COURSE INFORMATION
COURSE DESCRIPTION: This course provides an introduction to visual design concepts and contemporary professional practices in graphic art using industry-standard software including Adobe Photoshop, Illustrator and InDesign.

STUDENT LEARNING OUTCOMES
1. Utilize digital media to express ideas in visual terms.
2. Critique artwork and express design concepts and intents in written and oral formats.

COURSE OBJECTIVES: By the end of the semester it is expected the student will be able to produce a body of work competently demonstrating the following concepts and practices:
• Create digital images using basic visual design principles.
• Apply graphic design and visual communication theories to create coherent digital art and design projects.
• Utilize the basic tools and editing functions of Adobe Illustrator, Photoshop and InDesign to generate, edit, and refine introductory-level digital art and design projects.
• Produce digital art and design projects that combine text and image.
• Assess and critique digital art and graphic design projects in group, individual and written contexts using relevant critique formats, concepts and terminology.
• Create digital art and graphic design projects that integrate the use of computer hardware, printers, scanners, drawing tablets and other design equipment.
• Explore career possibilities as digital artists and graphic designers.
COURSE STRUCTURE: This is a studio lab class. Most of our time is used for studio production and practice. You are expected to complete work begun in class outside of class.

READING: Digital Foundations Intro to Media Design with the Adobe Creative Suite
Xtine Burrough & Michael Mandiberg
You can purchase a hard copy at our bookstore.
It is available free online at:
Additional readings assigned throughout the semester

ASSIGNMENTS USING COURSESITE: CourseSite is where you will find information on each week’s project. You will turn your work in using CourseSite. CourseSites is a free, hosted online course creation and facilitation service on the internet. I will send you an invitation to enroll using the email you provide in web advisor. It is a scaled down version of BlackBoard. https://www.coursesites.com

SUPPLIES: You will have server space in the classroom associated with your seat. The server storage in the classroom can be unreliable. Digital failure of any kind is not an acceptable excuse for missing work. You are required to back up your work on your own storage device, blog or cloud. You will need a way to transport and save your work. Consider the following:
A high capacity USB drive at least 2GB
A large capacity hard-drive
also:
A wordpress or other blog for your online portfolio.
One portfolio binder, 9 x 12”

The materials fee covers the cost of printer ink. Students furnish their own ink jet printer paper. Epson gloss or luster is best.

All the computers in the library have Adobe CC installed. Not owning the Adobe programs is not an acceptable reason for missing work.

ATTENDANCE AND CONDUCT: Students who miss more than two class periods without documentation excusing their absences or who fail to arrange their absences in advance could be dropped from the course.

Art making requires consistent, focused engagement. Be fully present and ready to work hard. Your success in this class is dependent on your sustained, sincere efforts.
Cell phones, iPads and other electronic devices are not allowed during class time.
Surfing the internet, gaming, visiting Facebook, checking personal email, chatting and
texting are distracting and not acceptable uses of class time. No food or drink is allowed at your computer at any time. You are welcome to leave your drinks at the table in the front of the room.

GRADING
Grading will be based on finished projects, written assignments and participation in critiques. You will be graded for effort, technical and conceptual growth and completeness. The final grade will be based on the following percentages:

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<thead>
<tr>
<th>FINAL GRADE</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Projects</td>
<td>60%</td>
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<tr>
<td>Final Book Project</td>
<td>10%</td>
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<tr>
<td>Vocabulary, writing, research, quizzes</td>
<td>20%</td>
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<tr>
<td>Preparation, class participation</td>
<td>10%</td>
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</tbody>
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The breakdown:

<table>
<thead>
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<tr>
<td>Projects</td>
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<td>Adobe Illustrator</td>
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<td>Meme</td>
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<td>Symmetry and Gestalt</td>
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<td>Anatomy of Type</td>
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<td>Six Expressive Words</td>
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<td>Quotes</td>
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<td>Adobe Photoshop</td>
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<td>Face</td>
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<td>Colorized Black and White Photograph</td>
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<td>Fairy Tale Collage</td>
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<td>Robot</td>
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<td>Animated Gif</td>
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Video Reports:
Eames
Printing Press
Milton Glaser
Ushiro and Horvath
Jerry and Maggie Taylor
Quizzes:
Adobe Illustrator
multiple choice quiz
Photoshop in class
collage

| Preparation, class participation | 10% |

You can revise and resubmit a graded project for a higher grade with no penalty. This must be done within one week of grading. Projects will be accepted two weeks after the due date. However, you cannot receive full credit for a late project. Late projects will be lowered at least one or more letter grade.

