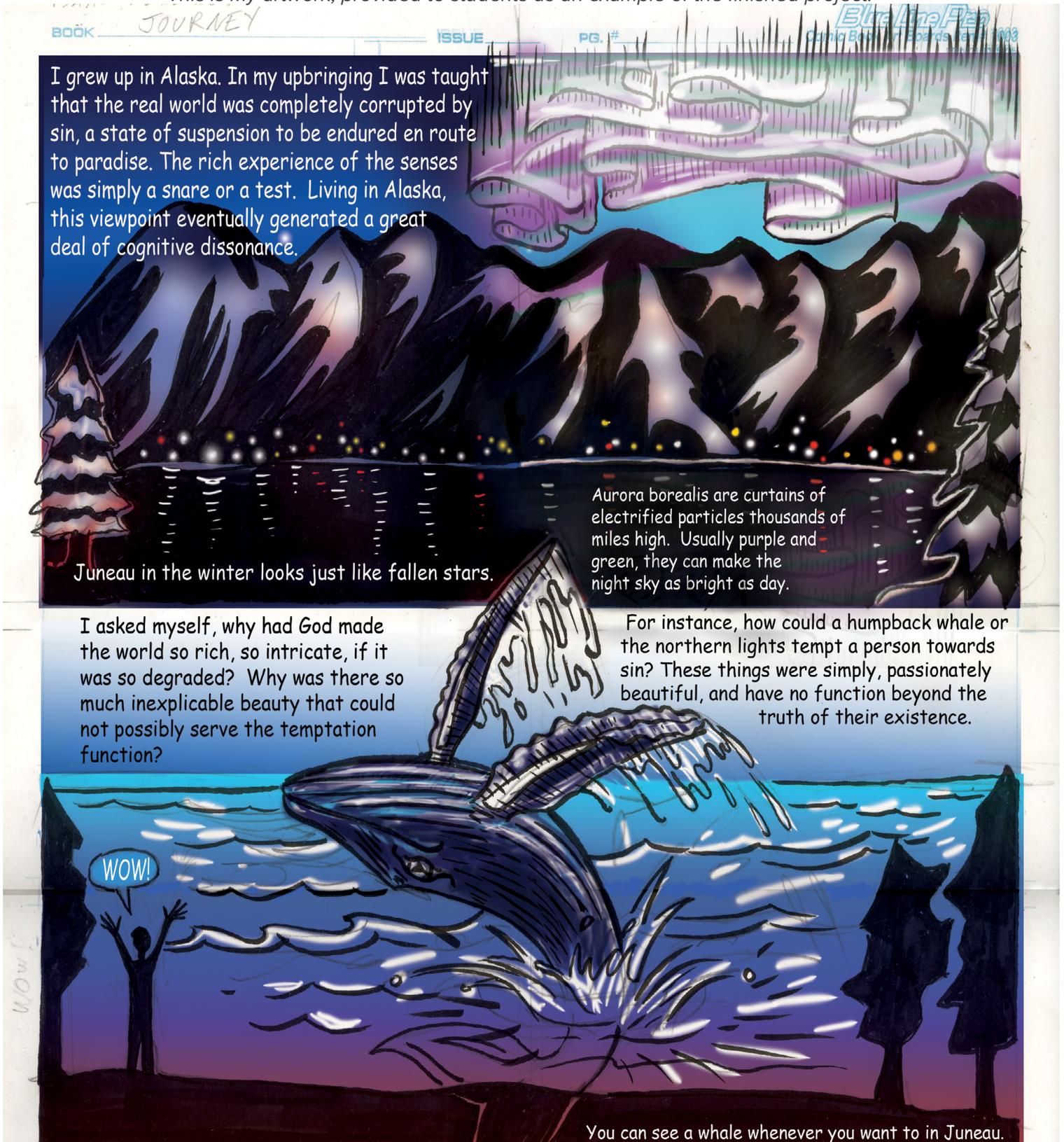
Drawing 1 and Graphic Design students will work in collaboration on a finished illustration. This spring, both classes share a common theme of storytelling. As a class community, we seek to value this time and don't want to skip over it or focus on deprivations. Storytelling helps us value our time and remember it in the future.

Student work you see here is all from the current quarter, Spring 2020, and shows the process and outcome of the collaboration between Drawing 1 and Graphic Design.

