

S Y L L A B U S

D A T E S | T O P I C S | R E A D I N G S | A S S I G N M E N T S

- 09.07.23 **Introduction to Design & Introduction to Photoshop**
Graphic Design Essentials (With Adobe Software) Joyce Walsh (required)
Homework (HW) due next class: Read Chapter 1 & Environmental Graphics Sketches (pg 17)
- 09.14.23 **Elements of Design & Introduction to Illustrator**
HW due next class: Read Chapter 2, Three of the Elements in Designs (pg 37) & Color Grids (pg 56)
- 09.21.23 **Typography I**
HW due next class: Read Chapter 3, First draft of Project 1 Layout 1 (P1) (pg 84) & Slang type (pg 100)
- 09.28.23 **Typography II & Advanced Illustrator Critique Project 1 First Layout | Critique Slang Type**
HW due next class: First draft of Project 1 Layout 2 (pg 100)
- 10.05.23 **Creative Process & Concept Development | Critique Project 1 Second Layout**
HW due next class: Final revisions for Project 1
- 10.12.23 **Illustration and Photography | Advanced Photoshop | Submit Project 1**
HW due next class: Read Chapter 4 & First draft of Project 2 (P2) (pg 146 examples)
- 10.19.23 **Layout | Integrate Type & Image | Illustrator & Photoshop | Critique Project 2**
HW due next class: Read Chapter 5 & Final revisions for Project 2
- 10.26.23 **Logos | Advanced Illustrator | Submit Project 2**
HW due next class: Read Chapter 6 & First draft Project 3 (P3) (pg 186)
- 11.02..23 **Critique Project 3 | Advanced Illustrator**
HW due next class: Final revisions Project 3
- 11.09.23 **Visual Themes | Introduction to InDesign | Submit Project 3**
HW due next class: Read Chapter 7 & First draft Project 4 menu
- 11.16.23 **Web Design Strategies & Advanced InDesign, Photoshop | Critique Project 4 menu**
HW due next class: Revise menu & First draft Project 4 laptop web page
- 11.23.23 **No Class | Happy Thanksgiving**
- 11.30.23 **UX/UI & Advanced InDesign | Critique Project 4 web page**
HW due next class: Revise Project 4 web page and menu as needed
- 12.07.23 **Presentation of Final Projects**

C O N T A C T

joycew@bu.edu | COM RM 203D | Office Hours Wednesday Drop-in 9:30-11:30
Teaching Assistant | Shuolei Liu | liusl@bu.edu | Office Hours Friday 2-4 RM 206
Website people.bu.edu/joycew for the syllabus, project plans & links for the book.
[@WalshWall](https://www.instagram.com/WalshWall) for previous student projects & final class photos.
Google Drive for uploading HW, drafts and final projects, software skills files.
Blackboard is not used in this course.

D E S C R I P T I O N

Design Strategy & Software, CM501, provides knowledge and practice for effective graphic design for all media. Develops a foundation in design principles and software skills including Adobe Illustrator, Photoshop, and InDesign. Students create projects demonstrating how design strategies are used to engage audiences, and enhance comprehension of all forms of mass communication from traditional print to digital media.

A D O B E S O F T W A R E

Before the first class, apply for free Adobe Illustrator, InDesign and Photoshop here:
<http://www.bu.edu/tech/services/teaching/digital-multimedia-production/adobe-creative-cloud/request/>
Load and test Illustrator, InDesign and Photoshop before the first class. Bring your book and laptop to every class.

S Y L L A B U S

H U B L E A R N I N G O U T C O M E S

ARTISTIC EXPRESSION | CREATIVITY / INNOVATION | DIGITAL/MULTIMEDIA EXPRESSION

A E S T H E T I C E X P L O R A T I O N { A E }

- 1| Students will demonstrate knowledge and appreciation of notable works in literature and/or the arts, including the cultural contexts in which those works were created, and be able to identify their ongoing significance and relevance.
- 2| Students will demonstrate the reasoning skills and vocabulary necessary to interpret a work of art (literature, music, visual arts, etc.).
- 3| Students will produce evaluative, analytical, or creative works that demonstrate an understanding of the characteristics—such as genres, modes, styles, and cultural history— of at least one literary or artistic medium.

