ITLS 4240 GRAPHIC DESIGN PRODUCTION II

Course Time: Online, Asynchronous
Instructor: Lu Lawrence (lu.lawrence@usu.edu)
LMS: Canvas

Course Description

This course covers advanced practices of using the computer to design and produce a wide variety of instructional graphics and animations. Additional course work is required for those enrolled in the graduate-level course. The purpose of this course is to build on the foundations taught in Beginning Graphic Design to elaborate on your skills as designers. We will use the Design Thinking process to build a series of designs for a non-profit organization of your choice. The non-profit should be one that you are comfortable sharing with a diverse audience and is not harmful to anyone's identity or culture. We will identify the target audience, conduct design research, and create designs with this audience in mind. Through a design research exercise and three design projects, you will deepen your understanding of what it means to design for an audience and learn about the core principles of design, while also growing your skills with the Adobe Suite.

Cross-listed as: ITLS 6240

Course Objectives

IDEA objectives:

- Learning to apply course materials (to improve rational thinking, problem solving and decisions) (Objective 3)
- Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course (Objective 4)
- Developing creative capacities (Objective 6)
- Learning to analyze and critically evaluate ideas, arguments, and points of view. (Objective 11)

By the end of this course, you will be able to:

1. Apply a range of design research methods specific to a non-profit organization of your choice (IDEA Objective 11)

2. Apply the core principles and foundations of branding systems and icons (project 1), typography and layouts (project 2), and motion design (project 3) (IDEA Objective 3)

3. Use the basics of the main programs in Adobe Creative Cloud – Illustrator (project 1), InDesign (project 2), and Photoshop (project 3) to execute creative vision (IDEA Objective 6)

4. Organize and communicate your design process and research (IDEA Objective 4)

Instructor & Contact Information

Hello all! I'm Dr. Lawrence, an assistant professor in ITLS, and I use she/her pronouns. I'm really excited about the course, as my background is in graphic design and it's something near and dear to my heart! You can check out my work (both research and design) on my website, LuEttaMae.com. I'm a trained graphic designer and now leverage those skills into my research focused on how we design learning environments with communities.

The best way to reach me is by emailing me (lu.lawrence@usu.edu), messaging me in Canvas, or scheduling a meeting with me through my Calendly (Links to an external site.). My work schedule is Monday through Friday 9-5. I will not be available to respond on nights and weekends – you can find me hiking, painting, baking, or cuddling my dogs during those times. :) If you have questions, please send me a message whenever it's convenient for you and I will do my best to get back to you when I'm back to my computer.

A little note: Your assignments will all be due on Saturdays to accommodate those who are working full time or are busy during the week. If you have questions or need assistance, please reach out to me during the week before the assignment is due. I am more than happy to give feedback, answer questions, or discuss challenges, but I am not available on Saturdays to do so.

Course Resources

- Creative Cloud
  - To download, see USU instructions Adobe Creative Cloud: How to download for Mac and Windows
  - For general questions on Creative Cloud please see Creative Cloud Tutorials (you can access the website or through the Creative Cloud app on your computer) or post on our Adobe Questions, Tips, and Tricks Discussion Board

- For specific downloading or technical issues contact the [USU Service Desk](#)
- Sketchbook or paper
- There is no textbook for the course, but there are articles, blogs, and book excerpts that are required each week (they will be posted on Canvas). We will be reading excerpts and chapters from a range of design texts. PDFs of the readings can be found in the assignment section. These books can also act as inspiration as they are each have unique design styles and have examples of a range of designs inside!
  - Additional resources and videos will be posted as we progress through the semester to support your progress through the design process

Course Requirements

Each week you will:

1. Read an article, book, or blog that is relevant to your weekly assignments
2. Watch a short overview video where I walk you through my example of the project
3. Submit an assignment toward one of your three projects
4. Critique two of your classmates work

Course Structure

- Our due dates in this class are not arbitrary. The course's pacing is designed to help you make steady and productive progress toward the learning objectives while also leaving time to provide feedback to each other, so all work should ideally be submitted by the specified due dates.

- Please keep me updated with how you are doing and if you need extensions or other support. I don't need any specifics about what is going on, I just need you to tell me what you need. If you do not reach out, a 10% per day penalty will be applied to any work not submitted at the specified due date unless I have been emailed (lu.lawrence@usu.edu) in advance of the due date (or as soon as possible after the due date if there are extenuating circumstances). If you have not contacted me the assignment may receive a zero after a full week.

- IMPORTANT: We all come to this course with a variety of experiences, responsibilities, needs, and emotions. We are also attempting to have as normal of a semester as possible during a global pandemic. The pandemic will affect us all in different ways and at different points in time throughout the semester. It is

important to remember that there are many things happening in the background of our learning this semester. This means that all learners in our classroom (myself included) are not just students/instructors, but people with outside lives that will both inform and sometimes interfere with this class. **I want to be very clear:** Your health and the health of your family, classmates, and your community is the most important thing. This includes both your physical and mental health. **The course policies offer options for flexibility, but also ask for accountability**. Both are integral to creating a productive learning experience for our entire classroom community. If you need support, please reach out!