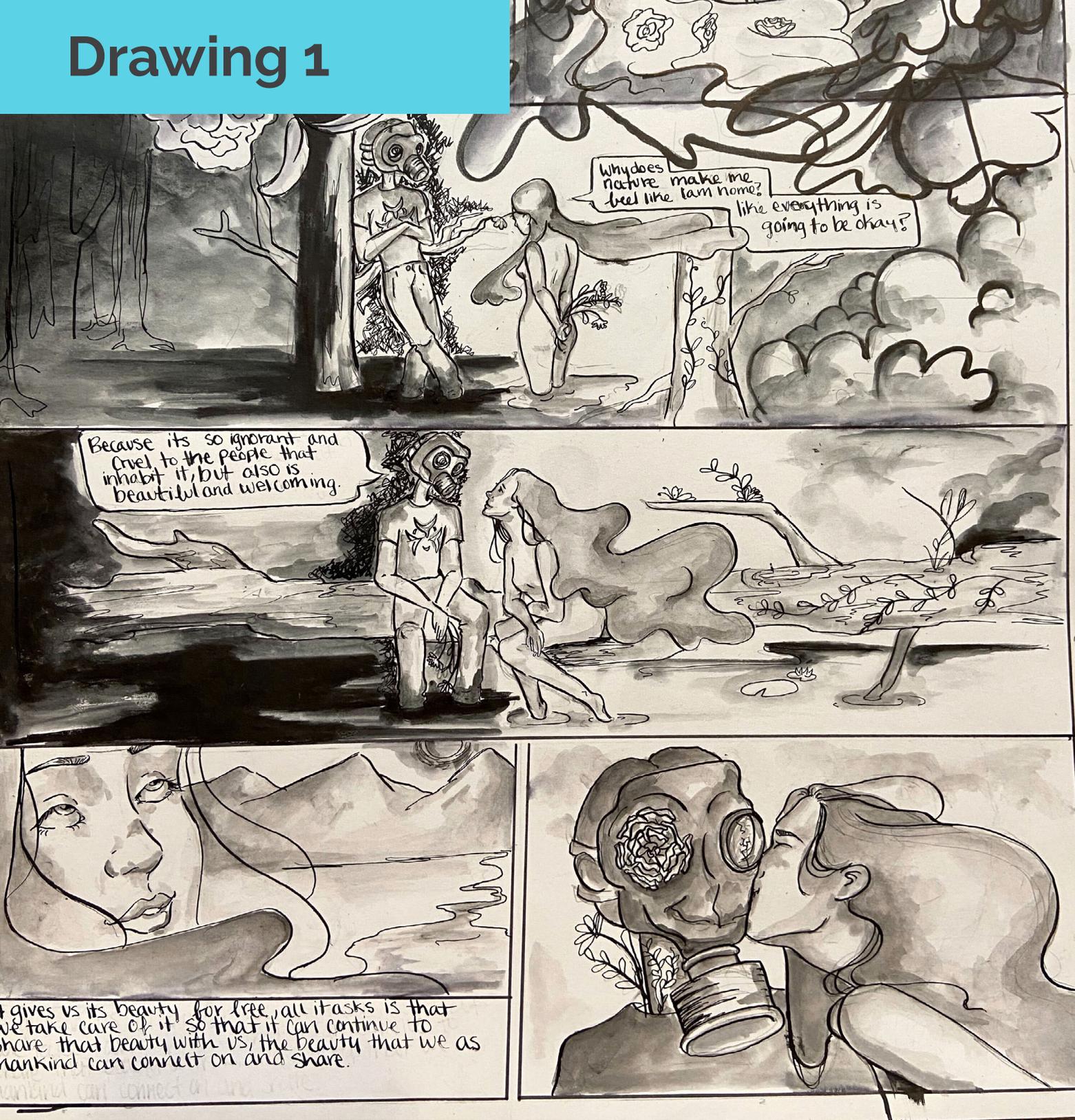
# Learning Objectives

1. Demonstrate the synthesis of traditional drawing and digital artwork.
2. Creatively collaborate with other students during isolation.
3. Explore new techniques in digital illustration and traditional drawing.
4. Apply the tools and functionality of Adobe Photoshop and WordPress.
5. Engage in individual and group critiques, analyzing and critically assessing work, and receiving and providing feedback.
6. Analyze and contextualize work produced for the course within the historical and cultural traditions of graphic design.

