

Foundation Year Program, Department of Core Studies, Parsons School of Design
Spring Semester, 2006

Digital Design I, PUFN I100, Section P

Instructor: Rees Shad

tel: 845/657-9949 ~ cel: 518/657-9949

rees@reesshad.com

Course Description

Digital Design is a studio course that integrates observation, research, analysis, and presentation with digital technology. In the first semester, students undertake a series of projects that focus on concepts and aspects of design, electronic drawing and information design using Adobe Illustrator and InDesign. In the second semester, students investigate aspects of visual language and the connection between form and content using Adobe Photoshop, Illustrator and InDesign. In this course students will use the Macintosh computer and the OS X operating system.

Learning Outcomes

Students will have:

1. An understanding of the connection of imagery and content utilizing various compositional structures and digital media as defined in the syllabus.
2. The ability to perceive, formulate, analyze and solve problems and to orally present, promote and critique solutions.
3. The ability to visually communicate concepts, topics and points of view.
4. The ability to develop strategies of problem solving relevant to Digital Design.
5. Technical proficiency in the use of the following software: Adobe Illustrator and Adobe InDesign, Adobe Photoshop.
6. The understanding of the strengths and functions of the software covered throughout the semester and the ability to integrate the software as determined by the need of the project

Course Outline

I. THEMATIC FORMS

In the second semester, Digital Design works with a theme to explore the connection between imagery and content. The projects encourage students to investigate defined topics in depth utilizing various compositional structures and media.

- A. Evolution of Space Through Time: Juxtaposition of Images [PHOTOSHOP] Week 1-5
Juxtaposition of Images utilizes grid structures to investigate how meaning and content is developed through placement and framing of images. Students will create a multi page (2-3 page) narrative utilizing the grid as a means for structuring the page and consisting of one hue plus black.

First Project: In this assignment students are to record and document a public space and the ways in which it changes over time. The amount of time recorded can be minutes, days, or even (by means of a combination of historical and personal photographs) years. Then by using a grid structure we will investigate means of placement and framing of the images in order to put across a particular design concept.

References:

A Primer of Visual Literacy by Donis A. Dondis

The Elements of Graphic Design by Alex W. White

Design Culture Now edited by Donald Albrecht, Ellen Lupton & Steven Skov Holt

- B. Montage Portrait: Photomontage [PHOTOSHOP] Week 6-10
Students work with various types of imagery and explore various methods of seamless and non-seamless composite imagery. Students create a single page portrait consisting of two hues plus black.

Second Project: In this assignment students build self-portrait montages from elements in their daily lives that contribute to how they perceive themselves. By means of exploring the objects that help us perform in daily life or those that give us some sense of selfness and arranging them in patterns that take on a more illustrative overall pattern reflecting an actual self-image we may have the opportunity to reflect on whom it is we wish to become.

References:

Masters of Deception; Escher, Dali & the Artists of Optical Illusion by Al Seckel
Mr. Punch by Neil Gaiman and Dave McKean

- C. Poetic Illustration: Communication of information [InDesign, Photoshop & Illustrator] Weeks 11-15
"Communication of Information" utilizes images and text to explore and communicate a topic, in a multi-page booklet or brochure format.

Third Project: In this assignment the class will collectively illustrate a collection of poems by Hal Sirowitz. Each student will be assigned one or two poems to interpret, illustrate and layout with both text and imagery in a symbiotic illustrative design consistent with a predetermined format. The end result will be a collaborative effort by the class resulting in a small book of poetic illustrations.

References:

Mother Said [poems] by Hal Sirowitz
Mr. Punch by Neil Gaiman and Dave McKean
Nozone IX; Empire Princeton Architectural Press

Course Requirements

Students are expected to:

1. Attend and participate in class and class critiques.
2. Keep a backup disk of all current work for the class, and bring both disks to class each week.
3. Follow the file naming conventions presented in class.
4. Keep notes, sketches and handouts in their daybook and bring the daybook to each class.
5. Turn in a CD at the end of the semester containing all digital work created during the semester.
6. Complete the following three projects:
 - Project 1: "Juxtaposition of Images".** Juxtaposition of Images utilizes grid structures to investigate how meaning and content is developed through placement and framing of images. Students create a multi page narrative utilizing the grid as a means for structuring the page.
 - Project 2: "Photomontage".** Photomontage combines imagery from multiple image sources into a single frame composition conveying an event in a single page. Students work with various types of imagery and explore various methods of seamless and non-seamless composite imagery.
 - Project 3: "Communication of Information".** "Communication of Information" utilizes images and text to explore and communicate a topic, in a multi-page booklet or brochure format.

