

## Digital Design for Communication (COMM 223) Spring 2024

**Instructor:** Kari Cameron

**Phone:** 585-475-4619

**Office:** Eastman Bldg., 3<sup>rd</sup> Floor, 3206

**Email:** [klcgpt@rit.edu](mailto:klcgpt@rit.edu)

**Office Hours:** Monday, Wednesday, and Friday 10:00 a.m. to 11:00 a.m. I am also available to meet by appointment. Please contact me via email to set up appointments.

### COURSE DESCRIPTION AND OBJECTIVE:

While visual communication has always been an important element of communication, the way in which we communicate with visuals is evolving, as is the technology we use to communicate. Because of this evolution, it is becoming important for those entering the professional world, both designers and non-designers, to have skills that will enable them to illustrate their ideas and concepts. This is especially important for communication graduates.

The Digital Design course is an introduction to design, intended to help the student develop his/her understanding of basic design concepts and to develop basic design skills.

Throughout this course, students will have the opportunity to:

- learn basic design concepts and vocabulary
- use Adobe InDesign, Illustrator, and Photoshop to create and execute various visual communication projects
- assess good (and bad) design in order to enhance their own designs
- learn how they will use their understanding of design to effectively communicate in the professional world
- think like designers and BE designers

### REQUIRED SOFTWARE ACCESS:

You will need to have Adobe Photoshop, Illustrator, and InDesign to complete the coursework. This software is available in many RIT computer labs. However, because you will have limited access to labs and will need to complete much of the coursework outside of the designated class meeting time, you may also consider getting a student subscription to the Adobe Creative Cloud.

<https://www.adobe.com/creativecloud/buy/students.html>

## REQUIRED TEXTBOOK/READING:

Lupton, E. and Phillips, J.C. (2008). *Graphic design: The new basics*. New York: Princeton Architectural Press.

Williams, R. (2015). *The non-designer's design book: Design and typographic principles for the visual novice*. (4<sup>th</sup> Ed.). Berkeley, CA: Peachpit Press.

## RECOMMENDED TEXTBOOK:

Lupton, E. (2010). *Thinking with type. A critical guide for designers, writers, editors, and students*. (2<sup>nd</sup> Ed.). New York: Princeton Architectural Press.

Supplemental reading may be provided throughout the duration of the course. It is expected that students will read this information when it is provided and be able to reference it in class discussion or in their course illustration discussions.

## THINGS YOU NEED:

- Paper
- A pencil
- A reliable means of backing up files (thumb drive, external hard drive)
- A digital camera (Your phone is acceptable if it takes high resolution images)
- An open mind

## STUDENT/INSTRUCTOR COMMUNICATION:

Please email me if you have questions, concerns, or need to set up an appointment to talk or to review course material. We can communicate in person, via phone or Zoom, in addition to email.

I will answer emails as quickly as I am able, generally within a 24 hour period Monday - Friday. If you email me over a weekend, I may respond within 24 hours, but you may not receive a response until the next business day. If you email me in the evening (after 8 PM), please do not expect an immediate response.

Please write emails following a professional standard, including a subject line, a greeting, and proper grammar and mechanics. If you do not maintain professionalism in your writing, do not expect to receive a response from me.

I will send notifications regarding course changes, schedule changes, etc. through the email function of myCourses. I will also regularly post news items in myCourses. In addition, I will on occasion send information to you regarding your course standing using Starfish alerts.

## COURSE MATERIALS:

Materials for the course will be accessible in myCourses. This includes the syllabus, extra readings, assignment descriptions, rubrics, and examples. If you have difficulty finding information you need, please let me know as soon as possible so I can help you access the information.

