

Layout ART 2355-002 Spring 2014

INSTRUCTOR	Pauline Hudel Smith
OFFICE	FA-379
OFFICE PHONE	817.272.2891 [LEAVE A MESSAGE]
EMAIL ADDRESS	phudel@uta.edu
OFFICE HOURS	MW 4:30 - 5:00PM TH 9:00-11:00AM
COURSE & SECTION	ART 2355-002 27883
TIME & PLACE	MW 8:00 TO 10:50 AM IN FA 358
PREREQUISITE	ART 2304 OR PERMISSION OF ADVISOR

DESCRIPTION COURSE CONTENT

GRAPHICS: LAYOUT (2-4) 3 hours credit. Development and application of concept, layout, and design as related to graphic communication and advertising design.

STUDENT LEARNING OUTCOMES

After the successful completion of this course, a student will be able to

- apply design principles to graphic elements in a layout
- apply visual hierarchy through arrangement of elements
- find solutions to visual problems using the Design Process
- develop and apply the grid, understand the structure of layouts
- apply critical thinking and analysis to current design trends
- complete a visual and verbal professional presentation

TEXTBOOKS - REQUIRED

Classroom in a Book - InDesign
(What version depends on your personal computer)
Design Basics for Creative Results by Bryan Peterson
Graphic Design The New Basics by Lupton
Layout Essentials by Beth Tondreau

READING MATERIAL - OPTIONAL

Making a Good Layout by Lori Siebert
The Layout Workbook by Christian Cullen
Making and Breaking the Grid by Timothy Samara

SUPPLIES

- usb drives or blank CDs • Design Process Journals
- 1 package of high quality 11 x 17 Ink Jet or Laser paper
- 1 package of 8 1/2 x 11 standard typing paper
- 2 - (15 x 20) sheets of black core board
- Printout posters at 20 x 30.

The Library has large format printing you will have to put money on your card for that purpose. \$5 a print

- Magazines • 2 white crescent illustration boards 15 x 20
- Graphic Layout Pad 14 x 17 100 Sheets
- Inking 45-12" triangle • Drafting Tape
- Mars Plastic Eraser • Metal 24" Calibrated T-Square
- PMA mounting adhesive sheets or roll and rubber cement
- Xacto knife and blades • Straight edge for cutting

Spray Adhesives have been banned from use at the school.

Course Outline

DESIGN ELEMENTS/ COMPOSITION	01/13	Introduction to course. Gestalt Composition Homework A.		
	01/15	Gestalt Composition A Critique. Design lecture. Gestalt Composition In class B.		
	01/22	Gestalt Composition B Critique. Mac intro. InDesign intro.		
	01/27	InDesign intro. Label Warmup 4 - group-line 4 - hiearchy-alignment.		
	01/29	Label Warm-up 8 - alternative hierarchy, go wild. InDesign demo		
	02/03	Label Warm-up 4 - grid Value and contrast. InDesign demo		
	02/05	Label Warm-up 8 - typeface		
	02/10	Label Warm-up 4 - grid/typeface.	02/12	Label Warm-up 8 - by hand.
	02/17	Label Warm-up 3 - 3-D final picks.	02/19	Label Warm-up 3 - 3-D final picks.
	02/24	Label Warm-up 3 - 3-D final picks.	02/26	Label Warm-up Critique. Directional Poster
FORMATS/ CONCEPTS	03/03	Directional Poster.	03/05	Directional Poster
	03/10	spring break - no class.	03/12	spring break - no class.
	03/17	Directional Poster	03/19	Publication - Grid and Concept.
	03/24	NEWSLETTER. InDesign demo. Publication	03/26	No Class - Advisathon
	03/31	Publication - Grid	04/02	Publication - Grid.
	04/07	Publication - Field Trip Clampitt.	04/09	Publication. Bookbinding demo.
	04/14	Publication.	04/16	Publication.
	04/21	WEBSITE.	04/23	Publication and Web
	04/28	Publication.	04/30	Publication Due. Portfolio Pick Up. Monday. 12-2pm.
	05/05	FINALs WEEK. Portfolio Pick Up. Wednesday. 12-2pm. (Some semesters Alternative turn in)		

This schedule is tentative and is subject to change. As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Pauline Hudel Smith.
If there are adjustments, I will advise the students in a timely manner.

