<table>
<thead>
<tr>
<th><strong>Today's Date</strong></th>
<th>01/31/2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Your Name</strong></td>
<td>Scott Raynor</td>
</tr>
<tr>
<td><strong>Your Email:</strong></td>
<td><a href="mailto:sraynor@highpoint.edu">sraynor@highpoint.edu</a></td>
</tr>
<tr>
<td><strong>Which semester is your revision applicable for?</strong></td>
<td>Fall 2019</td>
</tr>
<tr>
<td><strong>Your department</strong></td>
<td>School of Art &amp; Design - Visual Art</td>
</tr>
<tr>
<td><strong>Please select the appropriate school overseeing this proposal:</strong></td>
<td>Art &amp; Design</td>
</tr>
<tr>
<td><strong>Is this submission in response to a &quot;revise and resubmit&quot; decision on a previous proposal?</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Does this course as it currently exists fulfill any of the below University academic program requirements?</strong></td>
<td>This course does not fulfill academic program requirements</td>
</tr>
<tr>
<td><strong>What would you like to revise?</strong></td>
<td>Change Course Number (changing level)</td>
</tr>
<tr>
<td><strong>Are you also revising any of the following?</strong></td>
<td>Change course description</td>
</tr>
<tr>
<td><strong>Is this course cross listed?</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Choose the department designator for your course from the list below.</strong></td>
<td>ART</td>
</tr>
<tr>
<td><strong>Current course number</strong></td>
<td>2050</td>
</tr>
</tbody>
</table>
B - Course Revision Form : Entry # 976

Current course title

Digital Art & Design

Is this proposal connected to any other proposals currently being submitted? If so, please describe below.

This is part of the approved proposal for a new BFA in Art & Graphic Design.

What are the changes to the course number?

changing to 1150

Please describe the rationale for this change

Digital Software platforms need to be introduced at the Freshmen level. Moving the course to the Freshmen Year.

Enter the changes to the catalog description of your course

This course is a survey of digital and analog tools that explores micro to macro processes from the pixel to the grid, the elements and principles of design, and strategies that apply to innovative design spaces. It also investigates constructed spaces considering original imagery, image manipulation, time-based media, and illustration. Prerequisite: none. Four credits.

Please attach your department approval signature page, syllabus, and any other supporting documents.

- 1-ART-1150-Digital-Art-and-Design.pdf

For Deans:

Does this proposal connect solely to programs in your school (Intra-Collegiate), or does it have connections to broader university programs and requirements (Inter-Collegiate)? Note that all proposals connected to University Academic Programs or within the General Education should be considered Inter-Collegiate proposals.

Intra-collegiate

Does this course, as revised, fit the needs of the school/program/university?

Yes

(DEAN) I approve/deny this proposal for further advancement

Approve

Today's Date

01/31/2019

For the School Curriculum Committee:

Does this course, as revised, fit the needs of the school?

Yes
<table>
<thead>
<tr>
<th><strong>B - Course Revision Form : Entry # 976</strong></th>
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<tbody>
<tr>
<td><em>(EPC)</em> This committee approves/denies advancement of this proposal</td>
</tr>
<tr>
<td>Approve</td>
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<tr>
<th><strong>Today's Date</strong></th>
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<td>01/31/2019</td>
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<tr>
<th><strong>For APIRC:</strong></th>
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<tr>
<td>Does this course, as revised, fit the needs of the school/program/university?</td>
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<tr>
<td>Yes</td>
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<tr>
<th><em>(APIRC)</em> This committee approves/denies advancement of this proposal</th>
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<tr>
<td>Approve</td>
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<tr>
<th><strong>Today's Date</strong></th>
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<tbody>
<tr>
<td>02/01/2019</td>
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</table>
DIGITAL ART & DESIGN

01. COURSE INFORMATION:

<table>
<thead>
<tr>
<th>No</th>
<th>COURSE NUMBER / SECTION</th>
<th>ART 1150</th>
</tr>
</thead>
<tbody>
<tr>
<td>☀</td>
<td>TERM/YEAR</td>
<td>Fall 2019</td>
</tr>
<tr>
<td>☉</td>
<td>PREREQUISITES</td>
<td>None</td>
</tr>
<tr>
<td>☇</td>
<td>CREDIT HOURS</td>
<td>4 credit studio art class</td>
</tr>
<tr>
<td>☑</td>
<td>CLASS MEETING TIME(S)</td>
<td>TBA</td>
</tr>
<tr>
<td>☠</td>
<td>LOCATION (BUILDING &amp; RM NUMBER)</td>
<td>TBA</td>
</tr>
</tbody>
</table>

02. CONTACT:

| ☺  | INSTRUCTOR                 | CARRIE A. DYER |
| ☝  | EMAIL                      | cdyer@highpoint.edu |
| ☝  | OFFICE                     | Norton 207     |
| ☇  | OFFICE HOURS               | TBA            |
| ☁  | COURSE WEBSITE             | www.carriedyer.com |
| ☁  | WEBSITE                    | www.carriedyer.com |
COURSE DESCRIPTION:

ART 1150. DIGITAL ART & DESIGN. This course is a survey of digital and analog tools that explores micro to macro processes from the pixel to the grid, the elements and principles of design, and strategies that apply to innovative design spaces. It also investigates constructed spaces considering original imagery, image manipulation, time-based media, and illustration. Prerequisite: none. Four credits.

