INTE-GRA-TION

VCD 3 | Modes + Methods
Fall Semester 2013

Visual Communication Design 1
Mondays + Wednesdays 12:30p – 3:20p

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Communication Arts Department Mission

The mission of the Communication Arts program is to offer a course of study in illustration and visual communication design, and illustration that is grounded in a working knowledge of visual principles and theory that prepares students for graduate study and professional careers.

Course Description

As a continuation of the concepts and content covered in VCD 1 and VCD 2, this course applies the elements and principles of design and typography to a variety of visual communication design contexts. While exploring, investigating and analyzing greater conceptual considerations in both assigned and self-defined projects, students will delve deeper into ideation and visualization to produce and execute more refined and sophisticated solutions to complex problems. The course will include 2D, 3D, and 4D design experiences.

Course Purpose

The purpose of this course is for students to integrate concepts and content from VCD 1 and 2 in an increasingly sophisticated ways while they engage in a wide range of more in-depth design experiences.

Required Course Status

This course is required of all Visual Communication Design majors. This course is strongly recommended for all other majors in Communication Arts.
Prerequisites: VCD 1 AND VCD 2.

Learn Outcomes

> to integrate basic design fundamentals into more complex solutions
> to experience designing projects more in-line with professional practice
> to produce solutions that demonstrate an increasing understanding of sophisticated and complex design issues
> to develop an increasing sensitivity in using typography and imagery in design solutions > to allow students a direct experience with contemporary issues of design
> to teach students the required concept development skills and design processes related to designing and producing sophisticated design solutions
> to help students gain a respect for the craft, professional ethics and process of visual communication design

Visual Communication Design Program Goals

> Develop creative, useful, and efficient working methods to organize and facilitate the design process (design methodologies)
> Explore a variety of possible solutions to a visual communications problem (design process)
> Understand how choices of form, media, and imagery affect communication of a specific message (visual literacy, syntax, and semantics)
> Develop skills used in the critical assessment and continued development of your own work as well as the work of others (critiques)
> Develop skills used in the design process from concept and thumbnails sketches through ideation and finally completed project and presentation (design development)
> Investigate the opportunities and media that exist in the profession of visual communication design (design practice)
> Develop an understanding of and experience with some of the research aspects of project development (design research)
> Develop an ability to utilize a variety of methods and media to create and produce your work (fluency)

Sketchbook

Chronicles creative activity in a dynamic and important way. The choice of kind and type of book is up to the student.

Idea Book

Chronicles creative activity as it pertains to a particular project. Pulls various phases of creative process from in various forms into one book. The type of book is defined in syllabus.

Inspiration Book

Chronicles research into the field of design. Demonstrates a critical engagement in contemporary design. Selected work should be annotated. Pinterests should be used by students to collect inspiration pulls and commentary.

Required Text

Making and Breaking the Grid: A Graphic Design Layout Workshop, Timothy Samara
Meggs' History of Graphic Design (5th edition), Philip B Meggs; Alston W Purvis
Thinking with Type, Ellen Lupton

Sketchbooks, Idea Books, and Inspiration Books

Students are encouraged to utilize their sketchbooks as part of the creative process. In addition to the sketchbook, each project requires the students to keep an idea book which shows their process throughout that project: research, brainstorming, thumbnail sketching, progression through sketching and development to decision making, refinement and execution of final design. In additional to these two books, the students are required to keep an inspiration book. The inspiration book documents 10 examples each week of design work that is found to be inspirational by the student. (10 Examples/per x 15 weeks = 150 examples at the end of the semester). The students will need to write a brief summary of what they learned, why they selected the pieces and how they have been influenced.

Educational Experience

Please take responsibility for your learning. Ask questions! The more you put into a class, the more you get from it. I am here to support your curiosity and offer suggestions to stimulate more ideas. I am here to help you find answers to questions only you can answer with the willingness to learn. The possibilities are endless; our partnership in this class may lead to new horizons and ideas we hadn't even imagined.