A (4.0; 96–100%) Work of exceptional quality, which often goes beyond the stated goals of the course
A- (3.7; 91 –95%) Work of very high quality
B+ (3.3; 86–90%) Work of high quality that indicates substantially higher than average abilities
B (3.0; 81–85%) Very good work that satisfies the goals of the course
B- (2.7; 76–80%) Good work
C+ (2.3; 71–75%) Above-average work
C (2.0; 66–70%) Average work that indicates an understanding of the course material; passable
Satisfactory completion of a course is considered to be a grade of C or higher.
C- (1.7; 61–65%) Passing work but below good academic standing
D (1.0; 46–60%) Below-average work that indicates a student does not fully understand the assignments
F (0.0; 0–45%) Failure, no credit

If you have special needs or difficulties that might make learning difficult for you within the structure of the course as it is presented in this syllabus, please talk to me.

CONTACT INFORMATION:
Fain Hancock
3715-B
fhancock@napavalley.edu
707. 253. 2303 office
707. 738. 6708 text
Students in need of accommodations in the college learning environment:

Any student who feels s/he may need an accommodation based on the impact of a learning disability should contact Learning Services in the Library and Learning Resource Center (LLRC), room 1766, phone (707) 256-7442. A Learning Disability Specialist will review your needs and determine appropriate accommodations.

If you need accommodations for physical or other types of disabilities, schedule an appointment with DSPS Counselor, Sheryl Fernandez, in the Counseling Department located in the 1300 building, phone (707) 256-7220 for appointment.

All information and documentation is confidential.

Please feel encouraged to make an appointment with me privately to discuss your specific learning needs in my class.

Some NVC students, staff, and faculty are seriously impaired by environmental illness or Immune Dysfunction Syndrome. They can experience breathing problems, headaches, sudden fatigue, mood swings, or memory lapses when exposed to perfumes, soaps, scented sprays or lotions, chemicals, tobacco smoke, or dust. Your sensitivity to the problem is extremely important. By minimizing the use of strongly scented soaps, perfumes, and other products, we can help those affected.

Weekly Schedule

Before classes begin, watch and respond to these videos. What does a graphic designer do? What does a digital artist do? What is the intention of a graphic designer? What is the intention of the digital artist? Why are you taking this class? What do you hope to accomplish this semester? You can send it in the body of an email or attach a Word doc to fhancock@napavalley.edu

How To Become A Graphic Designer | Pros Cons & What To Expect
https://www.youtube.com/watch?v=B02udG3HswA
How to Become a Graphic Designer
https://www.youtube.com/watch?v=Cxxh8aEfkrE
What Is Digital Art?
https://www.youtube.com/watch?v=SYnRX2f8b_k
https://www.youtube.com/watch?v=HgDB-k_Xlck

INTRODUCTIONS, COMPOSITION
Adobe Illustrator
Mac Basics, Composition
Static v. Dynamic Composition
**Tuesday, August 18**
Introduction to Illustrator, making selections, document set up, file formats, setting up palettes, viewing art, navigator, geometric shapes, stroke and fill, vector v. bitmap

**Read:** Chapter 1 *Digital Foundations*

**In class exercise:** Tuesday: Meme making

**Video if you're new to Mac:** [http://support.apple.com/kb/VI207](http://support.apple.com/kb/VI207)  

**To do:** Locate the Digital Foundations website. Download the extra files, obtain storage and wordpress blog, obtain Adobe Illustrator, sign up for CourseSite

**By Week 2: Watch and Report:**

Eames on the Today Show: [https://www.youtube.com/watch?v=IBLMoMhiAfM](https://www.youtube.com/watch?v=IBLMoMhiAfM)  
Eames interview: [https://www.youtube.com/watch?v=z8qs5-BDXNU](https://www.youtube.com/watch?v=z8qs5-BDXNU)  
Ice Cube: [https://www.youtube.com/watch?v=PPFcZ-Ux4Lg](https://www.youtube.com/watch?v=PPFcZ-Ux4Lg)

Submit to CourseSite a 300-500 summary of your impressions – what you learned, what surprised you. Did you want to know more?

**Watch:** Bauhaus Video: [https://www.youtube.com/watch?v=ZQa0BajKB4Q](https://www.youtube.com/watch?v=ZQa0BajKB4Q)

**Read:** Chapter 3 *Digital Foundations*.

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**Week 2: Composition: Symmetry and Gestalt**

**Using a Grid**

**Tuesday, August 25**

geometric shapes and types of composition

**Bring:** static and dynamic compositions.

**In class exercise:** Produce a dynamic composition using the Schiele painting as reference and sing the same elements, create a static composition.

