**Course Number: ID 1402**

**Course Title:** Introduction to Graphic Communication 2

**Instructor:** Ann Gerondelis (lead), Joyce Medina

**Credit Value:** 1 credit hour

**Course Times:** Tuesday 12-3pm

**Co-Requisites**: ID 1012, ID 1102, ID 1419

**Pre-Requisite**: ID 1401

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Catalogue Description*:***

Introduction to graphic design, composition, layout, color, typography, photography, social media & videography. This second course in the sequence will emphasize digital skill development.

# Objectives:

This course is the second in a sequence, designed to provide beginning industrial design students with an introduction to graphic communication. Students learn to plan and execute the design of visual communications according to the needs of audiences and the context for which communications are intended. Communications include both printed and digital, multiple scales, from logos to pages to posters, websites and more. The course is structured around a series of exercises/themes in electronic graphic communication: Social Media Space, Videography, and Self-Marketing through an Electronic Portfolio. Mini-lectures fuel hands-on analytical and propositional activities that directly support the co-requisite course: Introduction to Design Fundamentals 2. Sequenced exercises build skills both in understanding and interpreting visual elements, and in understanding the process of graphic design for digital media.

# Learning Outcomes:

Upon completion of the course students are expected to demonstrate knowledge, skill and abilities in the following areas:

* Demonstrate proficiency in *solving communication problems* through the skills of problem identification, research and information gathering, analysis, generation of alternative solutions, prototyping and user testing, and evaluation of outcomes.
* Demonstrate the ability *to describe and respond to the audiences and contexts* that communication solutions must address, including recognition of the physical, cognitive, cultural and social human factors that shape design decisions.
* Demonstrate the ability to *create and develop visual form* in response to communication problems, including an understanding of principles of visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful messages.
* Demonstrate an understanding of *tools and technology*, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools and technologies include, but are not limited to, drawing, printing, photography, and time-based and interactive media (film, video, and computer multimedia).

## Course Format:

Instructional methods for teaching the course include:

Lectures and in-class demonstrations

Graphic communication exercises

Presentations and reviews

Readings

# Weekly Learning Activities:

Lecture and In-Class Demos (1 hour)

Hands-on Exercises (2 hours)

Total In-Class (3 hours)

# Schedule:

Weeks 1-4

**Exercise 1 Videography**

*Exercises such as Ethnographic Research or Propositional Project Video focusing on these themes:*

Time

Perception

Sequence

Frame

Connections

Transitions

Workflow

Week 5-9

**Exercise 2 Social Media Space**

*Exercises such as a Kickstarter Campaign or Other Project Promotion focusing on these themes:*

Motivations

Narrative

Audience

Strategies

Incentives

Promotion

Analysis

Week 10-14

**Exercise 3 Electronic Portfolio**

Objectives

Content Audit

Audience

Identity

Narrative

Branding

Promotion

Week 15 Reflection

# General Responsibilities and Expectations:

Attendance: Students are expected to attend and participate during each class session. Attendance for all scheduled exams or in class presentation is required. If you know that you will miss a class, please advise your instructor at least 24 hours in advance. If an unexpected situation occurs, it is your responsibility to contact the instructor within 24 hours of the scheduled class time.

Participation:

Students are expected to actively engage in any in-class discussions and activities.

Deadlines:

Students are expected to complete any assigned readings and come prepared to each class. Deadlines for all assignments and projects will be specified when they are given. Any in-class assignments will be due by the end of class unless otherwise specific. Late or incomplete projects will result in grade reduction. In-class activities may only be made up if you are absent for a valid reason. The instructor reserves the right to change the dates and modify assignments as necessary, with advanced notification.

**Evaluation Criteria:**

Students will be evaluated on the quality of work completed in class and for homework, presentations of that work, and on the quality of their contributions in class discussions.

**Grading:**

Grading will be based on the Georgia Institute of Technology system. No plus or minuses will be applies to the final grade. However, plus and minuses will be used for all the submissions during the semester. Students will have one week after each project grade submissions to discuss and grading matters to the instructor.

The grade ranges are defined as follows:

90 -100% = A

80 - 89% = B

70 - 79% = C

60 - 69% = D

0 - 59% = F

Grades will be based on projects and exams according to the following grading distribution:

10% Attendance and In-class Participation

90% Three Exercises @ 30% each

**On-Line Resources:**

The course will utilize T-Square (t-square.gatech.edu) for the distribution of class materials (such as lecture slides or supplemental readings), announcements, and for turning in class assignments.

Students will also make use of a range of tutorials posted on lynda.gatech.edu.

**Facilities & Equipment:**

This course may make use of support facilities such as the workshop, computing lab and other resources. The College of Architecture workshop (Basement East Building) and laser-cutters (3rd floor East building) are available to support design activities. Students wishing to use the facility and equipment must have completed the required introductory course and /or have been checked out in the proper use of the equipment by the lab personnel. The College of Architecture computing lab room #104a is the primary computer lab for the ID Program. The normal operating schedule for the lab is the same as the other College of Architecture computing facilities.