Professionalism, Respect, and Behavior

Turn cell phones off or to vibrate. Answering cell phones is permitted only in emergency situations. If you must answer a call, please leave the class. No text messaging or instant messaging is permitted during class; doing so will result in the student being asked to leave class. The use of other social media is also not permitted. Disruptive behavior will not be tolerated. A student who is disruptive in class will be asked to leave. If a student is asked to leave class, he or she will incur an absence. A student who displays ongoing disruptive behavior will be asked to meet with the Dean before being allowed to return to class. Be punctual and prepared for class as well as present for the duration of class. Your active presence and participation are expected and will be strongly considered in determining your final grade.

Attendance Policy

Attendance is mandatory and will be taken every class meeting. Arriving late or leaving early (more than 10 minutes) will accumulate absences: 3 late arrivals or early departures (in any combination) equal one absence. Each class missed is a quarter (.25) of a letter grade off of your final grade. Each class missed after 4 will result in the lowering of your grade by one full letter grade (this means from a B to a C). Any student who has absences for more than 20% of the 15 weeks of the course fails. If you are unable to attend class, you are responsible for finding out from a classmate what you missed. You are also responsible for notifying me of any absence. Lectures will not be repeated. Handouts will not be re-distributed.

Supplies + Materials

X-acto knife & blades
(#11 or #2)
Sketchbook
Notebook
Ruler with cork back
Variety of markers and pens (fine to thick; black)
Dixon Ticonderoga Pencils
Glue stick
Tracing paper
Hard drive / media backup
Push pins
Case for projects

Additional materials will
be necessary as individual projects develop. Make
sure you plan in advance for your needs as your
projects take shape.

Art Supply Stores

Plaza Art
Downtown: 513.621.0726
Clifton: 513.861.0667
Kenwood: 513.793.5300

IMPORTANT NOTE REGARDING CRITIQUES

Class critiques will begin no later than 10 minutes after the start of class; work should be pinned up promptly. If you are not present by the start of the critique, you will not be permitted to attend that class, and as a result you will miss the valuable experience of the critique as well as accumulate an absence.

Evaluation

Completion of course work in a timely manner—including all phases of work for all deadlines—is required, irrespective of formality of review or critique. Reviews and critiques will be evaluated and figured into the final grade. Late work will not be accepted without penalty. Your final grade will be at risk if work is incomplete on due dates. Instructions from the instructor regarding specific readings, research, format, media, and presentation shall be honored. Writing assignments should demonstrate an understanding of the reading's content/subject/topic, and include original, critical evaluation of the material. They should be clear, grammatically correct and spell-checked. Please remember to cite sources and quotations.
Final projects should demonstrate accurate interpretation of the project state- ments, technical skill, originality and creativity, and good problem-solving skills. The nature of learning is cumulative; therefore, positive improvement should be evident throughout the semester. A progressing understanding of technical excellence and aesthetic quality, imagination and innovation, as well as recognition of a strong and effective solution to the problem are expected. An eagerness to learn should be evident in verbal discourse, research, and through the work ethic employed to creatively solve problems. There should be a respectful atmosphere in the classroom. During class critiques each student is expected to present the work required and participate in the discussion of others' work. If you miss a critique or arrive late, a grade of B is the highest grade you could expect.

Grading, Evaluation, Process and Personal Growth

Complete the projects with the intended criteria for an average grade. Push the idea of the project for a good grade; this means you are not intimidated by repetitive tasks, time-consuming methods or doing a large amount of visual research to enrich your original idea. Be good to the design process and it will be good to you. Be open: ideas come to us spontaneously, yet are developed and made richer through discipline and development.

Grading Opportunities

Currently, each project is evaluated. The student may ask at any time for a grade, how- ever, an official notification of grades will be given at midtem and with the final portfolio turned in at the end of the semester. Each project counts a significant part of the grade, however, projects in the class are weighted as the project timeline, amount of class time, and required elements are determined. Students will receive regular verbal and written feedback through critiques and when exercises are handed in.

Assignment 1

Setting up for the future.

Assignment 1

Pinterest.com

Designspiration.net

Dribbble.com

Behance.net

Sign up and send an email me with the links to your personal accounts.