

# GRAPHIC DESIGN 2

**Rico Frederick**

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110 Warren Street, Room 427

Office hours:

By appointment

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Department of Arts,  
Culture & Media

Chair: Ned Drew

—

Course pre-requisites:

As specified by major sequence

\*This course is a BFA in  
Graphic Design Requirement.

**“Design is empowering. If you believe  
in something, you have all the tools  
to champion the cause.”**

BOBBY C. MARTIN JR., *ORIGINAL CHAMPIONS OF DESIGN*, Founder

**“Design is intelligence made visible.”**

ALINA WHEELER, Branding Consultant and Author

**“Thinking about design is hard, but not  
thinking about design can be disastrous.”**

RALPH CAPLAN, Design Consultant & Writer

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**VISUAL RHETORIC**

Rhetoric is typically known as the “art of persuasion;” it informs, motivates or entertains an audience through the means of written or verbal communication. *Visual rhetoric*, on the other hand, has been used to mean anything from the use of images as argument, to the arrangement of elements (type & image) on a page for rhetorical effect.

**DENOTATION**

A literal or primary meaning of the signifier. A direct representation of an object from life.

**CONNOTATION**

An idea or feeling that a word or image invokes. It may require some level of literacy, imagination, and thinking to interpret the meaning. Describe a secondary meaning of the signifier. It is the emotional associations one makes with the signifier.

**COURSE INTRODUCTION**

Up until now, most of your education has been focused on a broad range of areas and concerns. At this point, it is important for you to commit to, and take charge of your future as a visual communicator. With this commitment comes responsibilities and hard work. Your class participation and production is very important not only to your final grade, but also to the growth and education of the other students. Constructive criticism and debate is encouraged.

Type and image are the basic components in visual communication. With a fundamental understanding of typography from GD 1, this course will focus on **Image Making, Visual Thinking** and the **Design Process**. The development of verbal articulation, conceptual skills, as well as understanding communicative & aesthetic relationships in visual problem solving will be emphasized.

**COURSE GOALS**

Course work will also focus on a development and understanding of student’s individual aesthetic and sensibilities as designers. We will discuss the creative process and how it is linked to student’s influences and personal expression. Students will develop critical skills through assigned readings, research, writing, and participation in regular class critiques.

**LEARNING OBJECTIVES**

- + Gain an understanding of the field of semiotics and the relationship between form, function, and content
- + Further review & apply Gestalt Theory
- + Apply two/three-dimensional design composition principles
- + Gain an understanding of Color Theory
- + Develop competent digital and traditional studio skills.
- + Gain an appreciation and effective use of drawing/sketching skills in the process.
- + Make use of industry standard practices & design terminology
- + Develop creative independence and the ability to self-criticise
- + Finesse critical thinking to solve communication problems
- + Apply writing as a tool to strengthen critical thinking
- + Synthesize and translate research into visualized work
- + Hone collaboration and presentation skills

**CLASS FORMAT**

This course will operate as an experimental laboratory, and will be grounded in collaborative learning. Individual projects will be realized both through outside efforts and directed experiments within the classroom laboratory. Students should be prepared for each class session with appropriate materials and completed outside assignments. They are expected to work diligently throughout the duration of each session. Students will also be responsible for the overall success of the studio through participation in peer reviews and peer tutoring.

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## IDEATION & ONGOING PROJECTS

Along with your assignments, you will be expected to keep track of your process and research visually to aid to the development of your visual compendium. This documentation should be manifested as a sketch/scrap book and you must include and adhere digital and/or found image/objects onto your collection. Think of it as a complete record of your thought process and progression throughout the semester—it will become invaluable for your future portfolio/capstone course (Senior Seminar Studio I). Bring this documentation to class on a regular basis.

## REQUIRED READING

*Typographic Design: Form and Communication*, 7th Edition  
by Carter/Maxa/Sanders/Day/Meggs

Additional recommended readings:

- *Type Matters!* by Jim Williams
- *Intro to Two-dimensional Design: Understanding Form+Function* by John Bowers
- *The Elements of Typographic Style* by Robert Bringhurst
- *Stop Stealing Sheep & Find Out How Type Works* by Erik Spiekermann
- *This Means This, This Means That: A User's Guide to Semiotics* by Sean Hall
- *Visible Signs: An Introduction to Semiotics in the Visual Arts* by David Crow
- *Grid Systems: Principles of Organizing Type* by Kimberly Elam

The text that has been assigned to this course will provide you with information not only on typography and visual communication, but also on design history, practice, and theory. Reading assignments will be given throughout the semester and might involve 2 quizzes. All information provided in lectures and reading assignments will be part of these tests, so it is important to take note and keep a notebook.