## STUDENT RESPONSIBILITIES:

1. **Attendance and Preparedness** is required. This class is interactive and meant to enhance understanding of communication. Being present and prepared is integral to this. Students are expected to be present, physically and mentally.
  - You must arrive on time and remain for the entire class, unless otherwise discussed with me.
  - Follow course expectations.
  - Engage productively in class discussion and activities.
  - All assignments and readings should be completed on time. If you are going to be absent due to illness, or an otherwise valid excuse, please notify me. Attendance will be counted as part of the course grade. Failure to attend class will result in a loss of points.
  - If you miss an extensive number of classes (three or more) your grade will be lowered.
  - **If you miss more than 25% of the classes, you may receive an F in the course.**
  - Attendance is recorded in myCourses, where you can track it.
2. **Participation** is expected. This refers not only to being physically present during class, but also providing insightful contributions to class and online discussions.
3. **Reading** should be completed prior to class (with the exception of the first class). Class discussion and activities will be largely based upon readings, making it essential to complete this activity.
4. **Outside work** on projects is expected. While class time will be provided to work on each project, it is expected that you will also work outside of class to complete the projects.
5. **Assignments** are to be turned in via myCourses on their due date. **There will be a penalty applied to late assignments. If submitted after the due date, the grade for the assignment will be reduced by 50%. If submitted one week or more late, the assignment will be graded as 0.** If you have an extenuating circumstance, please speak with me prior to the date the assignment is due.
6. Although not an English class, written assignments should be free from spelling, grammatical, and style (APA) errors. Errors will negatively impact your grade. If you know you have difficulty with these elements, seek assistance from the **Writing Center in the library**. Specific guidelines will be presented with assignments.
7. **Final submissions** should be in PDF or JPEG format unless otherwise noted.
8. **Academic Honesty** is an expectation and requirement. See RIT's policy regarding academic dishonesty (attached).
9. **Distractions** are hard to avoid. However, it is expected that you will avoid them. This includes, but is not limited to, texting, social media use, or web browsing for non-assignment related material. I will be observing your attentiveness throughout class and counting it toward your participation grade. If you are engaged in activities un-related to the class or are using your cell phone during class, you will be marked absent for the day and will receive 0 participation/in class assignment points for the day.

## COURSE STRUCTURE

When the class meets time will be used to reinforce what you have learned from tutorials and videos. Class sessions will be used as discussion sessions and working lab sessions, where you will apply concepts from tutorials to in-class assignments.

Because we have limited time each class period, you will need to come prepared for in-class assignments and discussions. Asynchronous activities will include reading quizzes, discussions online, readings, videos, and independent project work.

## GRADING BREAKDOWN:

Grades will be based upon a number of different assignments throughout the semester. Points will be assigned as outlined below. There will be 100 total possible points.

Attendance/Participation	_____ /15 points
In-Class Assignments:	_____ /15 points
Design Critiques (4 @ 5 pts. each)	_____ /20 points
Photo Project:	_____ /10 points
Logo Design:	_____ /10 points
Business Card	_____ /10 points
Magazine Design:	_____ /20 points
<b>TOTAL:</b>	<b>_____ /100 POINTS</b>

## GRADING SCALE:

A 93% and higher	C+ 77% to 79%
A- 90% to 92%	C 73% to 76%
B+ 87% to 89%	C- 70% to 72%
B 83% to 86%	D 63% to 69%
B- 80% to 82%	F 62% or below

## COURSE SCHEDULE:

This information is subject to change. Depending upon a host of unpredictable issues that may arise, dates or other information may be revised throughout the semester. You will be notified of any changes that may occur.