C R E A T I V I T Y / I N N O V A T I O N { C I }

- 4| Students will demonstrate understanding of creativity as a learnable, iterative process of imagining new possibilities that involves risk-taking, use of multiple strategies, and reconceiving in response to feedback, and will be able to identify individual and institutional factors that promote and inhibit creativity.
- 5| Students will be able to exercise their own potential for engaging in creative activity by conceiving and executing original work either alone or as part of a team.

D I G I T A L / M U L T I M E D I A E X P R E S S I O N { D M E }

- 6| Students will be able to craft and deliver responsible, considered, and well-structured arguments using media and modes of expression appropriate to the situation.
- 7| Students will be able to demonstrate an understanding of the capabilities of various communication technologies and be able to use these technologies ethically and effectively.
- 8| Students will be able to demonstrate an understanding of the fundamentals of visual communication, such as principles governing design, time-based and interactive media, and the audio-visual representation of qualitative and quantitative data.

C O U R S E O B J E C T I V E S & R E Q U I R E M E N T S

Students will learn:

- 1 Design strategies for effectively engaging audiences and enhancing communication in all forms of media. {AE, CI, DME}
- 2 The fundamentals of visual communication by participating in lectures & critiques, completing design projects, homework & in-class assignments. {AE, CI, DME}
- 3 The creative process and concept development strategies used in solving design problems. {CI}
- 4 Analytical skills emphasizing the use of objective criteria, design vocabulary and technical terminology. {AE}
- 5 To improve verbal communication of visual concepts and terminology during slide lecture discussions and critiques. {AE}
- 6 How to design and produce communication for all media using creative software. {AE, CI, DME}
- 7 Effective and ethical use of creative software including Photoshop, Illustrator and InDesign. {DME}
- 8 The capabilities of Adobe Photoshop, Illustrator and InDesign. {DME}
- 9 While completing four design projects using creative software independently, outside of class time. {AE, CI, DME}

S Y L L A B U S

P R O J E C T S | C L A S S W O R K | H W | G R A D E S

P R O J E C T S

The four projects are designed for students to demonstrate their developing knowledge of principles governing design, strategies for effective visual communication, and to build a strong foundation in creative software skills.

Projects become more complex as we progress through the semester.

P1 The first project will emphasize typography and color knowledge while learning Illustrator skills.

P2 The second project will add images and layout strategies while learning Photoshop and Illustrator skills.

P3 The third project creates logos using typography, color and symbol design while using Illustrator.

P4 The fourth project involves visual themes, which includes all of the topics students have learned: color, type, images, layout, and graphic elements. Students establish visual themes throughout multiple formats for this final project while developing expertise using InDesign, Illustrator and Photoshop.

D I S C U S S I O N S & R E A D I N G S

In addition to project work, slide lecture-discussions and required readings introduce students to many notable works in the arts, both historical and contemporary. These works reveal graphic design history and their cultural contexts. Examples include the Caves at Lascaux, the history of the development of the symbols of the western alphabet, and Müller-Brockmann's application of the Golden Section with the emergence of International Style. Participate in the class discussions and increase your class participation grade.

I N - C L A S S & H O M E W O R K A S S I G N M E N T S

In-class and homework assignments reinforce design principles, strategies and understanding of contemporary and historical design, while learning new software. As students develop software skills, they reiterate design knowledge in a variety of ways, deepening their understanding of both areas.

For example, throughout the semester, students design and write evaluative analyses using design vocabulary, while developing new software skills. All in-class, homework, drafts and finals of all projects are required.

