

The University of Texas at Tyler

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Urgent messages (absences/sick) to: vjoyner@uttyler.edu

Office Hours: T TH 11:00 AM – 12:30 PM. Please email me and let me know if we need to set up a special appointment outside of this time frame.

Spring
2019

MCOM 3312.001 – TUESDAY 2:00 PM – 3:20 PM, HPR 275

Publication Design Syllabus

COURSE INTRODUCTION

Publication Design will include the theory and practice of newspaper, magazine, and interactive web layout and design with an emphasis on publication design, corporate identity and advertising layout. 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: JOUR 2306 Media Design or instructor approved 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 the creation of news and publication production.

COURSE STRUCTURE

LEARNING: In-class

MODULES: *Editing By Design, Newspaper Designer's Handbook, Interactive Documents*

COMMUNICATION: By email

LEARNING ACTIVITIES: *By exercise, test, and special projects. Exercises are step by step instructions on how to build the various parts of publications, how to add content to the publications, process images and text created for the various formats. Testing will be over the knowledge obtained from the course books and by project. Special projects will require an advanced or progressive knowledge of a specific application.*

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

COURSE OBJECTIVES

1. *Demonstrate the knowledge of many ways that publications may be developed.*
2. *Continue to demonstrate a progressive knowledge of Adobe Photoshop in regards to image development. Demonstrate an ability to perform several functions of this application. Have knowledge of what it takes to create art suitable for digital, interactive or print publication.*
3. *Be familiar with industry expectations regarding the creating of a variety of publications such as newspapers, feature pages, magazine covers and editorial spreads, newsletters and more. .*
4. *Know the foundations theories of design, page layout and how they apply to the many formats students may encounter.*
5. *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.*
6. *Learn how to create interactive and digital documents.*

STUDENT LEARNING OUTCOMES

- 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.
- Know the many theories that are the foundation of visual and/or graphic design.
- 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.
- 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

- 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.
- Student will develop several projects using Adobe CS5 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.

Key skills that will be emphasized are:

- Interviewing and responding to feedback
- Designing for a variety of audiences and needs
- Problem solving that helps support multiple perspectives
- The design process and effective communication
- Peer teaching and evaluation in a collaborative environment
- Technical manipulation and print publishing skills
- Research various printing facilities and do cost comparisons

Where to Get Help

We are asking that we use the Q&A in the Discussion Board for questions. This area will be monitored from 8 a.m. to 5 p.m. Monday through Friday. All of you are welcome to answer any questions. You have the option of posting anonymously if you like.

Your instructor will be available from 8 a.m. to 5 p.m. Monday through Friday. 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 Blackboard Help website is available at: https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student

Upswing: Free 24/7 online tutoring program for undergraduate students, UpSwing. Students can access UpSwing directly at: <https://uttyler.upswing.io/>

Course Textbook Requirements

1. Editing by Design

For Designers, Art Directors, and Editors--the Classic Guide to Winning Readers Paperback – September 1, 2003 by [Jan White](#) (Author) Allworth Press; 3rd edition (September 1, 2003) ISBN-13: 978-1581153026 ISBN-10: 1581153023 Edition: 3rd

2. The Newspaper Designer's Handbook [Spiral-bound]

[Tim Harrower](#) (Author), [Julie Elman](#) (Author)

Publication Date: June 11, 2013 | ISBN-10: 0073512044 | ISBN-13: 978-0073512044 | Edition: 7

For 24 Hour ACC access: Purchase Adobe Creative Cloud membership: <https://creative.adobe.com/plans> . There is an option for month to month or yearly membership.

Tools

Flash drive, 8 ½ x11 tracing pad and “Sharpie” black pen “fine”.

Drawing Pad – 8 ½ x 11

No. 2 pencils

Eraser

Binder to keep work in – Turned in with each project

Lab

Only one class at a time will be permitted in the lab.

Late Work

Late work will not be accepted. Over-sleeping, forgetting project due, not ready, and not knowing are not valid reasons for work not to be turned in, ready, or exam to be taken. Expect to spend time outside of the class to work on your projects. Sometimes as much as 4 hours per week.