Attendance

ACADEMIC CALENDAR

JAN 13 FIRST DAY OF CLASSES

JAN 13-17 LATE REGISTRATION

JAN 20 MLK HOLIDAY

FEB 29 CPR - VISUAL COMMUNICATION

MAR 10-14 SPRING BREAK

MARCH 27 ADVISATHON - NO CLASS

MARCH 28 LAST DAY TO DROP CLASSES

APRIL 07 REGISTRATION FOR SUMMER

MAY 01 - 03 DSVC STUDENT CONFERENCE

MAY 02 LAST DAY OF CLASSES

MAY 03 - 09 FINAL EXAMS

ATTENDANCE POLICY

Students who will be absent from class for the observance of a religious holiday or illness will be required to makeup assignments missed. Because of all the material covered in class each session the lecture cannot be repeated for those students who show up tardy for class. It is imperative students arrive to class on time and remain in class the entire session each week. 3 tardies will equal one absence. After 3 absences (unexcused) the final class grade will drop one letter grade for each successive absence. Roll is taken 10 minutes after the start of class. If you are tardy not absent, it is your responsibility to come tell me during that same class period so I can change my roll book. This is the only time period in which the roll will be adjusted. The roll is a daily record of your attendance and has a major impact on your grade. Consistent tardies are disruptive/disrespectful to your classmates.

OTHER REQUIREMENTS

In addition to classwork and homework, we will be attending events and/or field trips outside of class. You are required go on a class field trip to Clappitt Paper off Regal Row to select paper. In the Spring we will be attending AIGA Design week and DSVC Student Conference. The DSVC Student Conference will cost around \$80 and will probably be on a Friday or Saturday. You are also encouraged to join the UTA/AIGA Student Chapter, subscribe to publications like Communication Arts, Print and How. It is also recommended that you join Lynda.com for software tutorials.

EXPECTATIONS FOR OUT-OF-CLASS STUDY

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 10-15 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Grading Policy

30% – Attendance/Time management
50% – Projects/Design Process Journal
20% – Final Portfolio Review

(A) 90 – 100	EXCELLENT. Based on superior visual and conceptual solutions. Above and beyond what is required for each assignment showing effort, multiple successful solutions, superior final and design process.
(B) 80 – 89	GOOD. More than what is required with above average visual/conceptual solutions and experimentation.
(C) 70 – 79	FAIR. The basic and minimum visual/concept requirement for each assignment. Minimum Design Process.
(D) 60 – 69	WEAK. Failure to full fill the basic project requirements.
(F) 0 – 59	UNACCEPTABLE. Failure to maintain 80% participation and projects.

VISUAL ASSESSMENT

Graphic designers are problem solvers. Their main job is to solve visual problems. Therefore the focus of the class and the majority of your grade evaluation will be based on the success of the final design and the process and experimentation related to it. This includes both visual and conceptual solutions.

CONCEPT/DESIGN

Thoughtful use of visual elements. Graphic elements are arranged in an interesting way using Design Principles to create a gestalt composition or layout. Appropriate type. Faithful to the assignment. Design communicates intended idea.

VISUAL/DESIGN

Thoughtful use of visual elements. Visual elements are arranged in an interesting way to create a composition. Appropriate type. Faithful to the assignment. Design communicates intended idea to the viewer. Execution is faithful to concept. Demonstrates innovative and original thinking in solutions and execution is faithful to the original concept.

DESIGN PROCESS

Researched ideas. Followed the development of ideas. Brainstorm for variety of solutions. Thumbnails, drawings, research materials. Design Process should be organized and included with Project at turn in. See Design Process page.

EFFORT

Involved in the project development. Eager to accept instruction, seeks new opportunities for improvement. Good craftsmanship.

MANAGEMENT ASSESSMENT

In addition to visual solutions, designers solve problems related to producing the visual. Time management, printing, computer, software, budgets, etc. Therefore you will be assessed on both your visual understanding and management of the project.

PRESENTATION

Prepared to present work at the beginning of class. Communicated clearly. Responded to questions. Attentive. Clean Presentation. Meets deadlines.