LEARNING OUTCOMES:

__ Students will apply the elements and principles of design to analog and digital works
__ Students will make original images using Adobe Photoshop, Adobe Illustrator, and Adobe InDesign in creative works
__ Students will experiment with dimension and media using 2-D, 3-D, and 4-D forms
__ Students will demonstrate an understanding of thinking divergently and generating multiple solutions
__ Students will apply critical feedback, and time management to creative works
TEACHING METHODS:

Class lectures, reading assignments, and projects will be based on historical and contemporary graphic design theory and practice. You are expected to spend time outside of class working and developing your projects. You should spend a minimum of 9 hours outside of class per week, but be prepared to spend more if necessary. This is a standard set by National Association of Schools of Art and Design.

ASSIGNMENTS:

> Each project has multiple finals
> Units 02-06, include:
  / Reading/Discussion
  / Draft Critique / Final Critique
  / Design Document
  
A.) *Date Planner / Book (semester long) *required

B.) 1 Making Collection Cycle (semester long)
  / Sketchbook
  / Pinterest Assignments
  / Final Artwork
  / Enter Work to C.Q.

C.) 1 Unit 01
  100 pts

D.) 1 Unit 02 & Design Document
  100 pts

E.) 1 Unit 03 & Design Document
  100 pts

F.) 1 Unit 04 & Design Document
  100 pts

G.) 1 Unit 05 & Design Document
  100 pts

H.) 1 Unit 06 & Design Document
  100 pts

I.) 1 Final Digital Portfolio (required)
  *required

J.) 1 Class Participation (See section 15. Grading Opp.) 5%

DESCRIPTIONS:


Many of these topics are naturally included in the duration of each project. The idea is that you need to record and digest the project process by writing briefly about these sub categories. (See Design Document Guidelines on the following page for details on requirements.)

2. Making Collection Cycle: The Making Collection Cycle is a semester-long self-directed assignment. The Making Collection Cycle includes the following: _a._ a semester long Pinterest Assignments, _b._ a semester long Sketchbook Assignments, _c._ semester long self driven projects, titled “Final Artwork”, _d._ a requirement to enter at least one of your graphic design pieces in Creative Quarterly, and _e._ extra credit opportunities.

3. Draft Critique: A draft critique is a preliminary, in-process critique where students present printed in-process professional pieces. All work is required to be printed, trimmed, assembled and ready before class begins. You will receive points off your grade if you are not prepared.

4. Final Critique: A final critique is where students present final, client-ready, printed pieces. All work is required to be printed, trimmed, assembled and ready before class begins. You will receive points off your grade if you are not prepared.

5. Final Digital Portfolio: At the end of the semester you are required to turn in a final digital portfolio of all your work. **Please keep back up (duplicate) copies of all your files. The final portfolio will be reviewed and graded as your FINAL BODY OF WORK. You will be evaluated on your progress through the semester and your ability to receive and adapt to critique. In addition, your ability to rework (re-do) projects that were not in-line with project expectations will be considered. All assignments must be turned in as high resolution jpg files and organized into individual project folders.

LATE/INCOMPLETE WORK:

1. 2nd MISSING Project = 0 for project grade, & you can’t “RE-DO” the project
2. 1st LATE Project = Counts as your one “GIFT” for the session you get one
3. 2nd LATE Project = -20 off your project grade
4. 3rd (or more) LATE Project = -40 off your project grade
5. 3rd time LATE for Critique = -10 off project grade
6. ABSENT for Draft/Final Critique = -10 off project grade
7. INCOMPLETE Draft Critique = -10 off project grade
8. INCOMPLETE Homework / Discussion / Assignment = -10 off project grade
9. MISSING Homework / Discussion / Assignment = -10 off project grade
10. MISSING Materials for Class = -10 off project grade
11. MISSING Final Portfolio (F.P.) = -40 off final class grade
12. MISSING Projects in F.P. = -20 off for each incomplete project

ASSIGNMENTS WILL BE TURNED IN IN 3 FORMATS:

1. Draft Critique: printed, trimmed, assembled, 4 color
2. Final Critique: printed, trimmed, assembled, 4 color
3. Final Portfolio: digital, professional quality
A. DESCRIPTION:
The goal of the Design Document is to help you start writing and articulating your ideas. This is a process you will encounter at design firms and agencies in numerous ways including presenting your work to clients and explaining your log of hours and what you were experiencing while working through a design problem. At a firm or agency you will need to defend your work. Oftentimes the person who is able to explain & present their ideas better is the one who gets the job even if their design work is actually less convincing.