Resources and Readings

All readings as well as this syllabus will be available as PDFs on the instructor's website at: www.reesshad.com/digitaldesign/readings.html

It is essential that students download and printout these documents in advance of assignment dates.

Materials and Supplies

- Daybook and pen or pencil for thumbnails and concept sketches.
- Digital camera and all associated cables for recharging and uploading images to the computers in the classroom (or personal computer if available).
- Camera Tripod
- Large white paper sheet for background in object photography
- Adobe Design Suite (CS2) or access to the software.
- Portable memory device, zip disc, or CD for transporting and delivering digital work
- Prints for final versions
- Mounting supplies (illustration board and spraymount, rubber cement, tape)

Individual Course and Class Policies

1. **Groupwise E-mail Account:** Students are required to maintain a Groupwise e-mail account and to check it at least twice a week.
2. **Citing Sources:** Students are required to document all research, text and image sources as per the Foundation Bibliography Hand-out.
3. **Foundation Font Policy:** If used, type should follow the Foundation abbreviated list of font faces: Helvetica, Arial, Verdana, Times, Palatino and Century Schoolbook.
4. **Break:** A 15-minute break will be offered. Please do not abuse this break time.
5. **Class Critiques:** Project critiques will be mentioned in advance. You are REQUIRED to attend and PARTICIPATE. Critiques are a large part of the work of the course and affect your participation grade. You will learn the most from other people's opinions, successes and challenges. Be respectful of your fellow classmates. During critiques offer honest responses and accept other people's responses, even if you disagree.
6. **Resource Daybook:** Keep notes, sketches/process work and handouts in your daybook and bring the daybook to each class.

Student Responsibilities

1. Treat class time as an opportunity to learn.
2. Abide by the Attendance and Integrity Policies.
3. Arrive to class on time, with all materials, ready to work steadily throughout the session.
4. Be prepared with all your required materials for every class.
5. Complete all assignments on time. No exceptions.
6. Cite all research, text, and image sources. (See *Standardized Citing Resource* document handout.)
7. Participate in all class discussions and critiques.
8. Bring your sketchbook to every class as well as portable memory solution such as memory stick, external hard drive or blank CDs.
9. Confront difficulties in your work in the spirit of learning, creative exploration and personal growth.
10. Ask for help from your instructors when needed.
11. Avail yourself of all available support services including, advising, tutorials, and workshops.
12. Disabilities: If you have any learning differences, physical disabilities, or chronic health issues, please register your history with Tom McDonald in the office of Students Disabilities Services. Your Academic Advisor can refer you.
13. Respect your fellow students at all times.
14. Disruptive behavior is not tolerated.
15. THERE IS ABSOLUTELY NO EATING OR DRINKING IN THE COMPUTER LABS.
16. No radios, players, Walkman, beepers or cellular phones are allowed in class.
17. No emailing/web surfing or instant messaging unless it is for class.
18. NO SMOKING ANYWHERE IN THE BUILDING.
19. Finally, please remember, this classroom is used by other classes. CLEAN UP after yourself.

Attendance Policy

Class attendance is mandatory. There is no substitute for working and participating in class. The attendance policy applies to everyone. There are no exceptions. If a student fails a class due to attendance, he/she is no longer permitted to attend the class. Absences will impact your grade (see Grading). Students must return to class promptly after breaks. Undo tardiness following a given break will result in an absence. Sleeping in class or leaving the class before it is over will be considered an absence, as well as dismissal from class due to disruptive behavior, coming to class without the required materials, doing other coursework in class. Once class has officially ended, students must promptly leave the classroom.

1. Absences: 3 absences are grounds for failure for classes that meet 1 time per week.

2. Tardiness: Coming late for class 2 times will be counted as 1 absence.

Class begins on the hour sharp. The door to the classroom will be closed at that time. Anyone walking in after the door has closed (class has started) will be marked late. 5 minutes is considered tardy. Over 20 minutes is considered as an absence.

3. Academic Warning: Academic warnings will be given for unsatisfactory work, incomplete assignments, and missed deadlines/ late work.

Upon receipt of a warning you should see your Foundation Academic Advisor. Students who do not complete and submit assignments on time and to a satisfactory standard will fail this class. It is a student's responsibility to obtain missed assignment sheets from other classmates and make-up the work in time for the next class.

Academic Integrity Statement

As an institution of higher learning, Parsons School of Design and New School University affirm certain basic principles and values that are, in the fullest and best sense of the word, educational. Promoting, protecting, and upholding the highest standards of academic integrity are the responsibility of every member of the academic and artistic community. At its core, academic integrity requires honesty. This involves giving credit where it is due and acknowledging the contributions of others to your own intellectual efforts. It also includes assuring that your own work (visual, written, or otherwise) has been completed in accordance with the standards of your course of study or discipline. Incorrect or inadequate citing of sources is also a form of plagiarism. Compromising your academic integrity may lead to serious consequences as set forth in the Parsons School of Design Student Handbook.