**Required Books/Reference Materials:**

Lidwell, William, Kritina Holden, and Jill Butler. *Universal Principles of Design*. Gloucester, MA: Rockport, 2003. Print.

Vignelli, Massimo. *The Vignelli Canon*. Milano: Postmedia, 2012.

**Recommended Books/Reference Materials:**

Craig, James, Irene Korol. Scala, and William Bevington. *Designing with Type: The Essential Guide to Typography*. New York: Watson-Guptill Publications, 2006. Print.

Elam, Kimberly. *Grid Systems: Principles of Organizing Type*. New York: Princeton Architectural, 2004. Print.

Linton, Harold, and Steven Rost. *Portfolio Design*. New York: W.W. Norton, 2003. Print.

Lupton, Ellen. *Thinking with Type: A Critical Guide for Designers, Writers, Editors, & Students*. New York: Princeton Architectural, 2004. Print.

Lupton, Ellen, Jennifer C. Phillips, and Jennifer Cole. Phillips. *Graphic Design: The New Basics*. Princeton Architectural, 2008. Print.

Lupton, Ellen. *Graphic Design Thinking: Beyond Brainstorming*. New York: Princeton Architectural, 2011. Print.

Malamed, Connie. *Visual Design Solutions: Principles and Creative Inspiration for Learning Professionals*. Print.

McLuhan, Marshall. *Understanding Media: The Extensions of Man*. Berkeley: Gingko, 2015. Print.

Tondreau, Beth. *Layout Essentials: 100 Design Principles for Using Grids*. Beverly, MA: Rockport, 2009. Print.

Wallschlaeger, Charles, and Cynthia Busic-Snyder. *Basic Visual Concepts and Principles: For Artists, Architects, and Designers*. Dubuque, Iowa: Brown Publ., 1992. Print.

White, Alex W. *The Elements of Graphic Design: Space, Unity, Page Architecture, and Type*. New York, NY: Allworth, 2011. Print.

*Helvetica*. NewVideo, 2007.

Adobe Creative Suite: Photoshop, Illustrator, InDesign, Acrobat, Bridge

Adobe Premiere Pro

**General Notes (policies and procedures):**

**Special Needs:**

All students with special needs, permanent or temporary disabilities are urged to contact their Instructors or Troy Whyte ([troy.whyte@coa.gatech.edu](mailto:troy.whyte@coa.gatech.edu), 404-894-4874) for information or assistance to coordinate their service needs and/or visit the ADAPTS program website: <http://www.adapts.gatech.edu/> The ADAPTS Office, located in the Office of the Dean of Students (ODOS), provides support and information regarding students with disabilities at the Georgia Institute of Technology. Assistance is also available for meeting the requirements of the Americans with Disabilities Act (ADA) and students self-identifying as having a disability to obtain reasonable accommodations. Official documentation of disability is required to determine eligibility for accommodations or adaptations that may be helpful on campus. Staff members in the ADAPTS Office serve as full-time advocates for students with disabilities. Their role is to ensure that all students have physical programmatic access to all college programs, thereby enhancing their interactions in all activities of the campus community. Our purpose is to improve the educational development of students with disabilities and to enhance the understanding and support within the institute through equitable access, accommodations, and the provision of programs and services. ADAPTS operates under the guidelines of Section 504 of the Rehabilitation Act of 1973 and the 1990 Americans with Disabilities Act (ADA). ADAPTS serves any Georgia Tech student who has a documented, qualifying disability.

**Student Bill of Rights:**

1. The right to attend classes at regularly scheduled times without deviation from such time and without penalty if the student cannot attend instructional, lab, or examination hours not institutionally scheduled.
2. The right to consult with an assigned and qualified advisor for a reasonable amount of time each term.
3. The right to consult with faculty outside usual classroom time such as regularly scheduled office hours by appointment.
4. The right to have reasonable access to campus facilities of which use is required to complete course assignments and/or objectives.
5. The right to receive a syllabus for each course at the first class meeting. The syllabus should include an outline of the course objectives, criteria used in determining the course grade, and any other requirements. Students should be informed of any changes made to the syllabus with reasonable time to adjust to these changes.
6. The right to have reasonable time to learn course material prior to the administration of an examination.
7. The right of each student to receive access to any of his/her records kept by the institution.
8. The right to have reasonable access to grading instruments and/or evaluation criteria and to have graded material returned in a timely fashion.
9. The right to be informed of the grade appeals process.
10. The right to have reasonable facilities in which to receive instruction and examinations.
11. The right to be informed in each course of the definition of academic misconduct.

**Contacting the Instructor for an Appointment:**

If you would like to arrange a meeting or appointment, please speak with the instructor after class or contact the instructor via email. Please allow 24 hours for a response.

*This syllabus may be subject to change during the course of the semester. IF so, the syllabus will be updated online and you will be informed of the changes.*