*This is my artwork, provided to students as an example of the finished project.*



# Drawing 1



*This Drawing 1 student told the story of her relationship with nature and confronting her fears surrounding environmental loss. She envisions a conversation between the natural instinct toward good and the destructive aspects of human nature, personified by the characters she created.*

Students in Drawing 1 are working from home in individual drawing studios. In a studio environment, charcoal and newsprint are appropriate for Drawing 1, but this term we are using ink and illustration board, which are better suited to working at a desk at home.

After growing accustomed to their new materials and working through some of the major topics of Drawing 1: line, value, perspective, basic anatomy and more, students pursue a creative project where they utilize these elementary tools to tell a story about their lives and experiences. This is an example of the Midterm project.

# Collaborative Process

Both classes learn the entire process through their collaboration. Drawing students learn the basics of adding digital color to their work and might consider taking the Graphic Design class to learn more. Design students learn that there is no separation between traditional studio art and digital art practice. Even if a design student doesn't have the resources to set up a digital art studio, they know that they can create design solutions in their sketchbook and translate their drawings into finished portfolio pieces using the software. Any drawing can become a finished illustration.

*Storytelling is a compositional tool. Drawing 1 students must carefully plan their work and integrate the text of their story. Storytelling can be highly motivating for students new to drawing. This work relies on simplicity and clarity in the images to support the poetic narrative.*



# Graphic Design

The Drawing 1 projects are shared with the Graphic Design class and the students who will be collaborating meet each other on Slack.

Graphic Design students bring the drawing assignments into Photoshop and crop and correct them, fixing any problems with the original photo, such as white-balancing the ink drawing or cropping out the background.

The drawing project is set to the top layer of a Photoshop file. The transparency is set to multiply and the layer is locked. Students can then add color to the drawing digitally without changing the ink layer.

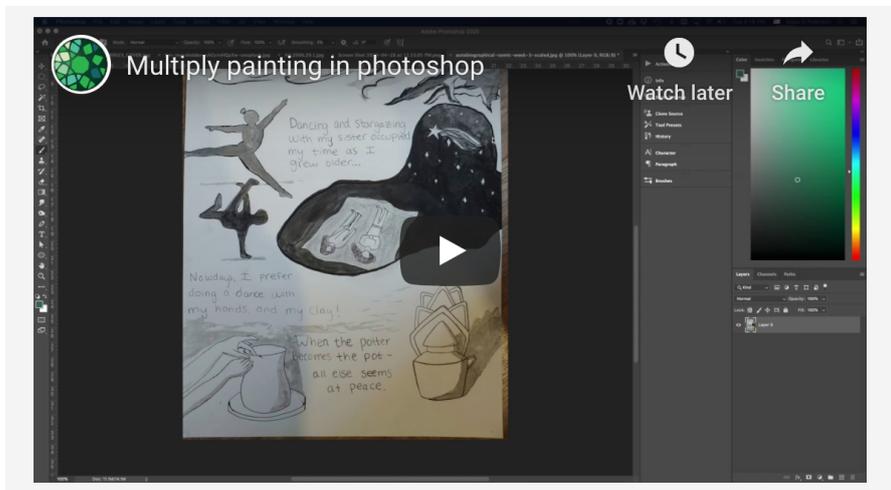
*This drawing student made this piece about her Indian heritage. Her ink drawing was digitally colored by a design student who just happened to share her heritage. Their collaboration let them meet and find commonality in their culture and individual stories.*



## Multiply Painting

Multiply painting is my own technique designed to bridge the practice of traditional drawing and digital art. It allows an artist to work in any black-and-white media, photograph their work, then use digital environments to add color. Software designed to emulate watercolor, oil and acrylic painting processes will be instantly familiar to studio artists if they learn to bridge the gap. There exists a large community of digital painters in art and illustration who use only computers for their work, but this practice often requires specialized equipment. With my technique any traditional art student can immediately begin using digital tools to finish their work in a seamless and integrated fashion.

