University of Texas at Tyler   *Instructor: Vanessa Joyner*   *Phone: 903.566.7301*
Urgent messages, absences, sick: vjoyner@uttyler.edu
Office Hours: MW – 12:00 PM – 2:00 PM Appointments preferred
CAS 224

**Fall
2019**

Syllabus – MCOM 3311
Visual Design

Class Time: T/TH 3:30 PM to 4:50 PM

Visual Design covers the theory and practice of visual design. The emphasis in the course is on graphic design products such as corporate identity, advertising layout, ad design, logo design, and other related products. Prerequisites: MCOM 2306 Media Design or demonstrated competency with software.
Competency: Mediated Presentation
Students will understand and apply concepts and theories in the use and presentation of images and information using tools and technologies appropriate for public relations/integrated communication or mediated journalism.

COURSE STRUCTURE
LEARNING: In-class.
MODULES: The projects will be learned by module.
Module include Introduction, Careers, Design Basics, Design Process, Projects, and Portfolio
COMMUNICATION: By email. Please try to keep communications within the normal hours of a work day.
LECTURES: See Schedule
EXAMS: See Schedule

LEARNING ACTIVITIES: By exercise, test, and special projects. Exercises will instruct on how to create a wide range of products. These products will include design in its most simple form, brochures, posters, and the knowledge of how to create many design objects. Image manipulation with the use of the appropriate application. Testing will be over the knowledge learned in the various chapters of the course book. Special projects are a display of advanced knowledge will be creating projects that require a knowledge of a specific application.

COURSE SCHEDULE: A course schedule will be provided that will list day by day what assignment is due.

Student Learning Outcomes
1. *Know the many theories that are the foundation of visual and/or graphic design.*
2. *To learn various methods of creating visual or graphic design products such as logos, posters, ad design and campaigns, greeting cards, and more which will be useful for personal and/or commercial publication.*
3. *Will have the ability to redesign a non-functional or weak print visual communication tool into a well-designed functional tool using research and the design process.*

Course Goals
1. *Students will develop career and communication skills in the area of graphic arts communication areas of research/communication, project management and collaboration, design, and professional print production using graphic design tools.*
2. *Student will develop several projects using Adobe CC which will include Photoshop, Adobe InDesign, Illustrator and more to develop graphics, build layouts and print materials. Students will use Adobe Acrobat to review and improve content, produce print-ready materials, and develop your portfolio.*
3. *Key skills that will be emphasized are:*
   A. *Interviewing and responding to feedback*
   B. *Designing for a variety of audiences and needs*
   C. *Problem solving that helps support multiple perspectives*
   D. *The design process and effective communication*
   E. *Peer teaching and evaluation in a collaborative environment*
   F. *Technical manipulation and print publishing skills*
   G. *Research various printing facilities and do cost comparisons*

WHERE TO GET HELP
My contact information will be on the Syllabus and under "Introduction."
Technical and/or computing support is available from Campus Computing Center daily from 7 a.m. to 11 p.m., and the weekends from 12 p.m. to 10 p.m. You may also email them at itsupport@uttyler.edu, or http://uttyler.edu/ccs/ or phone at (903) 565-5555 (x 5555 on campus).
More campus services are available by viewing this guide. http://lms-media.uttyler.edu/fileman/oid/resource/index.html#Campus
The Canvas Help website is available at: https://community.canvaslms.com/docs/DOC-10701-canvas-student-guide-table-of-contents
Upswing: Free 24/7 online tutoring program for undergraduate students, UpSwing. Students can access UpSwing directly at: https://uttyler.upswing.io/

Required Text
Graphic Design Solutions
by Robin Landa
Publisher: Cengage Learning
Print ISBN: 9781337554053, 1337554057
eText ISBN: 9781337671064, 1337671061
Edition: 6th
Copyright year: 2019
(Vitalsource Learning)
Can order digital copy: https://www.vitalsource.com/referral?term=9781337671064