B. REQUIREMENTS:

1. DUE: beginning of the class Final Critique of each unit.
2. Format: Must be typed & saved in PDF Format (you can do this in Word)
3. Include heading: name, professor, project name, title of piece, class, date
4. PROCESS WORK: Process work must be available during final critique. Review may be requested from professor at that time.
5. Any student who doesn’t adhere to the rules: will receive -20% off your final project grade.
6. Any Design Document that does not follow the guidelines below (under 'contents') will receive points off.

C. LEARNING OUTCOMES:

1. students will demonstrate the ability to interpret the assigned readings by creating questions & answers corresponding to the critical perspectives within
2. students will demonstrate the ability to evaluate bodies of creative work and respond in writing
3. students will demonstrate the ability to incorporate the graphic design process into their work by writing about their experience
4. students will evaluate form and meaning in written form
5. students will track hours spent on design work, collect critique feedback, and evaluate the effectiveness of their creative work

D. CONTENTS: (Include & respond to the following in your typed design document...)

1. *** 5 X “QUIZ” QUESTIONS FROM READING ASSIGNMENTS
   - [list the question & answer] You will receive reading assignments for each project. Create 5 “Quiz Questions” per chapter assigned. Your questions need to be created based on what you think is the most important idea expressed in the written work.
   - 5

2. VISUAL RESEARCH, 3 DESIGNERS & 1 STYLE/PERIOD
   - Explain any visual inspiration that was studied during this project. This should focus on designers & styles that inspired your work. This could include places you've visited, things you've read, science, or any other research that informed or inspired this project.
   - 2

3. GRAPHIC DESIGN PROCESS
   - [paragraph or list form] List and explain in written form your graphic design process (see categories below) and how it applies to the current project. Please include at minimum each category below. (This process can change and morph. You can repeat any step many times. You can add other steps that make sense for your process, etc.) Detailing this process in writing will help you prepare for presenting a design project. You are also strongly encouraged to consider Narrative. See Ellen Lupton’s book Design is Storytelling.
     - a. State the Problem:
     - b. Research:
     - c. Ideation:
     - d. Sketches:
     - e. Edit / Refine / 2nd Drafts:
     - f. Prototype:
     - g. Presentation:
     - 5

4. FORMAL ANALYSIS & MEANING
   - [paragraph form—pick one or more pieces] Explain your work through basic 2-d design principles (texture, line, variety, rhythm, emphasis, balance, composition, color, etc.) Describe what you believe are the strengths of the work and why. In addition, describe any weaknesses you believe your work has and what you can do to eliminate them in the future.
   - 4

5. WHAT YOU LEARNED
   - [paragraph form]
     - Explain what you learned considering the processes you took to complete this project. What did you have trouble with? What would help your learning process or what are other ways of working that would help improve your outcome?
   - 2

6. LOG, FEEDBACK, & GRADE EARNED
   - [paragraph or list form]
     - a. Log of Hours Spent: Keeping a log of when you work and the number of hours you dedicate to your work reveals a lot about how you manage your time.
     - b. Draft critique feedback
     - c. Grade Earned: Grade yourself for this project and explain why. Be honest, this allows the professor to evaluate your understanding of your strengths and weaknesses.
   - 2

= 20
The Making Collection Cycle is a semester-long project. The sequence of assignments focuses on weekly skills that build and support a habit of lifelong-learning attributes that are needed to be a successful Graphic Designer, Illustrator, and Artist.

**Objective:**
A. Build a habit of daily reflection
B. Develop your ability to multi-task & manage time
C. Expand your ability to solve design problems, be expressive, be creative, & take risks
D. Research artists and designers to become fluent in successful design practices
E. Research & implement software techniques like you would at an agency or firm

**Grading:**
Your grade is based on your quality of work and evolution throughout the semester in addition to your ability to complete the given assignments. An average grade (C) will be assigned to students who simply complete the assignment in full. An excellent grade (A) will be awarded to students who demonstrate the development of personal visual language, risk-taking, innovation, and creativity in addition to finishing all tasks. Each missing assignment will result in points off your final project grade. See percentages for details.

**Research:**
See all Pinterest boards: www.pinterest.com/carrieadyer

**Collecting:**
Visual research / Pinterest boards:
(complete throughout the semester)

- 10% - A. Sketchbook, 15-pins: This is a Pinterest Board of completed TUTORIALS, 1 every other week, 15 for the semester, titled: "tutorials"
- 10% - B. Design Inspiration Board, 400 pins: This is a Pinterest Board of 400 inspirational pins titled: "(course name) inspiration".
- 5% - C. Contemporary Art Board, 50-pins: Create a board titled "Contemporary Art". It’s preferred that work saved to this board is current artwork happening now (contemporary) - but you can save work to this board from the last 50-100 years. Save 50 pins to this board. 
  Ex: https://www.pinterest.com/carrieadyer/art-
- 2% - D. Tutorial Board, 15-pins: This is a Pinterest Board of completed TUTORIALS, 1 every other week, 15 for the semester, titled: "tutorials"
- 3% - E. Project Boards: These are boards assigned during class connected to projects and other activities.