Grid set up for Symmetry and Gestalt

**Project:** six small compositions illustrating these elements in Illustrator; finding examples online and editing these in Photoshop.

Set up InDesign.

**By week 3: Watch and Report:** History of the Printing Press

[http://www.dailymotion.com/video/xdtq64_the-machine-that-made-us-1-3_shortfilms](http://www.dailymotion.com/video/xdtq64_the-machine-that-made-us-1-3_shortfilms)  
[http://www.dailymotion.com/video/xdtq7m_the-machine-that-made-us-2-3_shortfilms#rel-page-2](http://www.dailymotion.com/video/xdtq7m_the-machine-that-made-us-2-3_shortfilms#rel-page-2)  
[http://www.dailymotion.com/video/xdtqj3_the-machine-that-made-us-3-3_shortfilms#rel-page-2](http://www.dailymotion.com/video/xdtqj3_the-machine-that-made-us-3-3_shortfilms#rel-page-2)

Submit to CourseSite a to CourseSite a 300-500 summary of your impressions – what you learned, what surprised you. Did you want to know more?

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**TYPOGRAPHY**

**Week 3: Typography – Graphic Design Basics**

**Tuesday, September 1**

**Bring:** six compositions.

**Read:** Chapter 4 *Digital Foundations*.

**In class exercise:** Set up of the the Handglovery type glossary
**Watch and Report:** Milton Glaser
[https://www.youtube.com/watch?v=UV9pdtgXuvM](https://www.youtube.com/watch?v=UV9pdtgXuvM)
Submit to CourseSite a 300-500 summary of your impressions – what you learned, what surprised you. Did you want to know more?

**Project:** remake the typographer’s glossary at [http://www.fontshop.com/glossary/](http://www.fontshop.com/glossary/)
Identify the parts of the letterforms of your own name.

**Friday, September 4: last day to drop without a W**

**Week 4: Typography and Expression**

**Telling a Story with Type**

**Tuesday, September 8**

Typography, pen tool for straight lines, direct selection tool

**Bring:** typographer’s glossary

**Read and study:**

**Watch and Report:** the movie *Helvetica*. It streams on Netflix and is available at the public library and occasionally on YouTube.
Submit to CourseSite a 300-500 summary of your impressions – what you learned, what surprised you. Did you want to know more?

**In class exercise:** Telling a story with type

**Project:** A quote using appropriate in inappropriate type choices; six expressive words

**Week 5: Typography as Digital Art: Using the Full Character Set**

**The Pen Tool**

**Tuesday, September 15**

Letterform and glyphs; the pen tool
Pen tool self portrait

**Bring:** completed appropriate in inappropriate type choices, six expressive words.

**Read and study:** Chapter 4 *Digital Foundations*.
[http://www.fonts.com/content/learning/fyti/using-type-tools/glyph-palettes](http://www.fonts.com/content/learning/fyti/using-type-tools/glyph-palettes)

**Watch and Report:**
Narrative Artist: Edwin Ushiro
[https://www.youtube.com/watch?v=YPw1RwjmyZQ](https://www.youtube.com/watch?v=YPw1RwjmyZQ)
Uglydoll Creator: David Horvath
[https://www.youtube.com/watch?v=cszAwDvhtYQ](https://www.youtube.com/watch?v=cszAwDvhtYQ)
Submit to CourseSite a 300-500 summary of your impressions – what you learned, what surprised you. Did you want to know more? Were you familiar with either artist’s work before watching the videos?
**Project:** two self portraits: one from type, one using the pen tool

**IMAGE AS ILLUSTRATION**

**Week 6: Transformation Tools, Space and Volume**

**Tuesday, September 22**

Transformation tool: scale, rotate, reflect, shear, filters and effects, blend tool,
Shapebuilder; non-objective art

Creating space and volume, receding shapes, shadows, thickness; layers, transforming a
surface

**Bring:** self-portraits

**Read:** Adobe website

**In class exercise:** teapot from Shapebulider tool

**Project:** Put your teapot into a narrative situation; create a non-objective art piece
using the illusion of volume, space and mass


**Watch and Report:** Neil Gaiman’s commencement speech Make Good Art
[https://www.youtube.com/watch?v=plWexCID-kA](https://www.youtube.com/watch?v=plWexCID-kA)

Submit to CourseSite a 300-500 summary of your impressions – what you learned, what
surprised you. Did you want to know more? Did you find it inspiring? Are you familiar
with Neil Gaiman’s work?