## MATERIALS

Students should have materials for sketching and idea-generation for all classes (sketch pads, tracing paper, pencils, pens, iPad, etc), a device for backing up their work on a source other than their computer (backup disc, Flash-Drive), and a sketchbook. Digital cameras would be useful, but are not required.

- + 11 x 14 Sketch pad
- + 11 x 14 or larger tracing pad (lightweight trace, no vellum)
- + T-square, 18" or longer
- + Pencils and a Kneaded Eraser
- + X-Acto Knife with No. 11 Blades
- + Shapie Marker (thin point)
- + Designer Tape
- + Non-Repro Blue Pencils
- + 3 Ringed Notebook, this will be used as our process book
- + Flash Drive, portable hard drive, or cloud storage

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## PREPARATION FOR CLASS

Students are to be prepared at the start of each class with assigned work and supplies. This includes the presentation of sketches and comps for projects, in required form, for class critiques. Students who are not prepared and do not participate in class critiques or individual discussions with faculty when scheduled to do so should not expect private critiques at a later date. Students are also responsible for the knowledge and practice of tools, materials and methods previously covered in class. Students who miss lectures and class discussion due to absences must obtain notes and assignments for subsequent classes from a responsible student prior to the next class period. While I will be happy to clarify information for students who are confused, I cannot repeat lectures or elaborate project descriptions on an individual basis. Students should make every attempt to obtain general information from classmates before discussing details with me. For students who need to reach me outside of class time, my email address is listed above on the top of this handout.

## DEADLINES

This course is structured so that all work can be completed during a normal semester. There will be no incomplete grades given without a serious, documented excuse. Completion of ALL required projects is mandatory to pass the course. Any project not completed by the deadline must be turned in by the beginning of the next class at which time it will automatically receive one grade lower. All projects must be handed in at the deadline but may be further developed and refined for the final review. The new grade assigned will be the average of the original and new project.

## ATTENDANCE

Consistent and prompt attendance develops responsible professional behaviour and insures that students have access to the full range of experiences and information necessary to complete class assignments and acquire the skills and knowledge emphasized in a university education.

**Attendance is required during the scheduled class periods.** Punctual arrival, effective use of the full studio period, and participation in assigned work is required.

For this course, only two excused absences for the semester are acceptable. Allotted absences are to accommodate illness only. Doctor appointments, advisor conferences, trips to supply stores and labs, employment, etc., should not be scheduled to conflict with class. All students are expected to attend class on a regular basis. Prolonged illness should be verified by a physician and may require the student to withdraw from class if he/she cannot complete work in a comprehensive and timely manner. In some instances, unsatisfactory attendance may result in a failing grade.

Excessive lateness, early departures, excessive break time, lack of participation in assigned studio activities and not having homework will count as equivalent to an absence (2=1 absence). Lateness is defined as being ten minutes late for class or departing before the class has been formally dismissed by the instructor. Lateness that exceeds one hour will be counted as one absence. More than 2 absences equals a letter grade (without a note from the Doctor or a pre-arranged excuse).

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**EVALUATION AND ASSESSMENT**

Throughout the semester we will use a combination of formative assessment (discussion and critique) leading to summative evaluation (a grade). You are expected to play an active role in this process. Final grades will be determined using the following criteria:

**The quality of your design process:**

- + Quality of Research
- + Conceptual Strength
- + Conceptual Development (sketches, roughs, drafts)
- + Attention to Detail / Craft / Presentation of Work
- + Syntactic Quality of Work (form, composition)
- + Semantic Quality of Work (message, communication)
- + Pragmatic Quality of Work (function)
- + Understanding of the role of medium & technology as an ever-changing entity in order to serve communication goals
- + Motivation
- + Successful completion of all Final Deliverables

**Your professionalism and conduct** (as a member of the studio):

- + Participation in Critiques / Discussions
- + Written Articulation
- + Verbal Articulation
- + Overall Attitude
- + Class Attendance / Punctuality
- + Deadlines / Class Preparation
- + Respect for your work and the work of others
- + Meeting Objectives of Assignments
- + Mastery of the objectives of the course

**GRADING**

The grading system for this course is the following:

- A Excellent without exception
- B+ Well above average
- B Above average
- B- Above average
- C+ Average
- C Average
- C- or below, failing
- INC Incomplete

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HOW TO BE SUCCESSFUL IN THIS CLASS

- + Self-advocate. If you do not understand something, or need help, make your project advisors and classmates aware of the situation. This is part of the collaborative approach to a "learning community."
- + Set individual progress milestones as well as meeting those held in common within the class.
- + Be flexible in your problem-solving approaches.
- + Develop project management and organizational strategies or seek out help to it to do so, if you lack these skills.
- + Be willing to tutor another student if you have knowledge or skills that would be useful to help them progress.
- + Critique constructively and do not offer false praise.