**Making:**
(complete throughout the semester)

- 20% - A. Enter Creative Quarterly: Enter at least one piece, from class, into Creative Quarterly. There is a $15 entry fee. The piece entered is recommended to be approved by the professor. 
  http://www.cqjournal.com/callforentries
- 50% - B. Final “Artwork”, 40x30": Series of 5 Pieces: Develop a series of 5 pieces that are geared toward the direction of your Self Driven Work. The pieces can be "Expressive Posters" or other kinds of works that experiment with creative process and form.

**Extra Credit:**

- A. Art Events Piece: Attend at least 2 art lectures and make a piece inspired by a topic covered, or react to work displayed. (1 piece total)
- B. Instagram: It is recommended that you have an online presence like an Instagram account where you post all of your work & process work.
**REQUIRED MATERIALS:**

The following are required materials for class. Items with a plus (+) can be shared items.

**A. BOOKS:**

1. *GRAPHIC DESIGN: THE NEW BASICS* by Ellen Lupton, Jennifer Cole Phillips  
   ISBN-10: 1616893257
2. *DESIGN IS STORYTELLING* by Ellen Lupton  
   ISBN-10: 194230319X
3. *RECOMMENDED: ATLAS OF GRAPHIC DESIGNERS*, by Elena Stanic, Lipavsky Corina,  
   ISBN-10: 1592536646

**B. SUPPLIES NEEDED FOR EVERY PROJECT:**

- Flash Drive or External Hard Drive  
  Lacie Rugged 1T External Hard Drive is Recommended:  
  <http://a.co/6cRs9BF> or if you are purchasing a flash drive  
  I recommend: Silicon Power 64GB Jewel J80 USB 3.0 Flash Drive, Titanium  
  <http://a.co/elV9ju9/> *All drives are recommended to be reformatted as Mac OSX Journaled*
- Sketchbook (recommended: Moleskin)
- Smartphone for Pinterest & Camera  
  (Smart Phone cameras do work but a professional DSLR is best)
- Drawing Pencils & Sharpener
- Adhesive: 3m Glue Stick, Masking Tape
- Cutting: Xacto Knife & blades, Scissors
- Metal Ruler with cork bottom
- Extra Money for xerox copies & prints
- Clear Envelopes to protect your work
- Eraser (Tombow Mono Knock Eraser)
- Bone Folder <http://a.co/iIMK1s9>

**SUGGESTED:**

- Artist Box or pouch for supplies,

**C. OTHER SUGGESTIONS:**

Headphones for in-class video assignments,  
Binder for class handouts, Folder to protect your printed work and handouts. (to fit 8.5x14”),  
Pit Pens / Liner Markers / Ink (I recommend Staedtler Lumocolor Markers for working on transparency), Colored Pencils, Paint, your chosen drawing utensils.

If you are serious about Graphic Design I highly recommend the following:  
Mac Book Pro with 16GB to 32GB of Ram, 1T of disk space, and recommended turbo boost up 4GHz or higher; Lacie Rugged External Hard Drive 1TB; Digital Camera: at least 16MP; Adobe CC including Photoshop, Illustrator, InDesign, After Effects, Muse, Dimension, & Dreamweaver; I recommend having the following printer at home for quick access: Laser Jet Multifunction or Epson Inkjet; and an Epson Scanner; I recommend: Hammermill Paper -Color Copy Digital (with Apple on front).

See amazon list for examples and optional items: graphics dryer supplies link : <http://amzn.com/w/2SULAX1Dti2O>

**Additional materials may be needed depending on your chosen processes.**
09. ATTENDANCE:

Class attendance is mandatory. You will have a Starfish flag raised on your 2nd, 3rd, and 4th absence. Within 24 hours of the fifth absence students will receive an email notification from the instructor outlining the steps that will lead to their withdrawal.

Absence = excused or unexcused absences
2nd absence = Starfish Flag
3rd absence = Starfish Flag
4th absence = Starfish Flag
5th absence = course Withdrawal
2 tardy = 1 absence (they stack, 4 tardy = 2 absences)

10. NOTICE OF RIGHT TO RETAIN STUDENT WORK:

The professor reserves the right to keep digital examples and documentation of student work developed during class for teaching and promotional purposes, and as a teaching portfolio.

11. COURSE FEE STATEMENT:

(See student handbook)

12. GRADING OPPORTUNITIES:

A. CRITERIA:
Your overall grade is based on the caliber and quality of your work including the risks you are willing to take during your project process. Although your work ethic affects the quality of your work, the grade is not based solely around effort. The final class grade is based on the following: (1) Attendance, (2) Participation - constructive contribution to critiques and discussions, (3) Execution of design principles, design concepts, creativity, innovation, process, & ability to take risks.