Class participation and completion of in-class assignments and homework comprise 20% of the final grade.

P R E S E N T A T I O N S

Projects are due at the beginning of class. Present your work as if we haven't seen it before.

Explain your design strategy and avoid pointing out problems with color, etc. during the presentation.

S O F T W A R E & S U P P L I E S & L A B P R I N T I N G

Before the first class apply for, download and test Adobe software (see note on pg 1).

Sketchbook or notebook, black marker, thumb or external drive (for backups).

To print in the lab: <http://www.bu.edu/comtech/students/laptop-information/how-to-print-from-a-laptop/>

G R A D E S

The four projects are weighted equally and account for 80% of the final grade. Class participation and completion of in-class assignments and homework comprise 20% of the final grade.

Attendance is required. Any absence affects the final grade.

If you are ill and possibly contagious, please stay home. To make up work, check the syllabus for the day you missed, then read the required chapter; complete all blue page skill sets, upload files to the make-up folder on the drive; complete any in-class, homework or drafts and upload to the folders that are on the date you missed. All homework, drafts, finals and inclass assignments are required. Late or missing assignments, drafts and projects will affect the final grade.

Letter grade numeric values:

A 100-94 | A- 93-90 | B+ 89-88 | B 87-84 | B- 83-80 | C+ 79-77 | C 76-74 | C- 73-70 | D 69-60 | 59-0 F

S Y L L A B U S

R E A D I N G S | W E B S I T E S | V I D E O S | P O D C A S T S

R E Q U I R E D

Graphic Design Essentials: Skills, Software and Creative Strategies, Joyce Walsh

Available at the bookstore, Amazon and the publisher's website for printed or for the best digital versions:

Bloomsbury: <https://www.bloomsbury.com/us/graphic-design-essentials-9781350075047/>

A D D I T I O N A L R E A D I N G S

Class 1 Introduction to Design

- * *Graphic Design Essentials: Skills, Software and Creative Strategies*, Chapter 1
- * Joyce Walsh website for syllabus, project plans, and book pdf | people.bu.edu/joycew

Class 2 Elements of Design

- * *Graphic Design Essentials*, Chapter 2
- The Complete Color Harmony Pantone Edition*, Leatrice Eiseman, Rockport Communication Arts | www.commart.com/

Class 3 Typography

- * *Graphic Design Essentials*, Chapter 3
- Elements of Typographic Style*, Robert Bringhurst, Hartley & Marks Publishers
- Never Use Futura*, Douglas Thomas, Princeton Architectural Press
- Typography Timeline | <http://www.counterspace.us/typography/timeline/>
- Free Fonts | <https://www.dafont.com/>

Class 5 Concept Development and the Creative Process

Ethan Hawke | Give yourself Permission to Be Creative | <https://www.youtube.com/watch?v=WRS9Gek4V5Q>
Debbie Millman | Podcasts about design | <https://www.designmattersmedia.com/designmatters>
Abstract | Documentaries about Creativity in Design | <https://www.netflix.com/title/80057883>
Andy Goldsworthy, A Collaboration With Nature, Harry N. Abrams, Inc. Publishers

Class 6 Illustration and Photography

- * *Graphic Design Essentials*, Chapter 4
- The Picture Book*, Angus Hyland, Laurence King Publishing
- Image banks | www.masterfile.com/ | Unsplash Free Hi-res photography: <https://unsplash.com/>

Class 7 Layout

- * *Graphic Design Essentials*, Chapter 5
- Making and Breaking the Grid*, Timothy Samara, Rockport
- Grid Systems in Graphic Design*, Josef Müller-Brockmann

Class 8 Logos

- * *Graphic Design Essentials*, Chapter 6
- Logo*, Michael Evamy, Laurence King Publishing
- Sagi Haviv on How to Create a Brand Identity | <https://sixtysixmag.com/sagi-haviv/>
- Pentagram Design Identities | <https://www.pentagram.com/work/discipline/brand-identity>
- Famous Logos | <https://www.fastcompany.com/1672666/the-worlds-most-famous-logos-organized-by-visual-theme#1>