Teaching Methods

1. Lectures/Demonstrations: Important material from the text and outside sources will be covered in class. You should plan to take careful notes as not all material can be found in the texts or readings. Discussion is encouraged as is student-procured, outside material relevant to topics being covered.
2. Assignments: Concepts Reviews, Skills Reviews, Independent Challenges and other projects and readings will be periodically assigned to help support and supplement material found in the lessons. These assignments may require the application of various software applications.
3. Quizzes: Occasional scheduled or unscheduled quizzes will be given to help ensure you stay up with assigned material.
4. Exams: Three exams will be given. The exams will be closed book/note and will test assigned readings and material discussed in class. Review sheets will be provided before the exam day. The final exam will not be comprehensive in nature. However, the instructor reserves the right to retest on material that was not appropriately comprehended. These items will be noted on exam review sheets.
5. Internet Support: Check Blackboard for additional information or to post a question about this course.

Project Assignments

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

Layout Stages/Critiques

The completion of sketches for your projects, layouts, and being prepared for critique is necessary for this course. 11-point reduction for critique absence or delay (no exceptions). If an Exercise or Project 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 **30-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 and MP3 players. 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.

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: <http://www2.uttyler.edu/wellness/rightsresponsibilities.php>

ATTENDANCE AND TARDINESS POLICY

Classes will meet on Tuesday from January 15, 2019 through May 4, 2019. Final April 25, 2019. Attendance is mandatory; however, there are times when an absence is unavoidable.

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 if the instructor is not given a legitimate excuse BEFORE the time of the exam or presentation.

Work or Job: Do not schedule work during class hours. Do not schedule university activities during class hours. It is not appropriate to work on other classes' projects during our class time.

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.

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.

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, quitlines, 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>."

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.

Need for Assistance: If you have any condition, such as a physical or learning disability, which will make it difficult for you to carry out the work as I have outlined it, or which will require academic accommodations, please notify me as soon as possible.

Posting of Grades: Final grades will not be posted. If you wish to have your final grade sent to you, please bring a self-addressed, stamped envelope to the final exam.

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.

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 BlackBoard. 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

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) 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.

INCOMPLETE

An Incomplete is given only under these circumstances.
<http://www.uttyler.edu/catalog/10-12/4312.htm>

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.

Evaluation and Grade Calculation

Assignments/Final Portfolio	20%
Exams/Quizzes	30%
Projects	50%
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.

Peer Evaluation

Assignments and projects will be subject to peer evaluation. Students will, as a result of this process, develop the ability to critically analyze work from other sources, and, by extension, develop a more professional attitude about their work. Please work to develop tolerance for professional criticism. Everything we do as media professionals is evaluated, critiqued, accepted with revisions or flat out rejected by supervisors, editors, creative directors and clients. As you evaluate the work of others, please base your evaluation on what you're learning, your experience, and your logic. Avoid injecting personalities into critiques. Unkind or malicious remarks will not be tolerated.

Each assignment will be graded according to a matrix developed specifically for the project or assignment. A copy of the evaluation matrix for each project will be provided via Blackboard. The following criteria will also apply to the evaluation of assignments or projects.

Content: Does the message and its execution clearly, gracefully and diplomatically fulfill the purpose? Does the message address the values of the client as well as those of the target audience?

Is it factually correct?

Organization: Does organization enhance content?

Does each part of the message lead logically and gracefully to the next?

Grammar: Is the message free, for the most part, of unintended grammatical, spelling, punctuation and style errors?

Format: Does the execution of the message look the way it should? Are unique requirements, such as headings in a business letter, correct and correctly placed?

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.

Student Services

Student Services Link

<http://www.uttyler.edu/student-services/>

Includes: Testing Center, Health and Wellness

Academic Success

<http://www.uttyler.edu/success/tsi.php>

Includes: Campus and community support and resources, information about the Tutoring Center, and the Online Tutoring Center.

Writing Center

<http://www.uttyler.edu/writingcenter/>

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 Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies 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

Complaints And Grievances

This link provides a guide to the University of Texas at Tyler Complaint and Grievance Process.
<http://www.uttyler.edu/catalog/12-14/6866.htm>

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.

Skills overview rubric

This general skills rubric is a tool for assessing various aspects of major design and print projects. Although each project has its own rubric, you should use the following to help you assess particular aspects of your projects. Select the items that apply to a particular project. This rubric will be available on Blackboard.

