

**COURSE SYLLABUS**

## ART 20204 – VECTOR GRAPHICS

# Fall 2015 August 24-December 11, 2015

Lecture: **T R** 11:30-2:25 | Lab: Integrated | ***Some class meeting days may be replaced by internet assignments.***

**Vector Graphics | ART 20204 | Graphic Design Studio Concentratio | BFA Program |Art Department, School of Fine Arts**

# Professor: Benjy Davies, MFA Phone: 245-7372 | bdavies@rio.edu | Office: Fine Arts, Room 126

Office Hours: **T**: 2:30-3:20 **W**: 11:30-2:30 **R**: 2:30-3:30

**THE BIG QUESTION**: How to use the programs creatively to create or enhance a portfolio of original print design.

Five Big Things to Learn:

* How to use the programs
* How to make professional original work with the programs
* How to distinguish good and bad work
* How to develop a personal style
* Understanding the field of graphic design

**COURSE DESCRIPTION**: This course will introduce the student to the basics of creating and manipulating vector graphics using Adobe Illustrator and Adobe InDesign. Students will use original and appropriated imagery to create original graphics. Basic principles of art and design will be emphasized, including type, page layout, image/type interaction, etc.

**PREREQUISITES**: none

**CREDIT HOURS**: 4

**TEXTBOOK AND OTHER REQUIRED MATERIALS**: None

**PROGRAM OUTCOMES--**The following outcomes have been adopted for the degree program for which this course is required. Underlined outcomes are addressed in this course.

Upon completion of the program, students will be able to:

1. Plan and install a professional exhibition of his or her work.
2. Demonstrate formal and technical proficiency in his or her area of study.
3. Document his or her work and experiences professionally, and engage in professional practice.
4. Explain the historical, cultural and conceptual aspects of his or her work.
5. Conduct independent research in the arts.

**COURSE OUTCOMES:** The following outcomes have been adopted for this course. *All* *outcomes* listed below have direct relevance to course material. Upon completion of this course students are expected to demonstrate competence in these areas:

* Explain basic properties of vector imaging, including typographic terms, Bezier curves and operations, grouping, selecting of objects, layout and print terminology.
* Edit, adjust and manipulate vector-based graphics using a variety of techniques.
* Create a web gallery that demonstrates the student’s competence in photo-manipulation.
* Create elaborate vector illustrations using original and appropriate source material, and including clipping masks, effects, primitive shape combinations, and texture layers.
* Demonstrate formal awareness by creating work with radically different formal characteristics.
* Recreate example page layouts with little or no instruction.
* Plan, complete, and document a simple research project that results in a finished artwork suitable for gallery display, and that increases the student’s knowledge, abilities, and formal awareness.
* Create work in relationship to existing (famous) artwork.
* Create multiple page magazines using a consistent style with a variety of treatments within that style.
* Create a handmade magazine with all-original content.

**GRADING POLICIES/TESTING/ASSIGNMENTS/ATTENDANCE/EXPECTATIONS**

**Grade Components:**

Portfolio (50 points-see rubric)

Oral Exam (20 points-assigned by instructor)

Digital Portfolio/AQIP (10 points-see standard AQIP rubric, divide by 2)

Attendance, Effort, and Organization (20 points-see rubric)

Museum Visit: -5 points for non-completion

Exhibition Requirement : -5 points deduction for non-completion

**Total Possible: 100**

**93-100: A** | 90-92: A- | **87-89: B+** | 83-86: B | **80-82: B-** | 77-79: C+ | **73-76: C** | 70-72: C- **| 67-69: D+** | 63-66: D | **60-62: D-** | 0-59: F

**Exams:** One comprehensive oral exam for a grade, worth 20% of the final grade for the course. May be retaken upon request.

**Quizzes:** In-class quizzes will not be graded; will be used as an opportunity for students to test their knowledge.

**Grading Process:** At midterms and again at finals, each student will prepare a digital and print portfolio, and present it to the instructor. The student and the instructor will discuss the student’s progress, note areas of achievement and opportunities for growth. At the conclusion of this meeting, the student and instructor will agree upon a grade (either midterm or final).

**Assignments**

**Lessons** will be completed in class, and as homework. Lesson completion is included in student’s “Effort” grade.

Logo design

Vector theory

Font anatomy

Illustrator tools

Clipping Masks

Layers and blending modes

Drawing tools, brushes

Typography

Typesetting

Font Classification and recognition

Type effects

Live Trace and Live Paint

Working with Bitmaps in Vector Files

Page Layout

Character and Paragraph styles

Page numbering

InDesign tools

Composition, balance, tension and other formal elements

Creativity

Self-instruction (tutorials)

**Projects:**

**Logo and Identity Design**

Students will design a logo, letterhead and envelope for a real or imaginary company. Final comp should be 8.5x11”.