B. FORGIVENESS:

1. GIFT*: (Late project forgiveness) You have one "gift" that you may use per semester where 1 project or homework may be turned in late and still receive full credit. *Final Portfolio & Semester Long Project are not included in this policy.

2. RE-DO: Project RE-DO options: Once you have "successfully" completed an assignment you may "redo" any project and re-submit the assignment for a revised grade. All RE-DO projects will be graded after Final Portfolios are submitted the last day of class. You must follow criteria for "re-doing" projects.

C. EXTRA CREDIT:

1. ATTEND EVENTS: It is extremely important to attend school events. Collect proof that you have attended each school event and present to the professor at the end of the semester. A:Class Participation – 5%
   a. time in lab/or classroom outside of class per week
   b. absences
   c. tardies
   d. ability to contribute to critiques
   e. dedication to working on projects during class

D. GRADE DISTRIBUTION:

1. Major Projects – 95%
2. Class Participation – 5%
   a. time in lab/or classroom outside of class per week
   b. absences
   c. tardies
   d. ability to contribute to critiques
   e. dedication to working on projects during class

E. GRADE SCALE:

<table>
<thead>
<tr>
<th>Portfolio Quality</th>
<th>A+</th>
<th>97 – 100</th>
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<tbody>
<tr>
<td>Stellar A</td>
<td>A</td>
<td>93 – 96</td>
</tr>
<tr>
<td>Excellent</td>
<td>A</td>
<td>90 – 92</td>
</tr>
<tr>
<td>Above Average</td>
<td>B+</td>
<td>87 – 89</td>
</tr>
<tr>
<td>Better</td>
<td>B</td>
<td>80 – 86</td>
</tr>
<tr>
<td>Average</td>
<td>C</td>
<td>70 – 72</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>C</td>
<td>73 – 76</td>
</tr>
<tr>
<td>Needs Work</td>
<td>C</td>
<td>60 – 66</td>
</tr>
<tr>
<td>Very Not There</td>
<td>D</td>
<td>63 – 66</td>
</tr>
<tr>
<td>Not There</td>
<td>F</td>
<td>Better 60</td>
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</tbody>
</table>

*Creativity Awards*: Any time you go above and beyond in a project you will receive a creativity award where you may get extra credit points.
13. **STUDENTS WITH DISABILITIES:**

Students who require classroom accommodations due to a diagnosed disability must submit the appropriate documentation to Disability Support in the Office of Academic Services, 4th Floor Smith Library. Requests for accommodations should be made at the beginning of a course. Accommodations are not retroactive. Note that accommodations may not apply to studio based art or design projects. Contact us at http://www.highpoint.edu/disabilitysupport/contacts/, or call Dana Bright 336-841-9361, for additional information.

14. **EMAIL / OFFICE VISITS:**

I check my campus email once a day Monday-Friday. To insure availability, I recommend scheduling an office visit through email 24 hours before the meeting. I am always here to help you. Make sure I know if you need help.

15. **ADDITIONAL SUPPORT:**

I am here for you. If you are attending class on a regular basis as well as completing assignments to the best of your ability I would be glad to schedule a meeting outside of normal office hours for further assistance.

16. **WRITING CENTER:**

The Writing Center, with locations on the first floor of Smith Library and in the University Center Learning Commons, provides writing assistance for students at any level of study – from freshman to graduate – with any stage in the writing process, from invention through revision. The Center’s staff of student writing consultants will be available for appointments Monday through Thursday from 5 to 10 p.m., beginning Tuesday, August 28th. Appointments may be made by emailing writingcenter@highpoint.edu and listing three times when you are available to meet during our regular hours. Alternatively, students may request appointments outside these hours to review their writing with consultants online or at an authorized campus location, and the Center will provide a list of times when individual consultants are available. Writing consultants do not proofread or edit students’ papers for them, but they do work with students to help them develop strategies for improving their writing in light of their respective assignments, instructors, and writing styles. For more information, visit the Writing Center itself, or contact the Center’s Faculty Coordinator, Dr. Joe Goeke, at jgoeke0@highpoint.edu or (336) 841-9633.

17. **CHANGES TO THE SYLLABUS / SCHEDULE:**

The course syllabus and schedule are subject to change. When changes occur, the professor will notify students as far in advance as practical and, if applicable, will explain how the changes will affect the calculation of your final grade. Missed class time is the responsibility of the student, including any announced changes to the syllabus or important deadlines during missed times.

