

# Design Principles

Desktop Publishing

MPC 635 COURSE SYLLABUS – SPRING 2013

**INSTRUCTOR** [REDACTED]

**OFFICE** [REDACTED]

**PHONE** [REDACTED]

**EMAIL** [REDACTED]

**CLASSROOM** [REDACTED]

**SCHEDULE** Thursdays, 5:30PM – 8:20PM

**OFFICE HOURS** M/W 10:00AM – 12:00noon, or by appointment

## Course

As is inferred by its title, this course will cover a range of topics related to the principles of print design and the publishing/publication process. Students will learn how to use industry standard software to design and produce high-quality, professional print publications. Perhaps more importantly, students will learn how to visually adapt their communications to audiences using proven principles of design and understandings about how people perceive design. Specifically, students can expect to learn four foundational components to design:

- **Technology:** Adobe Creative Suite CS6 (Illustrator, InDesign, and Photoshop), image resolution, file types, etc.
- **Principles:** Layout, typography, color, universal principles, contrast, repetition, alignment, proximity, leading, kerning, etc.
- **Publication:** Bleeds, prepress, binding, paper quality, proofing, etc.
- **Audience:** Adaptation, professionalism, psychology, analysis, creativity, etc.

## Textbooks\*

**100 Things Every Designer Needs to Know about People**, by Susan Senschenk.

ISBN: 978-0-321-76753-0

**Before and After: How to Design Cool Stuff**, by John McWade.

ISBN: 978-0-321-58012-2

**The Non-Designer's Design & Type Book**, by Robin Williams.

ISBN: 978-0-321-53405-7

**The Official Adobe Print Publishing Guide: The Essential Resource for Design, Production, and Prepress**, by Brian P. Lawler. ISBN: 978-0-321-30466-7

\*Because we will be learning three different software programs, beyond the many design principles and publication processes, it seemed unreasonable to require books that teach how to use the software. If you wish to purchase books that teach the software more in-depth, I can offer suggestions. We will cover the basics and foundations for using the tools in class.

# Design Principles

## **Costs**

Because of the nature of this course, beyond textbooks you will be expected to pay for printed, color copies of your work. Depending on the printer or copy center you choose, costs can vary. However, typical projects will not cost more than \$5 to print. Over the course of the semester, you may wish to plan on spending between \$20 and \$40 total for printouts.

## **Daily Materials**

As far as textbooks go, please bring at least the book that we used for assigned reading to class. You may wish, however, to bring all books to class each week, as we will refer to them frequently and intermittently during the semester. Also, I strongly recommend that you save your work **both** to your H: drive and to an external storage device. You will be expected to have access to your projects during class—sometimes this will include numerous images that belong to one project. Furthermore, please always bring a notepad and pen to take notes.

## **Software**

Unfortunately, there is limited access on ██████████ campus to the software you will need for this course. You do have access, however, through "██████████" to all of the programs. All computer labs on campus, when open, have the software you need. If you have questions on how to access "██████████," please notify me or contact the IS department. Please be aware that the Adobe programs are hefty and run slowly when used through an internet connection. If you feel like you will be using these programs in your life and career, I highly recommend you make the investment as a student to purchase these programs for your own computer (the cost is nearly 1/3 the price as a student.)

## **Assignments & Projects**

### **Designing for People Presentations, *individual (assigned dates)* – 75 points**

Over the course of the semester, each student will give three 5-minute presentations on an assigned principle from Weinshenk's book. Students will be expected to understand the principle and show examples to the class. Students observing the presentations will be expected to take notes and participate in discussions about the principles following each presentation.

# Design Principles

## **Poster Redesign, *individual* (January 10) – 25 points**

As an introduction to print design and the Adobe Creative Suite, students will redesign, twice (at beginning and end of semester), a poorly designed poster. This assignment will help students gauge their own abilities as well as demonstrate to me the overall class level of design knowledge. The assignment is designed to “get students’ feet wet” in print design.

## **Vector Logos (January 17) – 100 points**

As an introduction to Adobe Illustrator, image resolution, and the difference between vector and rasterized graphics, students will create a series of logos that can be resized and repurposed. This project requires students to familiarize themselves with the tools and basic functionalities of Illustrator.

## **Visual Identity Document Suite, *collaborative* (February 7) – 150 points**

This project requires students to collaborate with entrepreneurs in the MBA program to create a visual identity for a start-up company. Students will be expected to review the company’s purposes/goals, evaluate their current communications, and propose a design/branding strategy moving forward. Deliverables for this project will include a series of logos, a business card, envelope, letterhead, style guide, and memo describing the design choices.

## **Persuasive Brochure, *individual* (March 7) – 150 points**

For this project, students will find a cause for which they are passionate and design a tri-fold brochure that is intended to persuade people to act. Students will be expected to exhibit a strong understanding of basic design principles, including contrast, repetition, alignment, and proximity. They will also be expected to ethically use photographs with permission and use only high resolution images.

## **Visual Effects Event Poster, *individual* (April 4) – 100 points**

One of the best ways to learn design techniques is to find an effect or design that you like and mimic it. For this assignment, students will locate an upcoming event and design a poster for it, using special effects techniques that draw from ones we discuss in class and ones they find on their own. The final poster will be an 11X17” poster in full color.

## **Design Principles and Desktop Publishing Exam, *individual* (April 18) – 100 points**

During the semester, we will cover a number of important concepts ranging from color schemes to image resolution to the readability of typography. Students will be expected to demonstrate their knowledge of design terminology and principles in a comprehensive exam for the course.