DIGITAL POLICY

The responsibility for backing up digital files lies solely with the individual student. Corruption of files containing coursework will not be considered a valid excuse for missing a deadline. It is each student's responsibility to consistently back up work on multiple devices in case of file corruption, disk or computer failure.

ACADEMIC INTEGRITY

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University's educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community. The entire Academic Integrity Policy can be found here: <http://academicintegrity.rutgers.edu/academic-integrity-policy/>

ACCOMMODATION AND SUPPORT

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students. RU-N has identified the following resources to further the mission of access and support:

**For Individuals Experiencing Disability:** The Office of Disability Services (ODS) works with students with medical, physical, and/or mental conditions who encounter disabling barriers in order to determine reasonable and appropriate accommodations for access. Students who have completed the process with ODS and have approved accommodations are provided a Letter of Accommodation (LOA) specific to each course. To initiate accommodations for their course students must both provide the LOA to and have a conversation with the course instructor about the accommodations. This should occur as early in the semester as possible. More information can be found at the RU-N ODS website ([ods.newark.rutgers.edu](http://ods.newark.rutgers.edu)). Contact ODS at (973) 353-5375 or via email at [ods@newark.rutgers.edu](mailto:ods@newark.rutgers.edu).

**For Individuals who are Pregnant:** The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu).

**For Absence Verification:** The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (illness, personal or family emergency, etc.). Students should refer to University Policy 10.2.7 for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing [deanofstudents@newark.rutgers.edu](mailto:deanofstudents@newark.rutgers.edu).

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**For Individuals with temporary conditions/injuries:** The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: <https://temporaryconditions.rutgers.edu>.

**For Gender or Sex-Based Discrimination or Harassment:** The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu). Incidents may also be reported by using the following link: [tinyurl.com/RUNReportingForm](https://tinyurl.com/RUNReportingForm).

For more information, students should refer to the University's Title IX Policy and Grievance Procedures located at <https://uec.rutgers.edu/wp-content/uploads/60-1-33-current-1.pdf>

**For support related to Interpersonal Violence:** The Office for Violence Prevention and Victim Assistance (VPVA) can provide any student with confidential support. The office does not have a reporting obligation to Title IX. Students can contact the office by calling (973) 353-1918 or emailing [run.vpva@rutgers.edu](mailto:run.vpva@rutgers.edu). There is also a confidential text-based helpline available to students; students can text (973) 339-0734 for support. Students do not need to be a victim/survivor of violence; any student can receive services, information and support.

**For Crisis and Concerns:** The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a plan of support plan and address personal situations that might impact their academic performance. Connect with the CARE Team by using the following link: [tinyurl.com/RUNCARE](https://tinyurl.com/RUNCARE) or emailing [careteam@rutgers.edu](mailto:careteam@rutgers.edu).

**For Stress, Worry, or Concerns about Well-being:** The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: [counseling@newark.rutgers.edu](mailto:counseling@newark.rutgers.edu) or (973) 353-5805. If students are not quite ready to make an appointment with a therapist but are interested in self-help, check out Sanvello for an easy, web-based approach to self-care and support. Visit <https://my.rutgers.edu/>, click on Sanvello: Wellness @ RUN, and log in with your netid to begin your journey toward wellness.

**For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.**

## HEALTH AND SAFETY AT RU-N

In order to protect the health and wellbeing of all members of the Rutgers-Newark community, masks must be worn by all persons inside campus buildings when in the presence of others, and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.). Masks should securely cover the nose and mouth. Masks must be worn during class meetings. Each day before you arrive on campus or leave your residence hall, you must complete the brief survey on the My Campus Pass symptom checker self-screening app found at: [myRutgers Portal](https://myRutgersPortal.com).

## LEARNING RESOURCES

### **Rutgers Learning Center (tutoring services)**

Room 140, Bradley Hall

(973) 353-5608

<https://sasn.rutgers.edu/student-support/tutoring-academic-support/learning-center>

### **Writing Center (tutoring and writing workshops)**

Room 126, Conklin Hall

(973) 353-5847

[nwc@rutgers.edu](mailto:nwc@rutgers.edu)

<https://sasn.rutgers.edu/student-support/tutoring-academic-support/writing-center>