

Montgomery College Rockville Campus  
Communication Arts Technologies Department  
Graphic Design and Illustration  
Spring Semester 2012

January 23 – March 7:

Instructor: Martha Vaughan

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<http://www.montgomerycollege.edu/~mvaughan/>

Office hours: Mondays, 10:00 – 11:00 am

Tuesdays, 2:00 – 3:00 pm

Wednesdays, 10:00 – 11:00 am

Office located in TC Room 126

March 19 – May 2:

Instructor: Valerie Burghardt

<mailto:valerie.burghardt@montgomerycollege.edu>

<mailto:valerieburghardt@mac.com>

Adjunct professors don't have regular office hours,  
but meetings can be arranged upon request.

## ***GD 124 Fundamentals of Graphic Design II***

### **Objective**

Fundamentals of Graphic Design II focuses on creative problem solving and concept development as related to visual communications for advertising and graphic design. Emphasis is on typographic skills and principals. Course goals are to present original visual communication solutions which encourage students to examine carefully the transition from conceptualization to execution.

**Course Description:** A continuing examination of elements of design, spatial relationships, typography and imagery as they apply to practical visual solutions for print and Web applications. (R only)

**PREREQUISITE:** GD 121 or consent of department. Two hours lecture, three hours laboratory each week.

### **Course Outline**

#### **Unit 1**

##### ***Graphic Design***

***An overview and discussion of the elements of graphic design and advertising art***

***Lecture:*** Examples of effective graphic design

***Lab:*** Finding examples of effective graphic design

#### **Unit 2**

##### ***Conceptualizing***

***Lecture:*** Typographically enhance the meaning of a single word

***Lab:*** Designing with Typography

***Assignment 1:*** Word form and function

#### **Unit 3**

##### ***Typography***

***Lecture:*** Basic typographic terminology

***Lab:*** Preparing professional presentation for critique

#### **Unit 4**

##### ***Typography***

***Lecture:*** Early letterforms

***Lab:*** Research early letterforms for Assignment 2

#### **Unit 5**

##### ***Typography***

***Lecture:*** Designing with Text type

***Lab:*** Type arrangement

#### **Unit 6**

##### ***Typography***

***Lecture:*** Designing with Text type

***Lab:*** Paragraph Indications

## Unit 7

### **Typography**

**Lecture:** *Designing with Text type*

**Lab:** *Typestyles*

## Unit 8

### **Typography**

**Lecture:** *Designing with Text type*

**Lab:** *Creating emphasis*

## Unit 9

**Typography:** *Designing with Display Type*

**Lecture:** *Logo Design.*

**Lab:** *Creating a logo design using text*

## Unit 10

**Lecture:** *Designing with imagery and display type.*

**Lab:** *Using Adobe Photoshop or Illustrator to create an image to use as a logo design or create a logo design around it.*

## Unit 11

### **Designing on a grid**

**Demonstration:** *Designing on a grid with typography and imagery. Discussion of publication terminology*

**Lab:** *Work on Assignment 7*

## Unit 12

### **Creating a document for print publication**

**Demonstration:** *Placing images and type in a digital document. Creating style sheets*

**Lab:** *Work on Assignment 7*

## Unit 13

### **Creating a document for web publication**

**Demonstration:** *Placing images and type in a digital document. Using Adobe InDesign to execute a brochure design.*

**Lab:** *Work on Assignment 7*

## Unit 9

**Typography:** *Designing with Display Type*

**Lecture:** *Poster Design. Letter spacing, word spacing. Type styles and weights.*

**Lab:** *Creating a poster using words*

*Assignment 8: Poster Design*

## Unit 15

### **Final Critique**

## Assignments

The assignments are tentatively scheduled in the following order:

### **Assignment 1** Designing with Typography

Word Form and Function

Select two words.

Choose a typeface that seems appropriate for the expression of some aspect of the character of each word. Modify the words in a way that enhances their meaning. Consider the possibilities of altering the shapes of the letterforms or varying the letter spacing in the word without compromising the legibility or integrity of the word form.

**Due date: January 30**

### **Assignment 2** Early Letterforms

First the copywriting: Select a letter from the Phoenician or Greek alphabet, research the letter, and write approximately 100 words. Your text should highlight the meaning or illustrate some aspect of the symbol. Write it to be interesting, clever, funny, poetic, inspiring. If you don't find your text interesting, the viewer won't either.

Next the designing. Create three designs, each distinctively different. All compositions must contain three elements:

- symbol
- display type
- text type

In the one design the symbol must be the most prominent element. In one the display must be the most prominent and in the third the text must be the most prominent. Prominent does not necessarily mean largest. Consider other ways to create emphasis.

Use any one of the five classic typefaces. You may use a different typeface for each solution.

**Due date: February 13**

### **Assignment 3** Designing with text type

Type arrangement

Using the specifications below, set the descriptive copy for the five classic typefaces.

Begin by setting all type with normal letter spacing and word spacing. Print out the results and examine them carefully for both esthetics and readability; you will want both.