Evaluation and Grading

A. Course Expectations:

In order to receive a grade for this course, you must complete **all** the assigned course work and projects in accordance with required expectations and due dates. In addition, you must actively participate in classroom discussions, and critiques, plus maintain a Foundation Daybook. Consideration will be given to how much a student's work has developed and how well that development demonstrates an understanding of the concepts of the course.

B. Mid-semester Evaluations

Mid-semester evaluations are issued to help students improve performance and make progress. Although a grade will not be given, the comments will indicate your standing on a satisfactory - unsatisfactory or above satisfactory scale. It is imperative that you understand your evaluation and act on any suggestions or recommendations your instructor makes.

C. Course Evaluation

All projects are due at the beginning of class. Any project or assignment not turned in will receive a grade of "F". Late work will be graded down one grade for every late class. If you are absent and an assignment is due, it is still your responsibility to get the assignment to me on time. Special arrangements may only be made in advance by contacting me by e.mail or at my home phone number if necessary. As I live in the Catskills where cel towers are largely prohibited, calls to my cel should be made in the hours near when you know that I'll be near the city (class time).

Your grade is determined by: Problem solving *[both creative and technical]*, sketches/ research, design resolution, and participation in critique discussions will be considered in the final grade for each assignment. End of term grades will be based on:

Participation	25%
Project One	20%
Project Two	25%
Project Three	30%

D. Grading is determined by Grade Descriptions (from Parsons Handbook):

A	Work of exceptional quality.
A-	Work of high quality.
B+	Work of high quality, higher than average abilities.
B	Very good work that satisfies goals of course.
B-	Good work.
C+	Average work, understanding of course material.
C	Adequate work; passable.
C-	Passing work but below good academic standing.
D	Below average work; does not fully understand the assignments.
F	Failure, no credit.

The Term:

Week 1 ~

In class: Class and syllabus overview. Discussion and consideration of Project One. Initiating research and discussion of proposed sites.

Week 2 ~

Homework due: Design statement due. Outline in a single page, the site you have selected to record, the period of time it will be observed, and give an overview of how you will implement the recording of the site. Also present a print out of a digital photograph taken from the selected point of view from which you will observe the site.

In class: Critique of sites and discussion of possible format options. Introduction to image adjustment techniques in Adobe Photoshop.

Week 3 ~

Homework due: Images are due as are sketches or collages demonstrating at least four different possible layouts for your piece. The project's text is due as well.

In class: In class review of layout concepts and implementation of a selected approach. Text reviewed.

Week 4 ~

Homework due: First draft, printed for a work in progress critique.

In class: Implementing testing and critique feedback, revise first draft and begin making changes for final comp.

Week 5 ~

Homework due: Final version, printed and mounted.

In class: Presentation & critique. Discussion & consideration of project 2.

Week 6 ~

Homework due: Self Portrait photograph. Images of object elements printed out for presentation. Written design concept.

In class: In class critique of design concept, self-portrait, and object elements

Week 7 ~

Homework due: Revisions of portrait and objects as per feedback from week 6.

In class: Adobe Photoshop image manipulation. Begin portrait montage in Photoshop.

Week 8 ~

Homework due: Initial self-portrait montage for critique

In class: In class critique of layout concepts and montage implementation. Begin revisions in class.

Week 9 ~

Homework due: Updated self-portrait montage for review.

In class: Refine self-portrait montage and begin making changes for final composition.

Week 10 ~

Homework due: Final version, printed and mounted.

In class: Presentation & critique. Discussion and consideration of Project Three.

Week 11 ~

Homework due: Having received the individual poems and reviewed them as well as the other poems in the collection present your ideas for the overall format and design of the poetry booklet as well as your individual piece. Do this by presenting concept drawings

In class: In class critique of concepts, collaborative decision on format and order.

Week 12 ~

Homework due: Revisions of design concepts and initial digital versions

In class: Collaborative discussion of revisions, their ramifications to the overall project, and consideration of alterations to overall design in lieu of these changes. Refining designs.

Week 13 ~

Homework due: Initial digital designs for review

In class: In class review of layout concepts and montage implementation. Continue to refine designs in class.

Week 14 ~

Homework due: Final presentation of individual pieces printed and mounted for critique.

In class: Final Critique.

Week 15 ~

Homework due: Final versions printed for assemblage (enough print outs for the entire class).

In class: Assembling of the final booklet.