WEEK AND DATE	TOPIC, READINGS, AND ACTIVITIES	ASSIGNMENTS DUE
Course Introduction and Design, Design Process, and Photoshop Introduction		
CRAP (Contrast, Repetition, Alignment, and Proximity) and Audience		
1 1/15	<p><b>Topic:</b></p> <ul style="list-style-type: none"><li>• Course Introduction</li><li>• Graphic Design and Communication</li><li>• Audience</li><li>• Principles of Design</li></ul> <p><b>Watch:</b></p> <p><b>LinkedIn Learning:</b></p> <ul style="list-style-type: none"><li>• Excerpts from <i>Introduction to Graphic Design</i> by Tony Harmer<ul style="list-style-type: none"><li>◦ Introduction</li><li>◦ Chapter 1 – The Creative Process</li></ul></li></ul> <p><b>Read:</b></p> <ul style="list-style-type: none"><li>• Lupton, p. 10-39 (Beyond the Basics; Point, Line, and Plane; Rhythm and Balance)</li><li>• Williams, Chapter 1</li><li>• "Good Design is Goodwill," by Paul Rand (pages 64-69) in <i>Graphic Design Theory</i>, Edited by Helen Armstrong. Available in myCourses Readings folder.</li></ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"><li>• Complete the "Design Experience Survey" form.</li></ul>	<ul style="list-style-type: none"><li>• Curate photos to share in class for discussion next week</li></ul>
Introduction to Photoshop and Photography		

<p>2 1/22</p>	<p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>• Photography and Photoshop</li> <li>• Storytelling with photography</li> </ul> <p><b>Watch:</b></p> <p><b>LinkedIn Learning:</b></p> <ul style="list-style-type: none"> <li>• <i>Storytelling Through Photographic Images</i> – From the Course – <i>The Practicing Photographer</i></li> <li>• <i>Photography Fundamentals: Composition</i> by Ben Long <ul style="list-style-type: none"> <li>▪ Understanding Composition</li> <li>▪ Seeing</li> <li>▪ Composition Fundamentals</li> </ul> </li> </ul> <p><b>Adobe Tutorials:</b></p> <ul style="list-style-type: none"> <li>○ <a href="#">Get to know Photoshop</a></li> <li>○ <a href="#">Change the Image Size</a></li> <li>○ <a href="#">Work with Layers</a></li> <li>○ <a href="#">Adjust the image quality</a></li> <li>○ <a href="#">Make selections</a></li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Lupton, p. 40-51; 101-111 (Scale; Framing)</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Practice with photography; take photos, practicing photo composition</li> <li>• List of a minimum of 5 ideas for the photo assignment. Choose one idea and draft a minimum of 5 thumbnail sketches for the photo shoot.</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas and sketches for the photo assignment</li> </ul>
<p>3 1/29</p>	<p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>• Photography and Photoshop</li> <li>• Ethics – AI and more</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• <b>LinkedIn Learning:</b> <ul style="list-style-type: none"> <li>○ <i>Photo Essay: Telling a Family Story</i> by Paul Taggart</li> </ul> </li> <li>• <b>Adobe Tutorials:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Retouch Images</a></li> </ul> </li> </ul> <p><b>Read:</b></p>	<ul style="list-style-type: none"> <li>• Take photos and be prepared for Photo Project Draft/Peer critique for class meeting during Week 4.</li> </ul>

	<p>Lupton, p. 127-146; (Layers) p. 52-69 (Texture)</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Photo Project Draft for Peer Critique during class, week 4</li> </ul>	
<p>4 2/5</p>	<p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>• Photography and Photoshop</li> <li>• Photo critique on 2/7</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Lupton, p. 70-97 (Color; Figure and Ground)</li> <li>• Williams, p. 15-32 (Proximity)</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Photo Project</li> <li>• Begin logo research</li> </ul>	<ul style="list-style-type: none"> <li>• Begin logo research</li> </ul> <p><b>Photo Project due Sunday, 2/11 at 11:59 PM</b></p>
<b>Introduction to Illustrator and Logo Design</b>		
<b>COLOR</b>		
<p>5 2/12</p>	<p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>• Introduction to Illustrator</li> <li>• Color</li> </ul> <p><b>Watch:</b></p> <p><b>Adobe Tutorials:</b></p> <ul style="list-style-type: none"> <li>○ <a href="#">Get to Know Illustrator</a></li> <li>○ <a href="#">Create and Edit Shapes</a></li> <li>○ <a href="#">Transform and Edit Artwork</a></li> <li>○ <a href="#">Change Color and Strokes</a></li> <li>○ <a href="#">The Creative Evolution of Type Specimens</a> by Amelia Hugill-Fontanill (Cary Graphics Collection) -</li> </ul> <p><b>LinkedIn Learning:</b></p> <ul style="list-style-type: none"> <li>• Excerpts from <i>Introduction to Graphic Design</i> by Tony Harmer <ul style="list-style-type: none"> <li>○ Chapter 2 – Layout and Composition</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Draft a minimum of 10 logo sketches. Keep in mind logo designs are for personal, professional purposes. The goal is to design a logo that you can use on your business card, resume, website, portfolio, etc.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Chapter 4 – Color</li> <li>• <i>Designing Your First Logo</i> by Nigel French</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Williams, Chapters 3 and 7</li> <li>• Josef Albers readings, accessible in myCourses Readings section</li> <li>• “Color Meaning,” (Adams, 2017) – In myCourses</li> <li>• “Typographic Anatomy” by C.S. Wyatt in myCourses readings</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Research logo designs. Look at logodesignlove.com, as well as online resources, including Pinterest.</li> <li>• Start sketching logo designs on paper, with pen or pencil. Complete a minimum of 10 sketches.</li> </ul>	
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## TYPOGRAPHY