Course Resources

Creative Cloud

- To download, see USU instructions [Adobe Creative Cloud: How to download for Mac and Windows (Links to an external site.)](#)

- For general questions on Creative Cloud please see [Creative Cloud Tutorials (Links to an external site.)](#) (you can access the website or through the Creative Cloud app on your computer) or post on our [Adobe Questions, Tips, and Tricks Discussion Board](#)

- For specific downloading or technical issues contact the [USU Service Desk (Links to an external site.)](#)

Sketchbook or paper

There is no textbook for the course, but there are articles, blogs, and book excerpts that are required each week (they will be posted on Canvas). We will be reading excerpts and chapters from a range of design texts. PDFs of the readings can be found in the assignment section. These books can also act as inspiration as they are each have unique design styles and have examples of a range of designs inside!

Additional resources and videos will be posted as we progress through the semester to support your progress through the design process

We will read from the following books:

- Adams, S., Morioka, N., & Stone, T. L. (2006). *Logo design workbook: A hands-on guide to creating logos*. Rockport Publishers.

- Ambrose, G., & Harris, P. (2008). *The production manual: A graphic design handbook* (Vol. 33). AVA Publishing.

- Carter, R., Meggs, P. B., & Day, B. (2011). *Typographic design: Form and communication.* John Wiley & Sons.

- McCloud, S. (1993). *Understanding comics: The invisible art.* Northampton, Mass.

- McKercher, K. A. (2020). *Beyond sticky notes. Doing co-design for Real: Mindsets, Methods, and Movements,* 1st Edn. Sydney, NSW: Beyond Sticky Notes.

- O'Grady, J. V., & O'Grady, K. V. (2017). *A Designer's Research Manual, Updated and Expanded: Succeed in Design by Knowing Your Clients and Understanding what They Really Need.* Rockport Publishers.

Evaluation Methods and Criteria

You will be evaluated on your participation in critique and the successful completion of your assignments. There will be no tests or quizzes assigned in this course. If you do the work and constructively participate in the course, you will receive a grade that reflects their effort. Course participants will not be graded on their artistic skill, but rather on their execution of design processes and principles, and the demonstration of understanding of how to use the tools covered in the course.

- You will be required to post your design assignment by 11:59 PM every Saturday.
- You ARE NOT required to have made comments on others' posts at this point (although you can).
- You will need to post on two of your peers' entries by 11:59 PM on the Tuesday AFTER the due date. This gives time to get and feedback that so that it can be applied in the next iteration of your design!
- ALL assignments must be name "Lastname_Project#_Assignment#" For instance, my first assignment would be name Lawrence_Project0_Assignment1
- Unless I have been notified in advance, late assignments will be docked 10% off your final grade for every day it is overdue, after a full week, the assignment will receive a zero.

Acknowledgments

Content in this course includes inspiration from others' syllabi as well as examples from a range of designers' work. Below is a list of people who have contributed to this

course through discussion, examples, or content in addition to the books and authors listed above:

- [Danielle Hernandez, Creative Manager, HNI Corporation](#)
- [Rachael Dietkus, Founder, Social Workers who Design](#)
- [Rutvi Gupta, Designer and Researchers, Nava](#)
- [Luciana Rodrigues, Designer, Social Innovation, MD Anderson Cancer Center](#)
- Brian Kartchner, PhD Candidate and Designer, Utah State University

Course Schedule/Outline

Week	*Project*	Due Date	What's Due?
Week 1: Design Research	*Project 0: Design Research Refresher*	9/3	Introduction post! Assignment 0.1 due
Week 2: Design Research		9/6	Critique
		9/10	Assignment 0.2 due
Week 3: Logo Design	*Project 1: Logo Design*	9/13	Critique
		9/17	Assignment 1.1 due
Week 4: Logo Design		9/20	Critique
		9/24	Assignment 1.2 due
Week 5: Production		9/27	Critique
		10/1	Assignment 1.3 due
Week 6: Final Designs Due		10/4	Critique
		10/8	Assignment 1.4 due
Week 7: Typography	*Project 2: Campaign Series Design*	10/11	Critique
		10/15	Assignment 2.1 due
Week 8: Typography		10/18	Critique
		10/22	Assignment 2.2 due
Week 9: Typography		10/25	Critique
		10/29	Assignment 2.3 due
Week 10: Final Designs Due		11/1	Critique
		11/5	Assignment 2.4 due

Week	Project	Due Date	What's Due?
Week 11: Storyboarding		11/8	Critique
	Project 3: Motion Design	11/12	Assignment 3.1 due
Week 12: Motion Design		11/15	Critique
		11/19	Assignment 3.2 due
Week 13: Thanksgiving		11/22	Critique
		11/26	Thanksgiving Break
Week 14: Production		11/29	Work on project 3
		12/3	Assignment 3.3 due
Week 15: Final Designs Due		12/6	Critique
		12/10	Assignment 3.4 due
Week 16: Finals Week		12/13	Critique