18. **PORTFOLIO REVIEW:**

Applying to the B.A. in Studio Art or B.A. in Design Studies with a Concentration in Graphic Design Students are required to submit a portfolio for evaluation at the end of the spring semester if they wish to pursue a degree in Studio Art or Design Studies (Graphic Design). The portfolio will require projects from this course. If you have already expressed your interest in one of these majors Art or Design Studies Graphic Design, then you have access to the Blackboard course that allows you to save your work as you progress through the year. If you are Undeclared (or have even declared another major) and think you may want to apply, then please contact Martha Ashley (mashley@highpoint.edu) so that she can give you access to the course. This does not affect your status in your currently enrolled major or prevent you from identifying another major at any time. It does, however, assure you access to the final portfolio submission portal at the end of the spring semester, should you wish to apply. You must complete ART 1050 Fundamentals of Design and ART 1060 Drawing to apply.
PROFESSIONAL BEHAVIOR:

High Point University students have a responsibility to uphold the University Honor Code, Conduct Code, and all other rules and processes as noted in the Undergraduate Bulletin and the Student Guide to Campus Life. These rules apply to the entirety of the campus, especially in academic spaces (e.g., classrooms, faculty offices). Students should be fully aware of these expectations at all times. Behaviors or methods of communications that hinder an “inclusive environment that encourages the exchange of ideas and the intellectual and creative development of faculty and students” (Mission of the School of Art and Design) will be addressed immediately and tracked via Starfish. The degree of offense could include civility education, withdrawal from the class, or expulsion. The School of Art and Design partners with the Office of Student Life in dealing with these concerns. Faculty will review a student’s record of professional behavior on Starfish when asked to provide recommendation letters for jobs, internships, study abroad, and scholarship applications. In addition, for students interested in applying to the School of Art and Design, a report of appropriate Starfish Flags will be provided to the freshman portfolio review committee and consider as an important aspect of the candidate’s submission and, thus, portfolio review decision.

PLAGIARISM:

Academic Integrity and the University Honor Code:

All classes offered by the School of Art and Design adhere to the policies and procedures regarding the university’s Honor Code found in the High Point University Student Guide to Campus Life (see below) (http://www.highpoint.edu/campuslife/documents/GuideToCampusLife.pdf). You are responsible for being fully aware of the contents of this document. The professor will discuss the definitions of plagiarism as it relates to this particular course. When in doubt, always ask before submitting an assignment, project, exam or any other product to be evaluated.

1. Upon the first offense, the student will receive a grade of zero (0) on the assignment with no chance to re-do the assignment. An Honor Code Incident Report will be filed with the office of the Provost/Vice President for Academic Affairs.

2. Upon the second offense (even if the first offense was in a previous course outside of the School of Art and Design), the student will automatically fail the class and a grade of FH recorded on the transcript. An Honor Code Incident Report will be filed with the office of the Provost/Vice President for Academic Affairs. The university has the authority to also suspend the student for the semester. With all 2nd infractions, an educational citation workshop will be mandated.

3. For additional information on the third infraction, refer to the Student Guide to Campus Life (pp. 65-66).

Honor Code

We, the students of High Point University, believe that honesty and integrity are essential to student development, whether personal, social, or academic. Therefore, we assert that:
• Every student is honor-bound to refrain from conduct which is unbecoming of a High Point University student and which brings discredit to the student and/or to the University;
• Every student is honor-bound to refrain from cheating;
• Every student is honor-bound to refrain from collusion;
• Every student is honor-bound to refrain from plagiarism;
• Every student is honor-bound to confront a violation of the University Honor Code;
• Every student is encouraged to report a violation of the University Honor Code.
A. EXPECTATIONS:

1. All Imagery Must be Your Own: All imagery used for projects such as photographs, illustrations, vectors must be your property. No stock photography, illustrations, or stock vectors. If you use stock brushes they can not include stock illustrations. If you have a special situation where you can’t get a specific image you may talk to the professor to request a one time waiver from this policy. The professor will consider your request.

2. All Work Must be Printed, Trimmed, & Assembled for Critique: During Draft Critique and Final Critique all work should be printed, trimmed, and/or assembled by the beginning of class. You will receive points off your grade if you are found printing during critique time or without work for critique.

3. Any Work that is not Completed During Class should be completed for Homework: If for some reason you do not complete your work during class you are required to complete this work for homework.

4. Homework: All homework assignments are due the following class period unless otherwise noted.

5. Sketchbook: Always bring your sketchbook and materials with you to class.

6. Tech Rule of 3: Although you are never discouraged from asking questions you are required to have evidence that you have searched the Internet and investigated three different sources before you ask a software / tech question. This policy was adopted to teach you how to adapt to evolving technology and new software. In the field of graphic design, it is essential that you know how to research and learn new tech skills through self-directed research.

B. CLASSROOM BEHAVIOR:

1. Prepare for Class: Any student who arrives to class without the necessary supplies for that day’s activities will be asked to leave.

2. Keep Your Work: Graded work should be removed from the classroom immediately. Any work remaining in the classroom may be thrown away.

3. Be Professional: Students are expected to conduct themselves in a professional and mature manner. Any student continuing with disruptive behavior may be asked to leave the classroom.

4. Be Productive: Any student who chooses to sleep in class or to devote class time to inappropriate activities will be asked to leave and/or be considered absent. These activities will also adversely affect the "class participation" percentage of his or her final grade.

5. Clean: Students are expected to clean up after themselves after each studio period. Students who fail to follow this clean-up policy should expect a reduction in their final grade.