6 2/19	<p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>• Illustrator and Type</li> <li>• Typography/Logos</li> <li>• 2/21 – Logo Discussion with Shani Avni at the Cary Graphic Arts Collection</li> </ul> <p><b>Watch:</b></p> <p><a href="#">The Creative Evolution of Type Specimens</a> by Amelia Hugill-Fontanill (Cary Graphics Collection)</p> <p><b>LinkedIn Learning</b></p> <ul style="list-style-type: none"> <li>• Excerpts from <i>Introduction to Graphic Design</i> by Tony Harmer <ul style="list-style-type: none"> <li>○ Chapter 3 – Typography</li> </ul> </li> </ul> <p><b>Adobe Tutorials</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Add Text to Your Designs</a></li> <li>• <a href="#">Get to know the drawing tools</a></li> <li>• <a href="#">Create Artwork with the Paintbrush and Pencil Tools</a></li> <li>• <a href="#">Start Creating with the Pen Tool</a></li> <li>• <a href="#">Practice Creating with the Pen Tool</a></li> <li>• <a href="#">Edit paths you draw</a></li> </ul>	
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	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Williams, Chapters 8, 9, 10, and 11</li> <li>Lupton, <i>Thinking with Type</i> excerpt, available in myCourses Readings</li> <li>Take a look at <a href="http://thinkingwithtype.com">thinkingwithtype.com</a>.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>Pen Tool Practice: <a href="https://bezier.method.ac">https://bezier.method.ac</a></li> <li>Practice with Illustrator.</li> <li>Work on logo designs using Adobe Illustrator.</li> </ul>	
<b>HIERARCHY</b>		
7 2/26	<p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>Illustrator</li> <li>Hierarchy</li> <li>Logo Design</li> <li><i>Print Demo with Amelia Hugill-Fontanel 2/26</i></li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li><a href="#">The Font of the Future from Scholarly Kitchen (4 minutes)</a></li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Lupton, p. 175-183 (Grid)</li> <li>Revisit Lupton (Layers; Hierarchy)</li> <li>“‘Give Us Back Our Serifs’: The Cultural Rhetoric of Rage Against the [New] Google Logo,” (Rice, 2018) – located in myCourses</li> <li><i>“From Pencil to PDF,”</i> from <i>Logo Design Love</i> by David Airey (in myCourses)</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>Work on logos</li> </ul>	Logo design
<b>InDesign</b>		
<b>GRIDS</b>		