The Non-Designer's Design Book
by Robin Williams
Edition: 4th © 2015
Student Price: $27.99 USD
ISBN-13: 978-0133966152
ISBN-10: 0133966151
Can order digital copy at this link: https://www.vitalsource.com/referral?term=9780133966343

Becoming a Graphic & Digital Designer, A Guide to Careers in Design – <mark>*Note: Check out from library*</mark>
<mark>*Steven Heller & Veronique Vienne*</mark>
*Library: Access the book by going to uttyler.edu/library > SwoopSearch > Key in: Becoming a Graphic
Designer > Search > Book comes up > Click Online Access and read!*
Using our book from MCOM 2306: Adobe Creative Cloud Design Tools Digital Classroom
Jennifer Smith, Jeremy Osborn, AGI Creative Team
ISBN(s): 9781118639993, 1119015561, 9781119015567
To order click this link: https://www.vitalsource.com/textbooks?term=9781119015567

Tools:
Flash drive, 8 ½ x11 tracing pad and "Sharpie" black pen "fine".
Drawing Pad – 8 ½ x 11
No. 2 pencils, Black Sharpies (fine and med)
Eraser
Binder to keep work in

Lab – CAS 106
Only one class at a time will be permitted in the lab.

Late Work
*Will not be accepted. Expect to spend considerable amount of time outside of the class to work on your
projects.*

Project Assignments
*Within the course of the semester the students will complete 4-5 major projects, several exercises and at least
2 exams.*

Organization/Class Binder
*As an aid to organization and a way to keep up-to-date documentation of your work throughout the course of
the semester, you will be asked to set up and maintain a process binder. The process binder will be a place to
compile notes, sketches, hand-outs, test, and printouts of your completed work.*

Layout Stages/Critiques
*The completion of sketches for your projects, layouts, and being prepared for critique is necessary for this
course. Exercises must be ready for critique at the beginning of class or the critiquing session (no exceptions).
If an Exercise is not ready or presentation is totally unacceptable, a grade of 60 points will result. Failure to
meet a Project deadline will result in a 20-point minimal grade reduction for that Project. In addition to
creating you will need to represent your work, discuss your work, and offer feedback to classmates. Expect to
spend time outside of the class to work on your projects. Sometimes as much as 4-6 hours per week. This time
will be spent reading, conducting research, creating sketches, layouts, and working on the computer at home
or in the lab.*

Electronic Devices
*Turn off all electronic devices including cell phones. Allowing a cell phone or other device to ring during class
is rude and disrupts class. No text messaging or checking the time on your cell phone during class. Keep these
devices in your back pack during class.*

Use of Computers in Class
Keyboards must be placed to the right of each monitor and remain untouched during class unless otherwise instructed to use the computer as part of an in-class assignment. Do not use computers during class for reading/writing e-mail, surfing the Web, playing games, working on assignments for other classes, or writing letters.

Attendance and Tardiness Policy
This class runs from August 26, 2019 through December 6, 2019. Study Day, December 9. Finals will be December 10 - 14, 2019. Attendance is mandatory: however, there are times when an absence is unavoidable.
For Face-to-Face Students
THREE absences are allowed – *this includes illness, university-sponsored activities, etc. A **fourth absence** will lower the final grade by 5 percentage points. A **fifth absence** will lower the grade by 10 percentage points.*
See the current UT Tyler catalog for the university's policy on student responsibility for missed classes and assignments. Be familiar with the university's drop policy. Students who anticipate being absent from class due to religious observance or university-sponsored activities should inform the instructor by the second class meeting. Students over 15 minutes late are considered absent. If a student must be absent the day an exam or presentation is scheduled, he/she must notify the instructor before class time. No make-up tests or presentations will be allowed.
It is best that you obtain a partner that will assist you in keeping up with the class. It is not the instructors' responsibility to keep you informed in the event of your absence. I will not send additional emails to you or updates or brief you at the beginning of the next session.

Incomplete – *Will not be given unless circumstances are totally out of your control. Will not be given for excessive absences.*

Note: Attendance at field trips and for guest speakers is mandatory. To not attend is an automatic 0.