6. Texting: Frequent texting and instant messaging are prohibited during class.

7. Music: Personal music devices are acceptable during studio work time as long as they do not pose a distraction to others. Students using personal music devices are still responsible for being part of the class and for any announcements made during the class.

8. Food & Drink: No Food or Drink in the classroom. If you need to drink or eat please take a break or wait till we have an in-class break.
**SCHEDULE:**

The following schedule is subject to change, but provides a fairly reliable indication of the pace, assignments, and major deadlines that you will need to plan for this semester. If you have any questions please feel free to contact me at: cdyer@highpoint.edu. Any item on the calendar below that is not completed in class is required to be completed for homework.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>PROJECT</th>
<th>ASSIGNMENT SYNOPSES</th>
<th>ASSIGNMENT OBJECTIVES</th>
</tr>
</thead>
</table>
| Week 1: | SYLLABUS / INTRODUCTION | MAKING COLLECTION CYCLE: | __a. Students will build a habit of daily reflection  
b. Students will develop the ability to multi-task & manage time  
c. Students will expand ability to solve design problems, be expressive, be creative, & take risks  
d. Students will research artists and designers to become fluent in successful design practices  
e. Students will research & implement software techniques like you would at an agency or firm |
| Week 1: | Start: Semester Long Project | DESIGN DOCUMENT PREPARATION: | __a. Students will demonstrate the ability to interpret the assigned readings by creating questions & answers corresponding to the critical perspectives within  
b. Students will demonstrate the ability to evaluate bodies of creative work and respond in writing  
c. Students will demonstrate the ability to incorporate the graphic design process into their work by writing about their experience  
d. Students will evaluate form and meaning in written form  
e. Students will track hours spent on design work, collect critique feedback, and evaluate the effectiveness of their creative work |

**WEEK 22**

Start: Design Document Preparation
Week 2:  **UNIT 01:**

**U01: DIGITAL SYSTEMS & METHODS**

*Digital Drawing, Photography & Analog Collage*
Adobe Illustrator, Adobe Photoshop, Adobe InDesign

This project begins with a series of exercises that explore formal design principles and color theory through the manipulation of photographed objects (scale, rotation, placement, space, and color correction tools). Once a fundamental facility with the digital program is developed, students build on this previous experience with a deeper understanding of the digital tools as well as theories that govern good design in order to tell a story. Students explore various image-manipulation techniques, visual storytelling and the use of symbolism and metaphor to create a message.

**Specific Parameters:** Students use original imagery in this project by taking pictures from their surroundings or creating vectors from scratch. Drawing is embraced as a graphic process. Students will create a series of artifacts in 2-D and 4-D. Students will use analog processes, Adobe Photoshop and Adobe Illustrator to create these spaces. These processes will culminate in a “classification book” where students will identify and classify the processes they tackled.

**a. Students will use techniques to develop voice and visual language.**

**b. Students will explore formal aesthetics through perspective, color, texture, space and composition using photographic work, illustration and collage techniques.**

**c. Students will practice creating compositions that have a unique visual hierarchy and a story to tell.**

**d. Students will evaluate secondary meaning and symbolism through spatial arrangement, proximity, scale and other formal principles.**

**e. Students will use Adobe Illustrator and Adobe Photoshop as tools for illustration.**

**f. Students will embrace drawing as an important design process.**

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Week 6:  **UNIT 02:**

**U02: PACKAGE DESIGN & PATTERN MAKING**

Part 1: Pattern Making: Pattern fills our lives repeating throughout every aspect of our environments. From the clothes we wear to the fabric we sit on, artists create patterns that evoke a specific mood, atmosphere, and most importantly to create experiences for viewers. Within this segment of the project, students create a series of artifacts in 2-D and 4-D. Students will use analog processes, Adobe Photoshop and Adobe Illustrator to create these spaces. These processes will culminate in a “classification book” where students will identify and classify the processes they tackled.

**a. Students will use techniques to develop voice and visual language.**

**b. Students will explore formal aesthetics through perspective, color, texture, space and composition.**

**c. Students will use software-generated iterations of their designs in order to make their patterns seamlessly repeatable.**

**d. Students will use Adobe Illustrator and Adobe Photoshop as tools for illustration.**

**e. Students will embrace drawing as an important design process.**
**Week 8:** UNIT 03: ZINE PACK

Students will create a pack that contains: zines, stickers, and one other "object". The series of design objects must then be packaged into one set using elements and principles of design to pull objects together. Students will investigate different types of zine making processes and will use their own imagery to create all objects within the pack.

This project emphasizes vector image-making tools and techniques. Students are taken through a series of exercises that familiarize them with the various vector shape-building tools prior to finalizing their packs. Students must also complete a process book describing the meaning and ideas behind their zine pack.

Students will create an edition of 4 zine packs.