<p>8 3/4</p>	<p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>• Logo Work</li> <li>• Independent logo work 3/6</li> </ul> <p><b>Watch:</b></p> <p>LinkedIn Learning</p> <ul style="list-style-type: none"> <li>• Revisit Excerpts from <i>Introduction to Graphic Design</i> by Tony Harmer <ul style="list-style-type: none"> <li>◦ Chapter 2 – Layout and Composition</li> </ul> </li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Lupton, p. 115 – 125; 158-173; 184-197; (Hierarchy; Modularity; Pattern)</li> <li>• Williams, p. 51-64 (Repetition); 119-122 (Flyers)</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Logo Design Due 3/8</li> <li>• Have a great break!</li> </ul>	<p>Be collecting and reviewing business cards for inspiration.</p> <p>Logo Due 3/22</p>
<p>SPRING BREAK</p>		
<p>9 3/18</p>	<p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>• InDesign Introduction</li> <li>• Grids</li> <li>• Business Cards</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Williams, p. 127-130 (Brochures), 165-196 (Type Contrasts) and p. 65-80 (Contrast)</li> <li>• Lupton, p. 198-231 (Diagram), Time and Motion)</li> </ul> <p><b>Review:</b></p> <ul style="list-style-type: none"> <li>• Business card assignment guidelines in myCourses, in the <i>Assignment Guidelines</i> folder.</li> <li>• Readings in texts on the topic of hierarchy.</li> </ul> <p><b>Research:</b></p> <ul style="list-style-type: none"> <li>• Look at examples of business cards. Use resources like Pinterest for inspiration.</li> </ul> <p><b>Watch Adobe Tutorials:</b></p>	<p>Sketch a minimum of 5 business card designs that you can use for your personal business card.</p> <p>Logo due 3/22</p>

	<ul style="list-style-type: none"> <li>• Get started with InDesign</li> <li>• Add text</li> <li>• Format text</li> <li>• Add and transform graphics</li> <li>• Apply color and effects</li> <li>• Edit content</li> <li>• Create a business card</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Create a minimum <b>5</b> sketches (on paper) of your business card.</li> </ul>	
<b>REVISITING GRIDS AND CRAP (Contrast, Repetition, Alignment, and Proximity)</b>		

10 3/25	<p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>• InDesign</li> <li>• Business cards</li> </ul> <p><b>Watch:</b> <b>LinkedIn Learning</b></p> <ul style="list-style-type: none"> <li>• Typography: Working with Grids</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Work on business cards</li> </ul>	
11 4/1	<p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>• InDesign</li> <li>• Grids</li> <li>• Business Card Peer Review 4/3</li> <li>• Magazines</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• <b>Adobe InDesign Tutorials:</b></li> <li>• <a href="https://helpx.adobe.com/indesign/tutorials.html">https://helpx.adobe.com/indesign/tutorials.html</a> <ul style="list-style-type: none"> <li>○ Page Layout Course <ul style="list-style-type: none"> <li>▪ Add pages to your document</li> <li>▪ Align content with guides</li> <li>▪ Align and distribute objects</li> </ul> </li> </ul> </li> </ul> <p><b>Design:</b></p> <ul style="list-style-type: none"> <li>• Prepare your business card draft in <i>InDesign</i> to share for peer critique. The peer critique will be held during class next week.</li> </ul> <p><b>Homework:</b></p>	<b>Business Card Due 4/14 11:59 PM</b>

	<ul style="list-style-type: none"> <li>• Work on business card designs.</li> </ul>	
12 4/8	<b>Topic:</b> <b>4/8 – no class - Eclipse Day – Enjoy the eclipse!</b>  InDesign Multi-page layouts Magazines  <b>Homework:</b> <ul style="list-style-type: none"> <li>• Sketch 5 concepts for magazines designs</li> </ul>	
13 4/15	<b>Topic:</b> <ul style="list-style-type: none"> <li>• Working in InDesign</li> <li>• Magazines</li> <li>• <b>4/19 – no class – work on magazines</b> <ul style="list-style-type: none"> <li>◦ I'll be on an RIT trip to NYC, so please work independently on magazines.</li> </ul> </li> </ul>	
14 4/22	<b>Topic:</b> <ul style="list-style-type: none"> <li>• InDesign</li> <li>• Peer critique 4/24</li> <li>• Magazines</li> <li>• <b>4/26 – Leigh Rubin visit to class/guest lecture</b></li> </ul> <b>Homework:</b> <ul style="list-style-type: none"> <li>• Magazines</li> </ul>	<b>Magazine Due 5/3</b>
15 4/29	<b>Topic:</b> <ul style="list-style-type: none"> <li>• Last Day of Class</li> </ul>	
FINAL EXAM WEEK	<b>Final Magazine Due 5/3 at 11:59 PM</b>	<b>Final Magazine Due 5/3 at 11:59 PM</b>