The Process Book/Journal for Publication Design Spring 2019

Goals

The goal of the process book is to supply evidence of what has led to your final design solutions. This book is a way of documenting your steps. This documentation could be for a potential employer, teacher, or for you to analyze the ways in which you are arriving at design decisions and conclusions. Oftentimes, what is created on the way to your solution can be quite amazing. Potential employers and other professionals may want to take a look at this binder and see the depths of your research, thinking, and sketching that may have led to your design concepts.

Format and Requirements

A format that will allow for organization of contained elements
Research materials will be neatly organized. This will include design research as well. Copies of layout sketches, thumbnails, and design in its earliest stages on the computer.
You may create one binder but insure projects are separated by dividers.
Maintain proper notes as your project progresses of your creative process.
These books will be submitted with all major projects.

Possible projects to be included in Process Book: (subject to change)

Competition Ad Design (May include Public Service Announcement and individual ad design)
Newspaper Design
Ad Design
Brochure Design
Magazine Design

All Thumbnails
All Exams
All Exercises or assignments

Portfolio:

A PDF file of all of your completed projects

Journal:

A sheet that documents your projects: Attached below.

The Design Process

1. Research
 - a. To solve a graphic design problem or challenge entirely, begin with gathering all of the information that you can about a particular subject. Also an awareness of what work has been done in the past regarding the subject matter before you is important. Why? We want to produce a solution that is unique, fresh, and not a duplication of prior efforts. An awareness of past styles may offer a novel or sophisticated way to communicate your particular message.
2. Concept
 - a. Thinking – Shorthand Notes – Unlimited Thumbnails. The goal of the conceptual stage is to uncover as many ideas as possible. Next, you want to thoroughly explore them to seek the best possible creative solution to your problem. We do not want to stop here. We also may want to look at our concept from another perspective. Consider analogies, similes, metaphors, puns, comparisons, irony, visual analogies, humor, practical reasons, emotional reasons, and more as ways to make your solutions even cleverer. This process should lead you to a minimum of three significant or great ideas. You will pick the best one to complete the next phase. If you are not happy, it is entirely appropriate to start over.
3. Design
 - a. We have arrived at our best idea, and now it is time to convert it to a design that is functional and works for you or the customer. This layout will thoughtfully explore the use of color, type, illustrations, photographs, and style while being aware of the time parameters of the project. We must not forget about our deadlines and due dates. We will complete our layout based upon our best idea and allow it to be critiqued and refined as many times as necessary.
4. Application
 - a. Does the design work when applied? When your design is complete; test it on your peers, classmates, family, teachers, and friends. Is the message being interpreted correctly or communicating what you wanted to? Would your design cause others to stop and look? Are your color choices appropriate and support the message and vision? Would people notice your work if placed on the counter of your local gym, as an insert in a newspaper or magazine? When time allows you to test your design; please do so.

KEEPING TRACK OF YOUR GRADES

As college students it is your responsibility to keep track of your grades. I will not constantly call everyone forth to remind them what their grade is. With this class we have a lot of exercises, projects, test, sometimes field trips, participation points, attendance points. Example: Assignments such as thumbnails, critiques, field trips, guest lectures, all carry a potential for 100 pts.

IN SYLLABUS

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.

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Your Design Process – Instructor: vjoyner

Project: _____ Student Name: _____

Research - Please explain your research process in detail.

Creative Brief: Has it been thoroughly completed? Please attach.

Feedback – List all feedback given.

1st round _____

2nd round _____

3rd round _____

Concept - Describe how you arrived at your best idea for your cover/photo page

Type handling – Why is the typeface chosen appropriate? (For style, feel, look, modern, old, classic, traditional, type-driven design, etc)

Was finding the appropriate imagery difficult? Yes____ No____

Did you take advantage of the **thumbnail process** in regards to coming up with the appropriate layout?

Yes____ No____

Did you go right to the **computer** to create your layout? Yes____ No____

Are you pleased with your cover? Yes____ No____

Do you believe that your design is effective and memorable? Yes____ No____

In regards to the above, why is the design memorable?

Movies

From the book *Graphic Design Solutions* by Robin Landa

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

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

Bob Aufuldish of [Aufuldish & Warinner](#), San Anselmo, 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