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).
Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

License to Right of Work Product
Enrollment in the course constitutes your understanding and agreement that work submitted for grade/credit becomes the property of the instructor. You should make personal copies before submitting the original to the instructor for grading.

Note regarding student absence due to religious observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor by the second class meeting of the semester.

Academic Dishonesty and Original Work
Faculty members have a special obligation to expect high standards of academic honesty in all student work. Students also have a special obligation to adhere to such standards. It is your responsibility to become familiar with the material in A Student Guide to Conduct and Discipline.pdf at UT Tyler concerning university regulations

regarding academic dishonesty, and the definitions of cheating and plagiarism that it contains. In general, plagiarism is the unauthorized use of published or unpublished material as well as not giving proper credit to the source.

The term plagiarism includes, but is not limited to:
a) use by paraphrase or direct quotation of the published or unpublished work of another person without fully or properly crediting the author with footnotes, citations or bibliographical reference

b) unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials

c) acknowledged use of work/materials that have been produced through collaboration with others without release in writing from collaborators.

Therefore, cheating and plagiarism will NOT be tolerated. The student will receive a 0 on the assignment for cheating or plagiarism, and in severe cases, the student will fail the course. I WILL report any case of academic dishonesty to the proper channels within the university. If you have any questions or hesitations, please feel free to talk to me.

Video created to address this issue: 2014 UT Tyler Honor Code
https://www.youtube.com/watch?v=nmKsbYwtrco

UT Tyler Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: https://www.uttyler.edu/wellness/rightsresponsibilities.php

Student Email Policy
UT Tyler's Patriot Email system serves as the electronic communication source for corresponding with students. Upon acceptance for admission to UT Tyler, students are issued a unique Patriot Email address. Please check your Patriot Email account regularly. Important information from the university will be distributed to you through your Patriot Email account, and it will be the communication source for Canvas. For more information about Patriot Email or to access your account, click Patriot Email under UT Tyler Logins on the UT Tyler home page (www.uttyler.edu).

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the One-Stop Service Center on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include: Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit. Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date) Schedule adjustments (section

changes, adding a new class, dropping without a "W" grade) Being reinstated or re-enrolled in classes after being dropped for non-payment Completing the process for tuition exemptions or waivers through Financial Aid.

Social Security Statement
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not reenter the building unless given permission by University Police, Fire Department, or Fire Prevention Services.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Tobacco Policy
UT Tyler a Tobacco-Free University:
All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.
Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.
There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Gun Policy
"We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php."

ADA Policy
Under Federal and state laws, students with documented disabilities are entitled to reasonable accommodations to ensure the student has an equal opportunity to perform in class. If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact Ida MacDonald in the Disability Support Services office to make appropriate arrangements. In accordance with federal law, a student requesting disability support services/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Center located in the University Center, Room 282. The telephone number is 903-566-7079 (TDD 565-5579)." Additional information is available at the following UT Tyler Web address: http://www.uttyler.edu/disabilityservices

Disability Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or

psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Disability Services (cont'd)

Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria apply to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu .

Laptop and Technology Policy: *I will ask you to not use your computer in class, unless requested by me. Of course, if you need or strongly prefer a laptop for taking notes, accessing readings in class for any reason, please come speak with me. I am happy to do what is best for you. I'll just ask you to commit to using the laptop only for class-related work. I also do not mind a cell phone on the desk, however please step outside to text or talk in the case of an emergency. Please refer to an article written by Ann Curzan from The Chronicle as to why I am asking you to adhere to this policy: http://chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/. If given permission per class period, you may use your computer or iPad during class to take notes and to participate in media-related exercises.*

On Canvas

In the words of Ann Curzan in an article in The Chronicle on August 25, 2014 (http://chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/ (Links to an external site.)Links to an external site.)...

If you have your laptop open, it is almost impossible not to check email or briefly surf the Internet, even if you don't mean to or have told yourself that you won't. I have the same impulse if I have my laptop open in a meeting. The problem is that studies indicate that this kind of multitasking impairs learning (Links to an external site.)Links to an external site.; once we are on email/the web, we are no longer paying very good attention to what is happening in class. (And there is no evidence I know of that "practice" at doing this kind of multitasking is going to make you better at it!)