Grade Scheme

The following grading standards will be used in this class:

Grade	Range
A	100 % to 93.0%
A-	< 93.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 83.0%
B-	< 83.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 73.0%
C-	< 73.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 60.0%
F	< 59.0 % to 0.0%

Attendance and Excused Absences Policy

This course is an asynchronous course without a set meeting time. There will be regular due dates for assignments and critiques. Having been in your position as a student, I understand that life can unexpectedly "happen". If you should run into any issues that would prohibit you from participating fully in the class at any point, please contact me as soon as you are able, and we can work out a solution. If you have questions about this, please schedule a time to get in touch via Zoom. You can sign up for time on my [Calendly link](). Please reach out if none of these times work for you.

Assumption of Risk

All classes, programs, and extracurricular activities within the University involve some risk, and certain ones involve travel. The University provides opportunities to participate in these programs on a voluntary basis. Therefore, students should not participate in them if they do not care to assume the risks. Students can ask the respective program leaders/sponsors about the possible risks a program may generate, and if students are not willing to assume the risks, they should not select that program. By voluntarily participating in classes, programs, and extracurricular activities, a student does so at his or her own risk. General information about University Risk Management policies, insurance coverage, vehicle use policies, and risk management forms can be found at: http://www.usu.edu/riskmgt/

Library Services

All USU students attending classes in Logan, at our Regional Campuses, or online can access all databases, e-journals, and e-books regardless of location. Additionally, the library will mail printed books to students, at no charge to them. Students can also borrow books from any Utah academic library. Take advantage of all library services and learn more at libguides.usu.edu/rc.

Online Course Fee

A fee of $15 per credit is applied to all online courses to sustain current digital technologies and support services required for engaging and effective online learning.

Classroom Civility

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to

learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read Student Code Article V Section V-3 for more information.

University Policies & Procedures

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:
"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."
A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;

- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and

- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- Cheating: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:

- Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"

- Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;

- Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;

- Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;

- Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;

- Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.

- Falsification: altering or fabricating any information or citation in an academic exercise or activity.

- Plagiarism: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: ARTICLE VI. University Regulations Regarding Academic Integrity

Discrimination and Sexual Misconduct

General Overview

USU strives to provide an environment for students and employees that is free from discrimination and sexual misconduct. If you experience sexual misconduct or discrimination at any point during the semester inside or outside of class, you are encouraged to contact the USU Title IX Coordinator via Old Main room 161 in Logan, 435-797-1266, titleix@usu.edu, or at equity.usu.edu/report. You can learn more about the USU resources available for individuals who have experienced sexual

misconduct at sexualrespect.usu.edu. Resources for individuals who have experienced discrimination are listed at equity.usu.edu/resources.

Required Reporting of Sexual Misconduct

The instructor is designated by USU as a "reporting employee." This means that if you share information about sexual misconduct (sexual harassment, sexual assault, relationship violence, or sex-based stalking) with the instructor, they will report that information to the USU Title IX Coordinator. The instructor is also required to tell you about designated confidential resources, supportive measures, and how you can file a report with the USU Title IX Coordinator.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) as early in the semester as possible (University Inn # 101, (435) 797-2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Students who are at a higher risk for complications from COVID-19 or who contract COVID-19 may also be eligible for accommodations.

Respect for Diversity

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: https://studentaffairs.usu.edu, (435) 797-1712, studentservices@usu.edu, TSC 220

- Student Legal Services: https://ususa.usu.edu/student-association/student-advocacy/legal-services, (435) 797-2912, TSC 326,

- Access and Diversity: http://accesscenter.usu.edu, (435) 797-1728, access@usu.edu; TSC 315

- Multicultural Programs: http://accesscenter.usu.edu/multiculture, (435) 797-1728, TSC 315

- LGBTQA Programs: http://accesscenter.usu.edu/lgbtqa, (435) 797-1728, TSC 3145

- Provost's Office Diversity Resources: https://www.usu.edu/provost/diversity, (435) 797-8176

You can learn about your student rights by visiting:
The Code of Policies and Procedures for Students at Utah State University: https://studentconduct.usu.edu/studentcode

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: Article VII.

Full details for USU Academic Policies and Procedures can be found at:

- Student Conduct

- Student Code

- Academic Integrity

- USU Academic Policies and Procedures

- Academic Freedom and Professional Responsibility Policy

Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

General Health Protocols

The cold, flu, COVID-19, and other illnesses can have an impact on the health of our university community. USU welcomes the wearing of masks in all university buildings and encourages taking measures to mitigate risk as recommended by federal and state public health officials: getting vaccinated, staying home if you are sick (even with mild symptoms), and frequent hand washing.

Mental Health

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at [Counseling and Psychological Services (CAPS)](#).

Students are also encouraged to download the ["SafeUT App"](#) to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.