## ASSIGNMENT DESCRIPTIONS:

For each assignment, you can find more detailed assignment descriptions and rubrics in myCourses.

## IN CLASS ASSIGNMENTS:

Throughout the semester you will be given in class design and writing assignments to reinforce concepts and skills learned in class. There will be an assignment folder created for each in class assignment. On some occasions, there will not be enough time in class to complete an in-class assignment. In those instances, you will need to complete the assignment outside of class and submit the finished product to myCourses.

I will review assignments and assign a grade at the end of the semester for work completed. (10 points)

## PHOTO PROJECT:

Photographs help to shape our perception of a person or place. Your goal for this assignment is to photograph and edit a series of 5 to 8 images that help to define a topic from an insider's (or outsider's) perspective.

**The series of photos you take will include:**

**a photo of a place** – An image that shows the place the series of photos takes place in to set context.

**a photo of a face** – A portrait

**a photo of faces in a place** – A photo of people engaged with one another or doing something in the place

**a place with faces** – An wide shot of people in the place and, a photo of your choice

You can choose a topic that is related to something other than RIT, such as a photo exploration of your family, a holiday such as the Chinese New Year, dorm life, a hobby or team, or another topic of interest.

**\*\*\*You must take new photos for this assignment.\*\*\***

Accompanying the photo project you will write a short essay (2-3 pages) discussing who you think the audience for the series is, why you chose to represent the subject as you did, your design process, and a critical analysis of your work (what you did well, what you didn't, what you could improve upon).

*Grading Rubric (10 total points)*

Creativity and relationship to appropriateness of the project	20% grade
Aesthetic quality/neatness/attractiveness	20% grade
All required photos are present	20% grade
Technical aspects of the project	20% grade
Responses to questions for short essay	15% grade
Research, Planning, and Sketches	5% grade

LOGO:

You will design a professional logo (details for this logo will be provided). Using information from readings and class discussions, you will use Adobe Illustrator to create logo that represents you (your personality, major, interests, or other appropriate attributes).

To prepare for the logo design you will create a list of adjectives to describe yourself. You will also be responsible for at least five logo sketches.

Spend time thinking about what makes good logos vs. bad logos. This may be something you will want to utilize on your résumé or other professional documents in the future, so be creative and take care with the design.

Accompanying the logo, you will write a short essay (2-3 pages) that discusses who the audience for the logo is, why you chose to design the logo the way you did, the design process you used, and a critical analysis of your work.

*Grading Rubric (10 total points)*

Creativity of logo and relationship to assignment	20% grade
Aesthetic quality/neatness/attractiveness	20% grade
Use of image, text, and color (related to course concepts)	20% grade
Technical aspects of the logo	20% grade
Extent to which you addressed the questions for short essay	15% grade
Research and Sketches	5% grade

## **BUSINESS CARD:**

You will design a business card that you can use as you make new professional connections. Using information from readings and class discussions, you will use Adobe Illustrator or InDesign to create a professional business card. Spend time thinking about what makes good business cards vs. bad business cards. This bit of information that you pass along to people may be the key to securing a job in the future, so be creative and take care with the design.