***Technical Outcomes****: Design will demonstrate student’s ability to use Illustrator to make logos and identity design, and to present a finished comp. There will be no typos, misspellings or other mistakes in the type.*

***Formal Outcomes****: Logo is clean and simple and reproduces well in a variety of sizes and in black/white and grayscale. Comp is arranged cleanly and simply, with adequate text to describe the project. Treatments of the logo and typography are consistent across the comp.*

***Conceptual Outcomes****: Design is appropriate to client.*

**Vector Poster**

Students will design an original 11x17” poster advertising an event or product using vector graphics, including both type and illustration/images.

***Technical Outcomes****: Poster will use a variety of vector illustration tools, include raster images, type effects, shape and line tools, etc.*

***Formal Outcomes****: Poster will employ rule of thirds, balance, repetition, identified color scheme, pattern and other formal elements. At least 8 identifiable formal elements will be employed.*

***Conceptual Outcomes****: Poster will accurately represent the style of the event or product.*

**Typographic Poster**

Students will design an original 11x17” poster advertising an event, product, or typeface using only type.

***Technical Outcomes****: Poster will use a variety of typefaces/weights to announce an event or product, or describe a typeface. Poster uses a wide variety of typographic techniques, such as margin alignment, small caps, drop caps, various font faces and weights, and line spacing/length.*

***Formal Outcomes****: Poster will use a variety of formal techniques to achieve unity and diversity. Type is set in a manner appropriate to the content of the poster.*

***Conceptual Outcomes****: Poster will accurately represent the style of the event or product. Student can identify formal elements used.*

**Art History Project**

*Students will design an album or CD cover (front and back), with or without inserts, inspired by and relating to the artwork of a famous designer, design movement, illustrator, or graphic artist. Or the student could make a poster or pamphlet/book about the artist/movement.*

***Technical Outcomes****: Dependent on source material*

***Formal Outcomes****: Formal qualities relate to source material.*

***Conceptual Outcomes****: Formal qualities relate to source material. The album seems as if the source material has been “transformed” into a musical recording.*

**Vector Illustration**

*Students will design an original vector illustration, using a photographic reference, primitive shapes, drawings, or a variety of techniques. Although type may be included, this is an illustration, rather than a “design” project, and does not need to relate to any particular “client”. Final illustration should be between 8.5x11” and 11x17”.*

***Technical Outcomes****: Completed illustration will show evidence of basic vector illustration competence.*

***Formal Outcomes****: Illustration is formally interesting, includes an appropriate variety of line weight and style, shapes, colors, etc.*

***Conceptual Outcomes****: N/A*

**Zine**

*Students will write, illustrate, and design an original magazine. Magazine will be printed in black and white on a laser printer/copier. The magazine will by 8 pages long. The size of the magazine will be no more than 5.5”x8.5”. Staple binding is acceptable, but other bindings may also be used.*

***Technical Outcomes****: Zine is professionally printed and bound in correct order. Margins, folds and placement are all correct and appropriate. There are no errors in punctuation, spelling, or grammar. Page numbers and other repeating elements are correctly placed. Images are clearly reproduced. Binding is clean and neat. All other technical aspects of a printed zine are professional. Edition is consistent.*

***Formal Outcomes****: The formal style of the zine is consistent with the content. There is a consistent style used throughout, without being overly repetitive. Layout is consistent and creative. Typography is well-considered, using a variety of complementary styles and weights, and reflects content appropriately. Graphics have been adjusted to reproduce well as laser-prints/photocopies.*

***Conceptual Outcomes****: Content is well-developed and appropriate for intended audience.*

**Additional projects may be cooperatively developed by the instructor and the students.**

**Etc. (free format as needed) :** If the majority of the students are finished early, one or more extra assignments will be added.

**Extra Credit Project(s):** Work for outside clients may be substituted for course assignments with permission of instructor

**Lecture, Lab and Assignment Information**: as above

**Classroom and Lab Behavior and Class Participation:**

It is expected that each student:

Always comes to class on time and ready to work

Completes all homework and projects on time

Helps other students and shares knowledge when working on projects

Undertakes challenging projects, and is willing to take risks

Leaves the workplace neat and clean and cleans up messes of others

Maintains a pleasant, enthusiastic attitude with other students, faculty and guests

Works outside of class at least 4 hours/week

**Attendance and Punctuality**

**Attendance**

* Attendance is mandatory.
* An excused absence is defined as “illness, family emergency, transportation emergency, professional conflict (job interview, etc.) or school-sponsored student activities.”
* All absences, whether excused or not will result in grade reduction. Make up assignments may be requested to erase excused absences.

**Homework/late work**

* Homework will be assigned as necessary.
* Failure to complete homework will result in grade reduction.

**Classroom distractions**

* *No cell phones, facebook, youtube, email, or other non-instructional electronic distractions may be used during class.*
* The class will vote on a penalty or method for enforcing this policy. The policy will be posted in the classroom.