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**Week 9:** UNIT 04: GRAPHIC TRANSLATION

This assignment explores digital image making processes in Adobe Photoshop and elimination techniques including the gestalt principles of image recognition. Students consider form and complexity by exploring shape, contrast, and the principles of Closure and Continuation through an iterative process of drawing and refining using original imagery.

Students print their series of graphic translations into a small reference book.

Students continue their investigation of digital manipulation techniques by applying a series of filters to their graphic translations. By applying and layering filters and color correction techniques in Photoshop, students discover unusual results that may be applied to other image-making opportunities. Students layout their images into a digital booklet and label each page with consistent typography explaining the applied filters and color-correction techniques. Students then edit and print their work into a 10-part poster series that includes one or more of their original graphic translations and type. The class assembles the prints into a gallery installation considering form and composition as a group.

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Week 16: **MAKING COLLECTION CYCLE**

**MAKING COLLECTION CYCLE:**
The Making Collection Cycle is a semester-long self-directed assignment based around essential research, ideation, and making processes. In addition, this project is an Introduction to developing a body of work outside the traditional graphic design portfolio. The Making Collection Cycle includes the following making and research based processes:

- **a. Visual Research / Pinterest Assignments**
- **b. Sketchbook Assignments (Drawing, Reflection, Ideation, Process)**
- **c. “Final Artwork”**
- **d. Professional Requirement to enter at least one of your graphic design pieces in Creative Quarterly**, and
- **e. extra credit opportunities.**

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Week 16: **INDIVIDUAL CRITIQUES**

**INDIVIDUAL CRITIQUES:**
Students will be scheduled for individual critiques with their professors to review their work over the semester. Students will receive feedback about where they can improve looking at their body of work.

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**FINAL DIGITAL PORTFOLIO:**
At the end of the semester students are required to turn in a final digital portfolio of all their work. Students will keep back up (duplicate) copies of all their files. The final portfolio will be reviewed and graded as your final BODY of work for the semester. You will be evaluated on your progress through the semester and your ability to receive and adapt to critique. In addition, your ability to rework (re-do) projects that were not in-line with project expectations will be considered. All assignments must be turned in as high resolution jpg, pdf, or tif files and organized into individual project folders.

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**STUDENT INFORMATION FORM:**

<table>
<thead>
<tr>
<th>NAME:</th>
<th>NICKNAME:</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT ID:</td>
<td></td>
</tr>
<tr>
<td>MAJOR:</td>
<td>YEAR: FRESHMAN SOPHOMORE JUNIOR SENIOR</td>
</tr>
<tr>
<td>CONTACT EMAIL:</td>
<td>OTHER EMAIL:</td>
</tr>
<tr>
<td>CONTACT PHONE:</td>
<td>DO YOU TEXT? - - YES - - NO - -</td>
</tr>
</tbody>
</table>

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**_DO YOU...?_**

<table>
<thead>
<tr>
<th>Like Art</th>
<th>Love Art</th>
<th>Find it Interesting</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>

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**_WHAT ARE YOUR FAVORITE ACTIVITIES?_**

<table>
<thead>
<tr>
<th>WHAT BEST DESCRIBES YOUR LEARNING STYLE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture based</td>
</tr>
<tr>
<td>Visual based</td>
</tr>
<tr>
<td>Experience based</td>
</tr>
<tr>
<td>Tactile based</td>
</tr>
<tr>
<td>Reading based</td>
</tr>
</tbody>
</table>

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**_DO YOU HAVE A HERO? ...WHO?_**

<table>
<thead>
<tr>
<th>WHAT HAS BEEN YOUR FAVORITE CLASS SO FAR?</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
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**_WHAT KIND OF WORK DO YOU DO?_**

<table>
<thead>
<tr>
<th>Graphic Design</th>
<th>Illustration</th>
<th>Printmaking</th>
<th>Performance</th>
<th>Installation</th>
<th>Animation / Video / Film</th>
<th>Fibers</th>
<th>Metals</th>
<th>Painting / Drawing</th>
<th>Sculpture</th>
<th>Photography</th>
<th>Ceramics</th>
<th>Sound</th>
<th>Creative Writing</th>
<th>Theater</th>
<th>other</th>
<th>other</th>
<th>other</th>
<th>other</th>
</tr>
</thead>
</table>

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**_CIRCLE THE PLATFORMS & SOFTWARE YOU HAVE USED:_**

<table>
<thead>
<tr>
<th>Mac [OS X]</th>
<th>PC [Windows / Vista]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adobe InDesign</td>
<td>Adobe Illustrator</td>
</tr>
<tr>
<td>Adobe Photoshop</td>
<td>Adobe After Effects</td>
</tr>
<tr>
<td>Adobe Premiere</td>
<td>Final Cut Pro</td>
</tr>
<tr>
<td>Adobe Dreamweaver</td>
<td>Quark</td>
</tr>
</tbody>
</table>

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I have read the syllabus.

LIST YOUR INSPIRATION OR GOAL FOR THE SEMESTER.

____________________________________________________

SIGN YOUR NAME & DATE HERE:

______________________________________ date_________