## **Information Booklet & Presentation, *individual* (April 25) – 200 points**

As a culminating project in the course, students will design an 8-page, saddle-stitched booklet printed on 11X17” paper, two-sided, in full color. Students will be expected to contact an

# Design Principles

organization of their choosing and produce a booklet that provides useful information for that organization's readers. On the final meeting day of class, students will showcase their designs and describe to others their design choices.

## **In-Class Tasks, individual (throughout semester) – 50 points**

On occasion throughout the semester, students will be expected to demonstrate a competency in class by completing a specific task. If students are able to successfully complete the task during class time, they will receive credit for the task of the day.

## **Attendance & Participation – 50 points**

This course is designed to be a collaborative learning environment, where the sharing of ideas and experiences is an important part of the learning process. As such, it is important that students are in class to share ideas with others and to help each other troubleshoot and give feedback. For this reason, attendance is mandatory (see policy below). Participation will be graded in large part on participation in in-class activities and group discussion. If a student fails to do his or her part in group work, he or she will lose participation points as well as be docked on assignment scores.

## **Grading**

Your grade for the semester is calculated strictly on a point-based, percentage system. There are 1000 points total for the course. It is my policy that every student starts at a '0' and then earns his/her grade by accumulating points during the semester.

<b>A = 93%</b> 1000 – 925	<b>B+ = 87%</b> 894 – 865	<b>C+ = 77%</b> 794 – 765	<b>D+ = 67%</b> 694 – 665	<b>F = &lt;60%</b> 594 – 0
<b>A- = 90%</b> 924 – 895	<b>B = 83%</b> 864 – 825	<b>C = 73%</b> 764 – 725	<b>D = 63%</b> 664 – 625	
	<b>B- = 80%</b> 824 – 795	<b>C- = 70%</b> 724 – 695	<b>D- = 60%</b> 624 – 595	

## **Policies**

**Late Work:** All assignments are due on the due date; late assignments will be docked 10% per day, not including weekends. *For example, if an assignment is due on Wednesday and you turn it in on Monday, it is 3 days late and will only receive 70% of its value after being graded.*

Extensions (in rare, serious circumstances and for school-excused absences) must be approved **PRIOR** to the due date.

**Attendance and Participation:** Attendance will be taken at the beginning of every class period. If you arrive late to class, it is your responsibility to come talk to me after class to be sure that you

# Design Principles

were not marked absent. You are allowed to miss **1 day**, for any reason, without penalty during the semester. Other than for school-excused absences, each day missed beyond the one day will result in a deduction of 20 points per day up to 50 points. Because we only meet 13 times in this course, **if you miss more than 5 days during the semester, you will fail the course.**

Participation will be measured by your attentiveness and participation during discussions and workshops. Reading, sleeping, listening to music, or playing video games during class will result in a reduction of your participation grade.

**Questions Concerning a Grade:** If you have any questions concerning a grade on any assignment, I will be happy to talk with you about it. Typically, it is best to wait 24 hours after receiving the grade so that you can mull it over; however, you must wait **no longer than 7 days** after receiving the grade to talk with me. After 7 days, the grade will be considered final.

**Academic Integrity:** Cheating will not be tolerated. As a college student, you are expected to know and understand plagiarism and ethics guidelines concerning copyrights and the borrowing and citing of information. If you have questions about whether or not you are plagiarizing, please come talk with me **before** you turn in an assignment. Depending on the seriousness of an incident, cheating will result in a reduction of a grade, failure of an assignment, failure of the course, or even expulsion from [REDACTED]

The [REDACTED] of *Undergraduate Academic Catalog* (2012) states:

[REDACTED] operates on the assumption that all academic work is the honest product of each student's own endeavors. The faculty and staff at [REDACTED] expect such integrity from the students, and violations are cause for disciplinary action, including suspension, probation, loss of credit, or expulsion from the college.

Academic dishonesty includes, but is not limited to, cheating, plagiarism, and furnishing false or misleading information to any faculty or staff member.

Cheating on written assignments includes plagiarism, unauthorized collaboration with others or submitting the same material for more than one class without authorization of the instructor.

Plagiarism includes borrowing information or ideas, whether directly quoted or paraphrased, from any source beyond one's first-hand experience and not acknowledging the source. The student must give credit for the material by identifying the source, using one of the generally accepted citation methods.

# Design Principles

**Students with Disabilities:** [REDACTED] complies with Section 504 of the Rehabilitation Act of 1972 and the Disabilities Act and Amendments of 2009 (ADA AA) and does not discriminate against persons with disabilities. The college provides equal access in higher education to academically qualified students with physical, learning, and psychiatric disabilities. The Disability Services Program works with departments throughout the college to ensure that programs and facilities are accessible to all members of the college community. The college must provide reasonable accommodations to students who, by nature of the disability, are limited in accessing academic opportunities. In order to be eligible to receive services through the program, students need to complete the following steps:

- Disclose the nature of the disability to the program coordinator in the START Center.
- Provide current documentation from a qualified source verifying the impact of the disability. Appropriate documentation is necessary to verify eligibility and support requires for accommodations, academic modifications and/or other aids. Information is kept confidential according to federal guidelines.
- Once eligibility is established, students meet with the program coordinator to determine individualized accommodations. Students must provide reasonable notice to allow time for arrangement of accommodations.