Now I know that one could argue that it is your choice about whether you want to use this hour and 20 minutes to engage actively with the material at hand, or whether you would like to multitask. You're not bothering anyone (one could argue) as you quietly do your email or check Facebook. Here's the problem with that theory: From what we can tell, you are actually damaging the learning environment for others, even if you're being quiet about it. A study published in 2013 (Links to an external site.)Links to an external site. found that not only did the multitasking student in a classroom do worse on a postclass test on the material, so did the peers who could see the computer. In other words, the off-task laptop use distracted not just the laptop user but also the group of students behind the laptop user. (And I get it, believe me. I was once in a lecture where the woman in front of me was shoe shopping, and I found myself thinking at one point, "No, not the pink ones!" I don't remember all that much else about the lecture.)

In addition, I can find your multitasking on a laptop a bit distracting as the instructor because sometimes you are not typing at the right times; I am not saying anything noteworthy and yet you are engrossed in typing, which suggests that you are doing something other than being fully engaged in our class. And that distracts my attention.

There's also the issue of the classroom environment. I like to foster a sense of conversation here. If you are on a laptop, I and your peers are often looking at the back of your computer screen and the top of your head, rather than all of us making eye contact with each other. Learning happens best in a classroom when everyone is actively engaged with one another in the exchange of information. This can mean looking up from your notes to listen and to talk with others, which means you may need to make strategic decisions about what to write down. Note-taking is designed to support the learning and retention of material we talk about in class; note-taking itself is not learning. And speaking of what you choose to write down …

A study (Links to an external site.)Links to an external site. that came out in June—and which got a lot of buzz in the mainstream press—suggests that taking notes by hand rather than typing them on a laptop improves

comprehension of the material. While students taking notes on a laptop (and only taking notes—they were not allowed to multitask) wrote down more of the material covered in class, they were often typing what the instructor said verbatim, which seems to have led to less processing of the material. The students taking notes by hand had to do more synthesizing and condensing as they wrote because they could not get everything down. As a result, they learned the material better. * I think there is also something to the ease with which one can create visual connections on a handwritten page through arrows, flow charts, etc.

I figure it is also good for all of us to break addictive patterns with email, texting, Facebook, etc. When you step back, it seems a bit silly that we can't go for 80 minutes without checking our phones or other devices. Really, for most of us, what are the odds of an emergency that can't wait an hour? We have developed the habit of checking, and you can see this class as a chance to create or reinforce a habit of not checking too.

Of course, if you need or strongly prefer a laptop for taking notes or accessing readings in class for any reason, please come talk with me, and I am happy to make that work. I'll just ask you to commit to using the laptop only for class-related work. Some class days I will ask you to bring your laptop specifically. I also do not mind a cell phone being out on the desk, as I do this as well, but please only use it for an emergency and step outside to text or talk.

Evaluation and Grade Calculation

Assignments/Exercises 20%	Exams/Quizzes 40%	
Discussions/Projects 30%	Essay 10%	Total 100%

A = Outstanding. This grade is for work of clearly professional quality (publishable or broadcast ready). The design/layout/writing is clear and well-organized; it requires virtually no editing. The design meets the highest criteria of the project evaluation matrix. The work is turned in by or before deadline, needing no changes before submission to clients or editors. These strategic messages get results, win awards and, when appropriate, feature creative concepts; they are executed with comprehensive research, interesting presentation which uses the elements of visual design and composition correctly and creatively, and nearly flawless design/layout/writing.

B=Good. This grade is for work of clearly professional quality (publishable or broadcast ready). The design/layout/writing is clear and well-organized; it requires virtually no editing. The design meets the highest criteria of the project evaluation matrix. The work is turned in by or before deadline, needing no changes before submission to clients or editors. These strategic messages get results, win awards and, when appropriate, feature creative concepts; they are executed with comprehensive research, interesting presentation which uses the elements of visual design and composition correctly and creatively, and nearly flawless design/layout/writing.