**Other Course Requirements:**

**General AQIP Requirements**

**EACH STUDENT MUST:**

1. **Submit a disk** of images or other documentation as specified by the instructor of the course. Images must be clear and professional, sized, adjusted and named correctly. Disks must be submitted on or before the first day of the last week of class, and reviewed by the instructor. *You must submit* ***one disk for each course*** *you are enrolled in.*
2. **Visit a museum** or commercial gallery, and submit an original 500-1000 word reaction paper, in Microsoft Word format to each instructor. *You only need to do* ***one museum visit per semester****, no matter how many courses you are enrolled in.*
3. Make an effort to **show your work**. This could take several forms—you could enter a juried competition, organize a group or solo show, complete a design job for a client, or get a commission. *You only need to complete* ***one exhibition/commission per semester****, no matter how many courses you are enrolled in.*

**Failure to complete these requirements will result in grade penalties. See grading worksheet.**

**Vocabulary:** included in course website

**ADA POLICY:** If a student wishes to be identified as having a physical, mental, or learning disability, that may or may not require reasonable accommodation(s), he/she must register with the Office of Accessibility.  These registered students should identify themselves to their instructors and provide a written statement from the Accessibility Office that indicates the appropriate accommodations.  The process of a student self-proclaiming the need for accommodation should occur as early in the semester as possible.  The Office of Accessibility phone is 245-7339 and is located in Rhodes Hall, Room 116, University of Rio Grande.

**FERPA:** The University of Rio Grande and Rio Grande Community College are committed to fully respecting and protecting the rights of students under the Family Educational Rights and Privacy Act (FERPA).  These rights generally include the right to inspect, review and seek amendment to the student's education records and the right to provide written consent before personally identifiable information from education records is disclosed.  Under FERPA, students have the right to file a complaint with the US Department of Education concerning alleged failures to comply with FERPA.  Please see the Student Records Confidentiality/Rights Under FERPA section of the Student Handbook for details and more information.

**ACADEMIC DISHONESTY:** Standard universitypolicies, as described in the Student Handbook, apply.

**WITHDRAWAL:** Standard universitypolicies, as described in the Student Handbook, apply.

**MIDTERM and FINAL PORTFOLIOS AND EXAMS**

At midterms, each student will meet individually with the course instructor to present her or his portfolio, and take the oral exam. The instructor and the student will evaluate the portfolio, the student’s attendance, effort and organization, and arrive at a midterm and final grade. Individual projects will not be given numerical or letter grades. Students who desire more feedback relating to course grading may request a preliminary grading meeting at any time.

**TOPICAL OUTLINE and/or SCHEDULE**

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| **Week**  | **Tuesday** | **Thursday** |
| **WEEK ONE**  | Syllabus QuizFinal Exam ReviewFiles and Folders, Four Square Project | Four Square Project |
| **WEEK TWO**  | Quiz 1Logo Design  | Logo Design |
| **WEEK THREE**  | Logo Design | Logo Design |
| **WEEK FOUR**  | Quiz 2Typesetting LessonPoster Project-Type Only | Poster Project-Type Only |
| **WEEK FIVE**  | File Formats and PrintingPoster Project-Photo Illustration | Poster Project-Photo Illustration |
| **WEEK SIX**  | Quiz 3Hexapus/Illustration | Hexapus/Illustration**MIDTERM PORTFOLIOS DUE** |
| **WEEK SEVEN**  | Art History Project **MIDTERM Oral Exams, Meetings and Grading** | Art History Project**MIDTERM Oral Exams, Meetings and Grading** **Bob Evans Farms Fest**  |
| **WEEK EIGHT**  | Work on Art History Project**NO CLASS-NEW YORK TRIP** | Work on Art History Project**NO CLASS-NEW YORK TRIP** |
| **WEEK NINE** | Magazine Copy Lesson | Magazine Design Lesson |
| **WEEK TEN**  | Zine | Zine |
| **WEEK ELEVEN**  | Zine | Zine |
| **WEEK TWELVE**  | Zine | Zine |
| **WEEK THIRTEEN**  | Student Choice Project/s | Student Choice Project/s |
| **WEEK FOURTEEN**  | Matting and Framing/**FINAL Oral Exams, Meetings and Grading**  | **NO CLASS – THANKSGIVING BREAK** |
| **WEEK FIFTEEN**  | Matting and Framing/**FINAL Oral Exams, Meetings and Grading**  | Matting and Framing/**FINAL Oral Exams, Meetings and Grading**  |
| **FINAL EXAM WEEK****FINAL Oral Exams, Meetings and Grading**  | **Monday, December 7, 11am-1pm****Attendance Mandatory****Student Presentations** |  |

**Class will NOT be cancelled for instructor absence.** In the rare event that the instructor is not there, students are still required to come to the classroom and complete the day's assignments. If, and only if, the lesson in question is impossible to complete without the instructor, find a lesson that can be completed, complete a tutorial, make a piece of art, do research for an upcoming lesson, or rework an old assignment. Each student will be expected to show the instructor what work was conducted on the day in question.

**This is a tentative schedule only! We'll make adjustments as we go through the semester!**