

**Montgomery College Rockville Campus  
Communication Arts Technologies Department  
Graphic Design and Illustration Program  
Fall Semester 2011**

**Instructor: Martha Vaughan 240.567.7521**

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**Office hours: Tuesdays, 12:30 - 1:30 pm, Wednesdays, 9:30 – 10:30 am**

**Thursdays, 12:30 - 1:30 pm**

**Office located in TC Room 126**

***GD121—Fundamentals of Graphic Design 1***

**Objective**

The purpose of this class is to provide an informative initiation to the discipline of graphic communication. It includes demonstration of traditional as well as digital techniques. This class will instruct the student in graphic design skills employing tools, materials and procedures traditionally used in the communication art field. Design principles, using hand lettering, typography, artwork and photography will be an integral part of the course.

**Course Description:** An introduction to elements of design, spatial relationships, typography and imagery as they apply to practical visual solutions for self-promotion, resumes, logo design, web design, and sequential systems. This class will instruct the student in graphic design skills employing traditional and digital tools, materials and procedures employed in the communication arts industry. The focus will be on combining creative visual solutions with technical skills to solve communication problems.

**Objectives**

Upon completing this course the learner will be able to:

Apply skills to create and understand the fundamentals of graphic design.

Translate design elements into new graphic design solutions.

Identify basic layout formats.

Practice designing page layouts using a grid.

Practice the creative process by creating numerous sketch ideas on a particular topic.

Use traditional and digital tools to render letter forms, illustrations and graphic designs.

Define and employ industry standard graphic design terminology to describe projects.

Examine visual designs to determine which are the clearest and most effective designs.

Understand basic government requirements and include necessary information on correct surface in proper sizes.

Apply this foundation in future advanced courses in Graphic Design and Illustration and digital classes.

Understand branding and corporate identity.

Develop a logo design.

Operate with specific graphic design requirements.

Use a combination of typography and imagery.

Create a hierarchy of information within a given space.

# Course Syllabus

## Unit 1

### **Introduction and overview of fundamentals of graphic design**

**Demonstration:** Using t-square, triangle, tracing paper

## Unit 2

### **Technical Drawing**

**Demonstration:** pen and ink rendering.

**Lab:** technical inking assignment.

Assignment 1.

## Unit 3

### **Introduction to Typography**

**Lecture:** Introduction to major type families.

**Exercise:** Outlining a word in a specific typeface.

Assignment 2.

## Unit 4

### **Presentation**

**Demonstration:** Presentation techniques.

**Lab:** Mounting, covering, cutting, trimming

## Unit 5

### **Elements of Design**

**Lecture:** The Golden Section.

Assignment 3

## Unit 6

### **Designing with typography**

**Lecture:** Continuation of typographic anatomy, terminology, readability and hierarchy

**Exercise:** Introduction to digital media.

Assignment 3

## Unit 7

### **Design on a grid**

**Demonstration:** Examining a variety of grid designs

**Lab:** Using thumbnails in the creative process. Creating 6 different grid solutions to a design problem.

**Exercise:** Incorporating elements of page design into a comprehensive unity.

Assignment 3

## Unit 8

### **Sequential communication**

**Lecture:** Sequential visual storytelling used for storyboards, graphic novels, children's books, animation and multi-media presentations

**Lab:** Laying out a storyboard using sequential sketches

Assignment 4

## Unit 9

### **Rendering techniques**

**Lecture:** Color Theory: Hue, saturation and value, type and background, legibility, color choices for web graphics, RGB and CMYK.

**Demonstration:** Using markers, watercolor, colored pencils for storyboards

**Lab:** Rendering storyboard using sequential sketches

Assignment 4

## **Unit 10**

### **Sequential communication**

**Lecture:** One and two point linear perspective.

**Lab:** Drawing sequential sketches using one and two point perspective

Assignment 4

## **Unit 11**

### **Advertising design**

**Demonstration:** The creative process

**Lab:** create a series of thumbnail sketches to solve an advertising problem with 4 different solutions

Assignment 5, 6

## **Unit 12**

### **Advertising design: Designing with typography and imagery**

**Demonstration:** Using a photograph or illustration with typography for visual communication

**Lab:** Taking one solution to a more refined and realized presentation

Assignment 5, 6

## **Unit 13**

### **Corporate Identity and Visual Systems**

**Lecture:** Writing a design brief

**Lab:** Designing a logo or branding image.

Assignment 7

## **Unit 14**

### **Corporate Identity and Visual Systems**

**Lecture:** Digital demonstration

**Lab:** Applying the logo design to, letterhead, business card, envelope and resume package or web page for self promotion.