CRITIQUE PARTICIPATE

Involved in the discussion. Offered insightful comments in a professional way. Asked questions

ATTENDANCE

Punctual. Stays the whole class session. Comes to class prepared. Uses work days wisely. instruction. Follows instructions accurately - both written and verbal.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

STUDENT: _____

PROJECT: _____

Layout ■

Grade Sheet

- (A) 90 – 100 EXCELLENT. Superior visual and conceptual solutions. Above and beyond what is required.
 (B) 80 – 89 GOOD. More than what is required with above average visual/conceptual solutions and experimentation.
 (C) 70 – 79 FAIR. The basic and minimum visual/concept requirement for each assignment.
 (D) 60 – 69 WEAK. Failure to fulfill the basic project requirements.
 (F) 10 – 59 UNACCEPTABLE. Failure to maintain 80% participation and projects.

	UNACCEPTABLE	WEAK	AVERAGE	GOOD	EXCELLENT
Quality of Work/ Technical Knowledge Work is at the appropriate level. Good Craftsmanship. Implements technical knowledge and skill.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative/Dependability Works pro-actively and is resourceful. Recognizes need for corrective action. Attempts to facilitate solutions. Responsive to direction. Accepts responsibility. Reliable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Big Idea/Concept Innovative idea development based on strategy. Synergy between copy and visual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Design Understands and uses design and compositional strategies. Thoughtful use of visual elements. Design communicates intended idea to the viewer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Design Process Research, thumbnails, roughs, comps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critique Participated in discussion. Offered insightful comments. Verbal brainstorming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Be Bulletproof

OR HOW TO SURVIVE LAYOUT CLASS

1. BULLETPROOF YOUR WORK

- Have a well thought out layout. Be able to talk about it using design principles
- Make sure the concept is clear in the work.
- Answer your own questions. Should the headline be bigger?
- Show lots of options. Should the background be blue or green?

Work through it using design principles.

2. BULLETPROOF YOUR PRESENTATION

- Have your work ready. Be prepared. Don't wait to the last minute to print.
- Have intelligent things to say about your work.
Is it working or not? If not, is there really a need to explain it?
Articulate quickly and clearly.
Let the work speak for itself.

3. BULLETPROOF YOUR LIFE

- **THE DEADLINE DOESN'T CARE.**
In your job, you will be required to meet deadlines. Failure to meet deadlines will get you fired. When deadlines are blown, businesses lose money and face huge consequences with their customers. Businesses don't like it when that happens.
- **DEADLINES DON'T CHANGE.** And if by some miracle they do - **you had nothing to do with it.**

Deadlines don't care about work load, personal obligations, illness or even deaths in the family. Humans can be very understanding, but they typically can't do a thing about deadlines.

- **DEADLINES ALWAYS WIN.**

You can cry, complain and whine - all that will happen is you will be labeled a cryer, complainer or whiner.

- **NO EXCUSES.** To quote Yoda, "Do or do not. There is no try."

- **GIVE YOURSELF TIME.**

- Understand how you work best.
- Structure your time and your life around maximizing your creativity.
If you think best in the morning, try to schedule PM classes. If you need silence, schedule quiet time and control your environment. Going to a movie can be helpful! If you've allowed time for it, then make it a part of your process and enjoy.

- **Anticipate problems.**

Computers lock up. Printers stop working. Photographers have to re-schedule. Weather, traffic and personal crisis happen. If you're waiting until the very last minute, there's no room for the unexpected.

- **THE ONLYTHING YOU CAN CONTROL IS YOUR WORK.**

Are you doing everything you can to give yourself every opportunity. to create your best work?

Design Process

DESIGN BRIEF

Student use and awareness of the design process as means of tapping introcreative and intellectual thinking is crucial. I am looking for good initial design problem solving as well as a well-presented, well-concepted final comprehensive. I stress problem research, thumbnails, roughs, and highly polished comps as solutions. Restate the initial problem assignment in a design brief, typeset and turn in along with research for every project.

RESEARCH

Look at professional designer's work, review through books, design annuals, articles, online web sites, etc. Document the research via short page papers. Individuals, schools, art and design movements are all fair game (such as Herbert Bayer, April Greiman, Paula Scher, Wolfgang Weingart, Charles Anderson, Bauhaus, Basel School of Design, International Typographic Style, New Wave, Post-Modern, etc.) These can be graded individually or as part of an overall research grade.