Use the following specifications:

#### **Justified**

11/15 Garamond x 13 picas

#### **Flush left, ragged right**

11/13 Baskerville x 20 picas

#### **Flush right, ragged left**

12/16 Bodoni x 18 picas

#### **Centered**

10/16 Century Expanded x 24 picas

#### **Random**

Helvetica set in any text size and leading, but the arrangement must be random, that is not justified, flush left or right or centered.

Print the first four on one sheet. Print the random on a second sheet.

Format: 8.5 x 11. Mount random project only for presentation.

**Due date: February 20**

### **Assignment 4** Designing with text type

Paragraph Indications

Using a series of paragraphs, either of test of your own choosing or of the text from page 75, create variations that treat the delineation between paragraphs differently. Create five alternate ways of indicating new paragraphs, ranging from conservative to outrageous. In the last case readability is not a criterion. Study the results weight the trade-off between the traditional approaches and those that are more exploratory, and consider how the various solutions affect readability.

Format 8.5 x 8.5 square. Mounted on separate black boards.

**Due date: February 27**

**Assignment 5** Designing with text type

Typeset

Select a piece of copy or use the copy from one of the five classic typefaces.

Set the paragraph 11/13 x 20 picas flush left, ragged right with the following typesets: roman, italic, bold, all caps and caps with small caps.

Study the results. Is one more readable than another? Note how the emphasis changes from quiet to assertive depending on the typeset. Notice also how the length of the setting varies and decide which typeset would benefit by adding line spacing.

Format 8.5 x 8.5 square. Mounted on separate black boards.

**Due Date: March 5**

**Assignment 6** Logo Design

Choose a topic that interests you and one for which you have access to a plentiful of quality images and text. Using type only, create a logo design to appear in a brochure and website.

**Due date: March 26**

**Assignment 7** Page layout: Brochure and website

Publication Design for Print and Web

Employ design principles to solve a variety of communication problems

Demonstrate knowledge of publication design

Employ typography and pictures

Demonstrate knowledge of page layout terminology

Demonstrate the use of designing with a grid

Use a hierarchy of typography and images

Apply design skills to effectively communicate large amount of information

Choose a topic that interests you and one for which you have access to a plentiful of quality images and text. Research and compile images and text for the design of your brochure. The better your source materials are the easier it will be to design your project. A wide variety of photographs, illustrations diagrams and graphics offers greater design opportunities.

For text either write your own or use dummy text. Regardless of your choice, you should write accurate headlines, subheads, captions and folios.

The final brochure design must include all typographic elements:

Text type

Display type

Heads

Subheads

Captions

Folios

Grid

Logo

One of the five classic typefaces is recommended for the text and captions; display type is optional.

Format: 4 or 8 pages, 8.5 x 11.

**Due date: April 23**

**Assignment 8** Poster Design

Visually enhanced quotation

Select a favorite quotation or poem and find a way to express it typographically through basic design principles. No illustrations, purely typographic solutions only.

**Due date: Monday May 9, 10:15 am – 12:15 pm**

## **GD 124 SUPPLY LIST**

Notebook  
Sketchpad  
Marker pens  
Triangle  
Metal ruler  
Tracing paper pad, 14" x 17"  
Kneaded eraser  
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

Adobe Illustrator

Adobe Photoshop

Desktop Color Printer

Graphic Design students will be allowed access to the Mac Labs in TC 101, 145, 148 and 246 during open lab time.

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)

## **RESOURCES**

Communication Arts Magazine

Print Magazine

Designing With Type 4<sup>th</sup> Addition by James Craig

Available at [amazon.com](http://amazon.com)

<http://www.designingwithtype.com/>

Graphic Artist Guild Pricing and Ethical Guidelines. Available in MC Bookstore, [amazon.com](http://amazon.com), or [gag.com](http://gag.com)

Thinking with Type by Ellen Lupton

Available at [amazon.com](http://amazon.com)

Type Rules by Ilene Strizver

Available at [amazon.com](http://amazon.com)

<http://www.adcmw.org/>

<http://www.gag.org>

## **GRADING POLICIES**

Instructor: Martha Vaughan

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**

Final course grades will be based on:

Assignment 1	10%
Assignment 2	10%
Assignment 3	10%
Assignment 4	10%
Assignment 5	10%
Assignment 6	15%
Assignment 7	15%
Assignment 8	20%

***The learner cannot pass this course if anyone of these projects are not completed.***

### **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](#) 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

*If you are a veteran or on active or reserve status and you are interested in information regarding opportunities, programs and/or services, please visit the Combat2College website at [www.montgomerycollege.edu/combat2college](http://www.montgomerycollege.edu/combat2college) and/or contact Joanna Starling at 240-567-7103 or [Joanna.starling@montgomerycollege.edu](mailto:Joanna.starling@montgomerycollege.edu)*

## **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.

[http://cms.montgomerycollege.edu/pnp/#Chapter\\_4](http://cms.montgomerycollege.edu/pnp/#Chapter_4)

## 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