Assignment 7

## **Unit 15 Final Critique**

## **Assignments**

### **Assignment 1** Technical exercise

Inking assignment

Due: Tuesday, September 6

### **Assignment 2** Creative Typography

The right type face can create a mood or emotion, attract a specific audience, sell a product or an idea. There are hundreds to choose from and many ways to use them.

The Problem: Select a typeface that helps describe a subject.

Select three words:

A place

A thing

A person

For instance: a very bold, blocky face for "tractor", a delicate face for "rose," an elaborate face for "Rio." Letters should be 2"-3" high and you will cut them out of colored paper. Words will be properly letter spaced, mounted on an appropriate background and mounted on 14" x 17" black mounting board for presentation.

Due: Tuesday, September 27

**Assignment 3** Page Layout

Designing on a grid

Choose a period in the history of Graphic Design from the following:

Art Nouveau, Arts and Crafts, Art Deco, Bauhaus, New York Style, Post-Modernism.

Resources: A History of Graphic Design by Philip Meggs, [www.designhistory.org](http://www.designhistory.org)

Create a layout for a magazine article and web page using a grid system.

Due: Tuesday, October 18

**Assignment 4** Storyboard

Sequential communication

The Problem:

Develop a sequential plan for a three frame sequence of pictures to drive the narrative forward and tell the entire story pictorially.

The story is "The Accident." The first frame should illustrate the encounter, the second frame is the accident and the third is the resolution.

The three frames should fit on 8 1/2 x 11 page mounted on 11 x 14 board.

Due: Tuesday, November 1

**Assignment 5** Written critique

You will work with a team of one or two classmates

Obtain a copy of the most recent Design Annual of Communication Arts Magazine

Choose an advertising series or campaign

Or

Choose a website

Analyze the campaign in terms of

Effective Communication

Composition and hierarchy

Typography

Use of imagery

Negative space

Due: Tuesday, November 8

**Assignment 6** Ad Design

Creative Problem Solving

Create an effective advertising campaign.

Ads are created in several stages: thumbnails, small scale complete versions and complete full-scale versions called "comprehensives." Your assignment is to create 4 small scale ideas using different approaches. One should use a celebrity spokesperson, one is type dominant, one is product dominant and one uses humor. You will then choose one and create a comprehensive ad.

Due: Tuesday, November 29

**Assignment 7** Self-Promotion

Logo + either letterhead and business card design or web home page design.

Begin by creating thumbnails of a logo for your own graphic design business. You may want to come up with a name for your studio or use your own name. Think about typography and graphics. You may use initials or create a typeface that incorporates a graphic.

Show your sketches to your creative team.

Choose the idea that is the most successful visual communication.

Use the logo in a letterhead, envelope and business card design package or webpage.

Due: Tuesday, December 13

The above information is a working outline subject to change.

Specific information and firm critique dates will be given with each assignment.

Any changes to this schedule will be announced in class

All projects are due on critique dates.

Students are expected to work in class

## **JOURNALS/SKETCHBOOKS**

You are required to keep a journal for this class.

- Write down words and ideas that are in the news, popular culture and your personal life. In addition to writing, you will also do a sketch each week that illustrates one of the ideas. You will use these words and ideas to create an illustration as one of your assignments.
- Use your journal to record visual thoughts and create sketches for your assignments, and take notes during demonstrations.
- Collect a sample of a successful printed communication each week. Look at magazines, publications, books, CD covers, comic books. We will be discussing them each week in class.

## **GD 121 SUPPLY LIST**

Notebook  
Sketchpad  
Marker pens  
24" aluminum or wood T-square  
Triangle  
Metal ruler  
Tracing paper pad, 14" x 17"  
Layout paper pad, 14" x 17"  
Kneaded eraser  
Proportion wheel  
1" wide drafting or masking tape  
X-acto knife and #11 blades  
Tackle box or carrying case

You will need black mounting board to mount your projects

It helps to have a drawing board at home.