FOCUS ON CONCEPT

Produce at least 50 thumbnail sketches per project that explore a wide variety of concepts and visual styles. Fostering a habit of thumbnail sketches strengthens creative problem-solving skills.

ROUGHS

Present roughs during individual critiques or class critiques.

DESIGN PROCESS JOURNAL

Turn in a presentation folder containing all research (thumbnails, roughs, alternate comps, project briefs, concept statements, any research papers or samples of professional work that inspired them). This should be well organized, neat and comprehensive. The design process journal is 25% of each project grade.

FINAL PORTFOLIO

Present a final compilation of the work in the class. The final portfolio is a significant portion of the overall class grade, and include presentation, organization, and quality of the work. The final portfolio is worth 10%-20% of the entire class grade.

I will be looking for a stack of research materials measuring 1 inch high, minimum - turned in with each assignment

Critique

Critique is a critical evaluation or analysis. The critique is a useful tool to help you consider and evaluate certain aspects of producing a design. It is the communication of information to the designer concerning how the work is perceived by others. This feedback is important due to a lack of objectivity in the creation of design, (you are too close to the design and can't see the problem areas), helps promote objectivity (non emotional response to analysis) and gives the designer a verbal forum to evaluate a design's success or failure. Critique is just one of the many processes a designer goes through.

OBJECTIVE

A critique requires a lowering of personal defenses to be effective. The designer has to learn to be objective. By the same token those offering critical evaluation of design should not get personal or evaluate the person.

SPECIFIC

Broad general comments tend to create ambiguity and are less helpful than those directed towards particular aspects of a work. Constant repetition of how well you like some ones work without specifics will always be followed by the question why?

CONSTRUCTIVE

You should give/receive specific ideas for positive change.

VERIFIES COMMUNICATION

When feedback is given in a group critique, both the giver and the receiver have the opportunity to check with others in the group on the accuracy of the comments. Is it one individuals impression or the impression shared by others?

General School Policies

DROP POLICY

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships [HYPERLINK "http://www.uta.edu/ses/fao"](http://www.uta.edu/ses/fao) <http://www.uta.edu/ses/fao>.

AMERICANS WITH DISABILITIES ACT

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [HYPERLINK "http://www.uta.edu/disability"](http://www.uta.edu/disability) www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

ACADEMIC INTEGRITY

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

STUDENT SUPPORT SERVICES AVAILABLE

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [HYPERLINK "mailto:resources@uta.edu"](mailto:resources@uta.edu) resources@uta.edu, or view the information at [HYPERLINK "http://www.uta.edu/resources"](http://www.uta.edu/resources) www.uta.edu/resources.

ELECTRONIC COMMUNICATIONS POLICY

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at ["http://www.uta.edu/oit/cs/email/mavmail.php"](http://www.uta.edu/oit/cs/email/mavmail.php) <http://www.uta.edu/oit/cs/email/mavmail.php>.

General School Policies

STUDENT FEEDBACK SURVEY

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit [HYPERLINK "http://www.uta.edu/sfs"](http://www.uta.edu/sfs) <http://www.uta.edu/sfs>.

FINAL REVIEW WEEK

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Class & Food/Drink Policy

Turn beepers and cell phones off during class. Leave the class room if you are going to make a call. No surfing during lectures. Additional work will be assigned to students who are not working or are working on assignments from other classes. Except where otherwise determined by a faculty member, no eating or drinking is allowed in the classroom. Currently, this class policy is: Food & drinks - All food and drinks should be kept off the desktops. Drinks should be in a closed container and kept on the floor. If there is a consistent problem, the policy will become no food or drinks

E-CULTURE POLICY

Please email me at hudel@tx.rr.com. if you have questions. The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email. All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly.

SYLLABUS ADDITIONS

No children, no pets, and no unauthorized personnel. Instructors reserve the right to change any information contained in this syllabus.

Student Name _____

Date _____

Course Name and Section Number _____

- I have read the syllabus and understand what is required of me in this course.
- I have had the opportunity to ask the instructor questions about the syllabus.

Student Signature _____