*Grading Rubric (10 total points)*

Creativity and professionalism of business card and relationship to assignment	20% grade
Aesthetic quality/neatness/attractiveness	20% grade
Use of image, text, and color (related to course concepts)	20% grade
Technical aspects of the business card	20% grade
Extent to which you addressed the questions for short essay	15% grade
Research and Sketches	5% grade

## **MAGAZINE SPREAD:**

Your assignment is to create a partial magazine spread that includes a cover page, a table of contents, a minimum of two features sections (content sections), and one advertisement. You will use InDesign to complete this assignment and possibly Photoshop and Illustrator for any photos and/or logos and/or ads you may want to include. You should use information gained from readings in the course as well as during class time to inform your design.

In lieu of a final essay for the magazine, during the last week of class or finals week, you will present the magazine to the class. This presentation will cover your design process, intended purpose and audience, and a discussion of your successes and areas for improvement.

*Grading Rubric (20 total points)*

Creativity of the deliverable and relationship to assignment	20% grade
Aesthetic quality/neatness/attractiveness	20% grade
Use of image, text, and color (related to course concepts)	20% grade
Technical aspects of the deliverable	20% grade
Magazine Presentation	15% grade
Research and Planning	5% grade

## CRITIQUES:

Near the conclusion of each project, I will schedule an in-class critique. Students will review others' work, providing feedback about the elements of the designs that are effective and communicate clearly and the elements that do not. It is important that projects are near completion on the dates of critiques to ensure that you can receive the best possible feedback. It is also important that you are present for critiques so you can receive feedback and made changes as needed prior to submitting your final projects.

Critique participation is graded (3.75 points per critique).

## RESEARCH:

To help inform your design process, you will need to complete research to accompany each assignment. I will ask you to submit documentation of your research in myCourses with your assignments and occasionally, may ask you to post your research on the class blog to help inform other students.

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## Emergencies:

In the event of a University-wide emergency course requirements, classes, deadlines and grading schemes are subject to changes that may include alternative delivery methods, alternative methods of interaction with the instructor, class materials, and/or classmates, a revised attendance policy, and a revised semester calendar and/or grading scheme.

## Academic Accommodations:

Rochester Institute of Technology is committed to upholding and maintaining all aspects of the Federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If you are a student with a disability and wish to request accommodations, please contact the Office of Disability Services located in the Eastman Building, Room 2342, or call 475-7804. Any information regarding your disability will remain confidential. Because many accommodations require

early planning, requests for accommodations should be made as early as possible. Any requests for accommodations will be reviewed in a timely manner to determine their appropriateness to this setting.

**Academic Integrity:**

Rochester Institute of Technology does not condone any form of academic dishonesty. Any act of improperly representing another person's work as one's own is construed as an act of academic dishonesty. These acts include, but are not limited to, plagiarism in any form, or use of information and materials not authorized by the instructor during an examination. If a faculty member judges a student to be guilty of some form of academic dishonesty, the student may be given a failing grade for the piece of work, depending upon the severity of the misconduct.

**AI/ChatGPT:**

AI in the classroom is ever-evolving. It is expected that all designs are your creation. Adobe Creative Suite offers ways in which you can incorporate AI generative work into your designs. If you use AI generative as part of your projects, you must cite this in your work (<https://apastyle.apa.org/blog/how-to-cite-chatgpt>). Failure to do so may result in a failing grade. Any work created solely with AI will receive an automatic 0.

**Title IX:**

From the RIT Title IX Page (<https://www.rit.edu/fa/compliance/title-ix>)

"RIT will not discriminate in terms and conditions of employment, admission, and participation in programs or residential life. The policy prohibits discrimination and harassment on campus, or at any RIT activities off campus, by its administrators, faculty, staff, students and student organizations, and external organizations and individuals in their operations with RIT.

All students, faculty, and staff are protected under Title IX and have the right to file an internal complaint if you or someone you know at RIT has experienced any of the following prohibited behaviors:

- Sexual Misconduct (including sexual violence, dating violence, and stalking)
- Sexual Harassment
- Gender Discrimination
- Retaliation

You can find definitions of the above terms in the D19.0 Student Gender-Based and Sexual Misconduct Policy."