Access to the following digital programs:

InDesign or Quark Xpress

Adobe Illustrator

Adobe Photoshop

Desktop Color Printer

Graphic Design students will be allowed access to the Mac Labs in TC 101, 145, 146 and 246.

Supplies can be found at

Plaz-Art on Rockville Pike across from Congressional Plaza

Pearl on Rockville Pike

Staples

MC Bookstore

or online at [dickblick.com](http://dickblick.com)

or [danielsmith.com](http://danielsmith.com)

## **GRADING POLICIES**

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An overall course grade is based on several key elements:

- Projects
- Class Attendance
- Journals and Notebooks
- Class Participation
- Meeting Deadlines
- Understanding of material presented

### **Project Standards and Grades**

If a project is turned on time, accurately follows all specifications and is neatly executed, it will receive a passing grade: C.

Factors that can raise a grade to a B or an A:

Creativity

Is it a unique solution to the communication problem?

Communication

The solution should communicate the message that the client specified.

Presentation

The piece should be well presented and show evidence of care and pride in execution.

Composition

The assignment should show an understanding of and attention to elements of composition as we have discussed in class.

Materials

The piece should represent an understanding of use of materials discussed in class and should be executed in materials appropriate to the project.

### **Class Attendance**

More than two unexcused absences can cause your grade to lower

Chronic lateness will also be noted and can cause your grade to lower

Sleeping in class is considered an absence.

### **Journals and Notebooks**

Students are asked to keep a journal while taking my classes. This is a learning aid for the student to record visually the classroom experience as a way to practice visual recording and to reinforce principles learned.

### **Class Participation**

Paying attention and maintaining an interest in materials presented by instructor or classmates. This particularly applies to lectures, demonstrations and critiques.

### **Meeting deadlines**

Turning in assignments on time and reading required text in a timely matter is extremely important in a deadline driven industry. In a professional setting, missing a deadline can cause you to lose your job or your client. In this class it can cause your grade to lower.

### **Understanding of material presented**

The purpose of this class is to provide you with an understanding of the subject matter being presented. Your level of understanding is determined in all the above categories. Lack of understanding can cause your grade to lower.

## **STUDENTS WITH DISABILITIES**

Any student who may need an accommodation due to a disability, please make an appointment to see me during my office hour. A letter from Disability Support Services (R-CB122; G-SA175; or TP-ST120) authorizing your accommodations will be needed. Any student who may need assistance in the event of an emergency evacuation must identify to the Disability Support Services Office; guidelines for emergency evacuations for individuals with disabilities are found at: [www.montgomerycollege.edu/dss/evacprocedures.htm](http://www.montgomerycollege.edu/dss/evacprocedures.htm).

For additional information and guidelines, please refer to the [DSS Faculty/Staff Guide](http://www.montgomerycollege.edu/dss) at [www.montgomerycollege.edu/dss](http://www.montgomerycollege.edu/dss) or contact a DSS counselor at your campus:

R: Joan Gough 240.567.5054

R: Janet Merrick 240.567.5061

R: Sue Hassan 240.567.5087

R: Rose Sachs 240.567.5077

## **STANDARDS OF COLLEGE BEHAVIOR**

The following statement appears in College offices and labs to remind students of the behavior standards and process adopted by the College. All full and part-time faculty are strongly encouraged to include the statement in their syllabi.

A. The College seeks to provide an environment where discussion and expression of all views relevant to the subject matter of the class are recognized as necessary to the educational process.

B. However, students do not have the right to interfere with the freedom of the faculty to teach or the rights of other students to learn, nor do they have the right to interfere with the ability of staff to provide services to any student.

C. Faculty and staff set the standards of behavior that are within the guidelines and spirit of the Student Code of Conduct or other College policies for classrooms, events, offices, and areas, by announcing or posting these standards early in the semester.

D. If a student behaves disruptively in the classroom, an event, an office, or an area after the instructor or staff member has explained the unacceptability of such conduct and the consequences that will result; the student may be asked to leave that classroom, event, office, or area for the remainder of the day. This does not restrict the student's right to attend other scheduled classes or appointments.

E. If the student does not leave, the faculty or staff member may request the assistance of Security.

F. The faculty or staff member and the student are expected to meet to resolve the issue before the next class session.

G. The Dean of Student Development or designated instructional Dean of Work Force Development and Continuing Education should be informed verbally or via email about any situation that violates the Student Code of Conduct.