C=Adequate. This grade is for work that indicates a problem in at least one area, such as use of some elements of visual design and composition, diplomacy or strategy. It does not measure up to professional quality but could be saved by revision. Work is incomplete by deadline and/or needs more than minor revision before submission to a client or supervisor. These messages have weak ideas, concepts or presentation. They draw attention because they don't quite do the job. In summary, the work is an adequate first draft but isn't yet ready to show a client or supervisor.

D=Unacceptable Performance. This grade is for work that is clearly unacceptable even in a classroom setting. The design/layout does not use the elements of visual design and composition correctly or at all. The design is flawed and may contain major factual errors and/or omissions or may show little concept of basic strategic judgment. Work may miss the deadline.

F= Failing. This grade is for work that is not completed in a professional, timely way. For whatever reason, it suggests that the student did not take the assignment seriously. Such performance is often the result of

personal or time-management problems that extend beyond a lack of skills or understanding of the research, design, or production processes.

Grading Assumptions

The grading process starts with the assumption that the work is "good," which earns a grade of "B." (See "good" definition above.)

You may create a design project with no errors that earns a "B."

Strong and (when appropriate) clever design concepts/layouts that clearly support the strategic message and client needs help boost design projects to the "A" category. Also, exceptional reporting, diplomacy and adherence to strategy can boost stories to the "A" category.

Fact errors, poor organization, grammar/spelling/usage errors, unsound strategic judgment, bad diplomacy, missed deadlines and/or failure to follow proper style, techniques, and format will lower an assignment's grade.

Videos

Steven Brower of Steven Brower Design, New Jersey, discusses how NOT to impress art directors. [3:58]
http://college.cengage.com/art/0495572780_landa/designers_speak/brower.html

Michael Strassburger
Of Modern Dog Design, Seattle, shares thoughts on being a professional
http://college.cengage.com/art/0495572780_landa/designers_speak/moderndog.html

Bob Aufuldish of Aufuldish & Warinner, San Rafael, CA, shows us how he finds inspiration in his studio. [7:17]

Chapter 3 Movie
Armin Vit of Under Consideration LLC, Austin, TX, talks about entering the "thought profession" of design. [10:10]
http://college.cengage.com/art/0495572780_landa/designers_speak/ArminVit.html

Chapter 3 Movie
Mike Perry of Mike Perry Studio, New York, speaks of life before and after Urban Outfitters. [8:49]
http://college.cengage.com/art/0495572780_landa/designers_speak/mperry.html

Chapter 3 Movie
Jonathan Herman of WAX, Calgary, Alberta talks about landing his first job at Pentagram. [7:01]
http://college.cengage.com/art/0495572780_landa/designers_speak/WAX.html

Chapter 3 Movie
Max Spector of Chen Design Associates, San Francisco, muses on "the designer as psychologist." [4:50]
http://college.cengage.com/art/0495572780_landa/designers_speak/chen.html

Chapter 13 Movie
Danny Noval, Tracey Coleman, Chuck Rudy and Josh Horn of Ogilvy & Mather talk about the importance of networking. [7:28]
http://college.cengage.com/art/0495572780_landa/designers_speak/ogilvy.html

Chapter 13 Movie
Mike Perry of Mike Perry Studio, New York, speaks of life before and after Urban Outfitters. [8:49]
http://college.cengage.com/art/0495572780_landa/designers_speak/mperry.html

Other Resources
Web Links for Educators and Students
http://college.cengage.com/art/0495572780_landa/links/all_links.html

Google has a solution for the UX Design Education Gap: Google
http://www.fastcodesign.com/3062640/google-has-a-solution-for-the-ux-design-education-gap-google

AIGA Design Archives
http://designarchives.aiga.org/#/entries/%2Bdiscipline%3A%22Brand%20and%20identity%20systems%20design%22/for
mats%3A%22Brand%20and%20identity%20systems%22/grid/relevance/asc/0/8/120