[This video gives a complete walkthrough of the Multiply Painting process](https://youtu.be/ifbJT1_s5tk)  
[https://youtu.be/ifbJT1\\_s5tk](https://youtu.be/ifbJT1_s5tk)



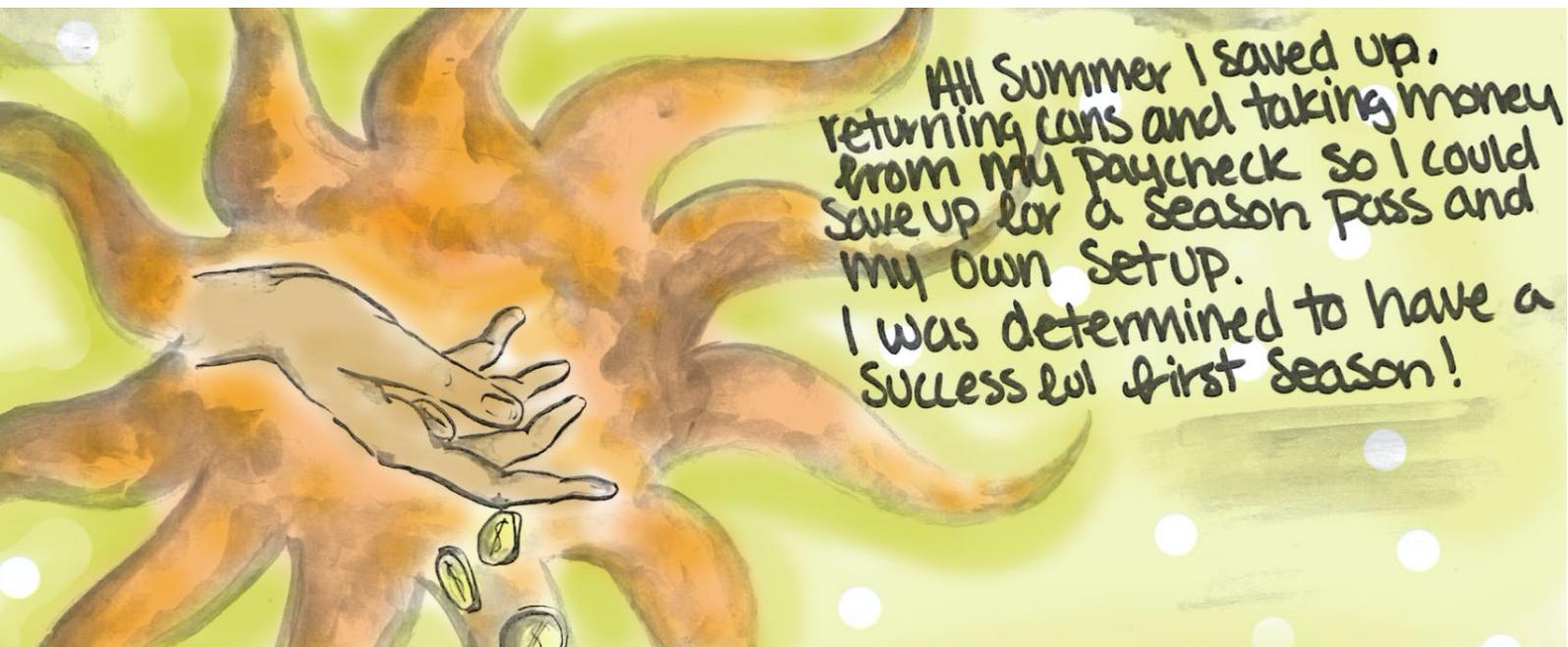
*Instructional videos for both classes are built into YouTube playlists so students can access the course from anywhere.*

[Design Channel on YouTube](#)



## Rising to the Challenge

*This is the quality of student work when they only have a laptop trackpad! Students this term downloaded and installed the software on their own laptops so that the class could run outside of the COCC lab.*





# UNwritten.BLUE

THE FUTURE IS UNWRITTEN

Finally, Graphic Design students organize all of the collaborative artwork and create a virtual exhibit on the website they designed this term.

## UNwritten.BLUE

This term, design students are working together to create a WordPress website called UNwritten.BLUE. This site is a platform for them to share their stories and dreams for the future as well as their projects from class. Creating this site supports our theme for this term in both Drawing and Basic Design in that it allows students to value their experience and share their stories with others. The final collaboration between Drawing 1 and Graphic Design is shared as a virtual exhibit on the site.

Through class discussion, the students developed their mission for the site:

***In these times we COCC students need to build a sense of community. Unwritten.Blue is that outlet. Our vision is to have a space for students to create, explore, and inquire. Sharing our visions of the future and the impact of our present.***

Graphic Design students also have an autobiographical project, and that takes the form of a blog post where they write about their vision of their future. Their stories can be found here:

<https://unwritten.blue/stories/>