**Week 7: Hierarchy and Eastern Composition; Deconstruction**

**Tuesday, September 29**

Hierarchy and type

Modern, non-hierarchal composition: Japanese aesthetic: Wabi Sabi; mandalas
gradients

Deconstruction: knife tool, clipping path, scissors tool

**Bring:** mass and depth compositions.

**In class exercise:** mandala set up

**Project:** one mandala, one overall pattern composition, deconstructed mandala

**By Week 8:** Read: Chapter 5 Digital Foundations.

color theory – using the color wheel:
[https://www.youtube.com/watch?v=59QGexKdFUl](https://www.youtube.com/watch?v=59QGexKdFUl)

**COLOR**

**Week 8: RGB, CMYK**

**Pleasant Color Relationships**

**October 6**

Color systems: Additive v. subtractive color, color on the web

Coloring a character

**Bring:** mandalas and patterns.

**In class exercise:** color wheels
**Project:** color wheels, the same character in different color schemes. Assemble it using a grid. Label the color schemes.

**Week 9: RGB, CMYK**

**Pleasing Color Relationships continued**

**October 13**

Color systems: Additive v. subtractive color, color on the web

**Project:** color wheels, the same object in different color schemes. Assemble it using a grid. Label the color schemes.


**DIGITAL COLLAGE**

Adobe Photoshop

**Week 10: Introduction to Photoshop**

**Tuesday, October 20**

Introduction to Photoshop, making selections: document set up, file formats, tools: marquee, lasso and magic wand, selection basics, duplicating a selection, paint bucket, layers, finding source material

**Bring:** color schemes project.

**In class exercise:** veggie face

**Project:** face

**Week 11: More Selection Tools, Colorizing a Black and White Photograph**

**Tuesday, October 27**

Colorizing, more selection techniques, image adjustment basics, color mode, blending modes, gradients

**Bring:** face, thematic image collection.

**Research:** Historical image collections: Shorpy, Library of Congress.

**In class exercise:** colorizing The Typist

**Project:** colorized black and white historical photo


Submit to CourseSite: a 300-500 word summary of your impressions.

**Week 12: Layers, Blending Modes, Collage Techniques**

**Tuesday, November 3**

Layer masks, introduction to layers, layer masks, photo collage techniques, introduction to blending modes, transform commands

**Bring:** colorized photograph.

**Read:** Chapter 9 *Digital Foundations.*

**Research:** fairy tales, folk tales, fables

**Project:** fairy tale illustration
**Week 13: Filters, Scanning**
**Tuesday, November 10**
Filter effects, art with the scanner  
**Bring:** fairy tale illustration, objects to scan  
**Project:** Continued work on the fairy tale illustration.

**Friday, November 13: Last day to drop with a W**

**Week 14: Cropping, Rule of Thirds**
**Tuesday, April 21**
Finding and presenting a tutorial  
Cropping, tool, basic photo editing and improving; using Google Maps to create a landscape based on the rule of thirds  
**Watch:** [http://vimeo.com/14315821](http://vimeo.com/14315821)  
**Bring:** fairy tale illustration  
**Project:** landscape based on the rule of thirds using an image from Google Maps

**Week 15: Animated Gifs**
**Tuesday, April 28**
**In class exercise:** bouncing ball  
**Project:** Animated Gif

**PUTTING IT ALL TOGETHER**

**Week 16:**
**Tuesday, May 5**
InDesign  
**Bring:** self-portrait, all your projects.

**Week 17: Simple Book Binding**
**Tuesday, May 12**

**Week 18: Final**
**Thursday, May 28 8:00-10:00 am**
YOU MAY POSITIVELY AFFECT YOUR PARTICIPATION GRADE BY:
1. Becoming more active and/or making more effective comments that raise overall level of discussion and set examples for others.
2. Asking thoughtful questions that will enhance discussion and engage peers.
3. Listening carefully to, supporting, and engaging your peers in discussion. This will essentially improve others’ learning experience.
4. Submitting by email a one-page, single-spaced critical summary (an analysis and critique) of assigned reading for class missed. This option should be used minimally. The critical summary will not be considered part of any other grading rubric.
5. Staying to help tidy classroom at the end of class.

YOU MAY NEGATIVELY AFFECT YOUR PARTICIPATION GRADE BY:
1. Not attending class regularly. Even though you may have submitted assigned work, your contribution will not have added to class discussion.
2. Dominating class discussions, thereby restricting others’ participation.
3. Disrupting others' opportunity to listen and/or participate.
4. Making negative, offensive, and/or disrespectful comments during discussions.
5. Using electronic devices such as but not limited to a cell phone, iPod, or computer for personal or other coursework reasons during class unless instructed to do so. Each violation reduces the final course grade by ½ grade (e.g., B becomes B-). There are no exceptions.
6. Leaving your workstation messy.