H. If, after a review of the situation and a restatement of the expected behaviors, the student refuses to comply with the stated standards of conduct required, then the faculty or staff member should refer the issue in writing to the dean of student development for action under the Student Code of Conduct.

I. The faculty or staff member will provide the Dean of Student Development with a written summary of the facts or conduct on which the referral is based, which must include the date, time, place, and a description of the incident.

## ACADEMIC DISHONESTY

The maintenance of the highest standards of intellectual honesty is the concern of every student, faculty and staff member at Montgomery College. The College is committed to imposing appropriate sanctions for breaches of academic honesty. The list below is not all-inclusive of prohibited behavior. Nothing in this section precludes an academic department from issuing supplemental guidelines giving examples of plagiarism or other forms of academic dishonesty and academic misconduct which are pertinent to the subject matter of the class.

**A. Academic Dishonesty or Misconduct can occur in many ways.** Some common forms include:

- A.1 Cheating on assignments or examinations
- A.2 Plagiarizing from written, video, or Internet resources
- A.3 Using tests or other material without permission
- A.4 Forgery
- A.5 Submitting materials that are not the student's own
- A.6 Taking examinations in the place of another student, including assessment tests
- A.7 Assisting others in committing academic dishonesty
- A.8 Failing to use quotation marks for directly quoted material unless using block quotes or other accepted formats.
- A.9 Copying from another student during an examination

**B. Sanctions to be imposed.** Students who engage in any act that the classroom instructor judges to be academic dishonesty or misconduct are subject to the following sanctions:

- B.1 The minimum grade sanction imposed by a faculty member is to award an "F" on the assignment or test in which the dishonesty occurred.
- B.2 The maximum grade sanction is to award an "F" for the course in which the dishonesty occurred.
- B.3 In addition, each faculty member has the prerogative of referring a case to the campus Dean of Student Development or designated Instructional Dean of Work Force Development and Continuing Education with a specific request that the Dean consider imposing additional sanctions

**C. Case Referrals.** The faculty member will:

Notify the student of the allegation in writing, with a copy forwarded to the Dean of Student Development or the designated Instructional Dean of Work Force Development and Continuing Education.

Include the grade sanction to be imposed, the reasons for it, and the appeals process. It is expected that the instructor will take immediate action.

Send a letter to the student's last address of record via certified mail, return receipt requested, if a student is no longer at the institution.

Hold a conference with the student so that the student can present his/her information, if the charge is contested.

The student will inform the faculty member that he or she will contest the charge within five business days after his or her receipt of the letter.

**D. Reporting Process.**

In reporting violations of academic dishonesty to the campus Dean of Student Development or designated Instructional Dean of Work Force Development and Continuing Education, the faculty member will state in writing the circumstances surrounding the incident, the nature of the evidence collected against the student, the result of the discussion with the student, and the grade sanction to be imposed.

The faculty member will provide the supporting documentation to both the Dean and student.

**E. Appeal.**

A student may appeal the grade or non-grade sanctions imposed by the faculty member and/or Dean of Student Development or designated Instructional Dean of Work Force Development and Continuing Education to the Vice President/Provost for the Campus or Work Force Development and Continuing Education whichever is applicable.

The appeal will be submitted, in writing, to the Vice President/Provost, within ten business days of the date the student is informed of the imposition of the sanction.

Nonacademic Misconduct. See Student Handbook

## RESOURCES

[http://www.montgomerycollege.edu/faculty/~mvaughan/public\\_html/](http://www.montgomerycollege.edu/faculty/~mvaughan/public_html/)

Communication Arts Magazine

Print Magazine

Graphic Artist Guild Pricing and Ethical Guidelines. Available in MC Bookstore, amazon.com, or gag.com

[www.illustratorsclub.org](http://www.illustratorsclub.org)

[www.adcmw.org](http://www.adcmw.org)

[www.theispot.com](http://www.theispot.com)

[www.folioplanet.com](http://www.folioplanet.com)

[www.gag.org](http://www.gag.org)

[www.printindustry.com](http://www.printindustry.com)

History of Graphic Design by Philip Meggs  
Available at amazon.com and library

Designing With Type 4<sup>th</sup> Addition by James Craig  
Available at amazon.com

Thinking with Type by Ellen Lupton  
Available at amazon.com

Type Rules by Ilene Strizver  
Available at amazon.com