Class 9 Visual Themes

- * *Graphic Design Essentials*, Chapter 7
- Beauty*, Sagmeister & Walsh, Phaidon

Class 10 Digital Interface Design Strategies

Communication Arts Interactive Gallery | <https://www.commart.com/gallery?d=interactive>
WIX Best beginners web design platform | www.wix.com

- * *Required Reading*

S Y L L A B U S

P O L I C I E S | A C A D E M I C C O N D U C T C O D E

All BU students are bound by the Academic Conduct Code: www.bu.edu/academics/policies.

Please review to ensure you are acting responsibly and ethically in regard to your academics.

P L A G I A R I S M P O L I C Y

Plagiarism is the act of representing someone else's creative and/or academic work as your own, in full or in part. It can be an act of commission, in which one intentionally appropriates the words, pictures or ideas of another, or it can be an act of omission, in which one fails to acknowledge/document/give credit to the source, creator and/or the copyright owner of those works, pictures or ideas. Plagiarism is the most serious academic offense that you can commit and can result in probation, suspension or expulsion.

Boston University College of Communication Plagiarism Policy

R E C O R D I N G P O L I C Y (P O S T - C O V I D)

Please note that classroom proceedings for this course might be recorded for purposes including, but not limited to, student illness, religious holidays, disability accommodations, or student course review. Note also that recording devices are prohibited in the classroom except with the instructor's permission.

D I S A B I L I T Y S E R V I C E S S T A T E M E N T

If you are a student with a disability or believe you might have a disability that requires accommodations, please contact the Office for Disability Services (ODS) at 617-353-3658 to coordinate any reasonable accommodation requests.

P O S I T I V E C L A S S R O O M E X P E R I E N C E

At your discretion, please alert me to anything related to preferred pronouns, preferred name or nickname, or any extenuating circumstances or trigger warnings (personal, medical, etc.) that might affect your classroom experience. I want to make sure you have the most positive experience in the classroom as possible. If work that gets shown in this class, professional or student-generated, offends you in anyway, please mention it in class or talk to us privately about it so that we can all learn from each other. This is not to say we will ever restrict freedom of speech or water down an aggressive or edgy idea, but we want to discuss anything that someone deems troublesome or offensive.

E Q U A L O P P O R T U N I T Y

BU has strict guidelines on classroom behavior and practices when it comes to treatment of students and guests on the basis of race, color, religion, sex, gender identity, sexual orientation, age, mental or physical disability, genetic information, military service, national origin, or due to marital, parental, or veteran status. Discrimination for any of these reasons is prohibited.

A T H L E T I C S S T A T E M E N T

All student-athletes should be provided with a sheet from Student-Athlete Support Services regarding absences throughout the semester. These sheets should be handed in as soon as possible to avoid potential conflicts and so arrangements can be made to provide for missed lecture notes, class work, or discussion.

S E X U A L M I S C O N D U C T

Boston University is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need. Confidential support and academic advocacy resources can be found with the Center for Sexual Assault Response & Prevention www.bu.edu/safety/sexual-misconduct

S T R A T E G I E S F O R S U C C E S S

Attend every class, take notes & ask questions. Create a folder for this course and save all of your work in the folder.

Read the book. Prepare your work for critiques and complete each project by the suggested completion date.

Phones, food and drinks should not be on the desks, please put them away.

During presentations, if a software process is unclear, ask to see the process demonstrated again, your question will likely help others. Spend a few minutes after every class reviewing notes and new software processes.

Prepare what you will say, test drive your presentation, and adjust for any malfunctions before the day of class presentations.

Texting or browsing will adversely affect your ability to learn (and make me sad).

Strive for excellence in every assignment: in class and projects.

Treat everyone with courtesy & enjoy the process.