ARTG 3316-001 GRAPHIC DESIGN 3, SPRING 2021

Course title	GRAPHIC DESIGN 3
Course prefix and number	ARTG 3316-001 (CRN 21594)
Course meeting location	Fox Fine Arts 353/349B
Course meeting times	Monday and Wednesday, 4:30 pm – 7:20 pm
Instructor	Clive Cochran
Office / Office hours	Online only, Thursday 12:30 to 1:30 pm or by appointment
E-mail	ccochran@utep.edu

* This course is offered in a hybrid format for the Spring, 2021 semester. Most classes will be conducted online using ZOOM. However, if circumstances allow, some face-to-face (F2F) classes *may* be held in FFA studio room 353. In the event that F2F classes are held, University social distancing and mask requirements will be observed. All students and the instructor will wear masks and maintain a distance of at least six feet between persons. Note that the syllabus absentee policy *will* apply to online meetings, however, it *will not* apply to F2F classes.

Please note the appendix starting on page 11. This is the official University sanctioned policy in effect during the Covid crises and is required reading for all students and faculty. Some of this information is repeated in the main text of the syllabus.

INSTRUCTOR INTRODUCTION

Clive Cochran has practiced graphic design since 1965. His experience covers a wide range of design projects for a broad spectrum of local, regional, and national clients. Over five decades his work has included advertising design in all media, identity design, package design, corporate communications, annual reports, trade show exhibit design, and more. During this time his work has been recognized with numerous awards and has been published in many trade journals, books, and textbooks, including Print Magazine, Graphis Posters, Dynamic Graphics, among others. He is an American Advertising Federation Silver Medalist. He was previously Associate Creative Director at MithoffBurton Partners, a Marketing Communications firm in El Paso, Texas. Since 1985, he has lectured in Graphic Design at UTEP. He received a BA from UTEP in 1976.

COURSE DESCRIPTION
ARTG 3316 Graphic Design 3

Graphic Design 3 is a further investigation of effective visual communication with emphasis on problem solving and conceptual development. Topics include typography, symbol/identity design, effective handling of display and text type in relation to the layout/design of the page, and the problem of integrated design coordination across a variety of media.

Delivery: The course is a lecture/lab format. Lecture will consist of discussion, demonstration, case studies, and appropriate examples. Critique evaluations are an important part of the delivery process. Selected readings, where appropriate, will be provided. **Note that until further notice, class meetings will be held online. Face to face class meetings will resume when it is deemed safe to do so.**

This course will require significant additional work outside of class. Students should anticipate spending approximately five hours and 40 minutes in class per week and an average of six or more additional hours outside of class per week to satisfactorily complete the assigned project requirements.

Note that because this class is offered as a hybrid course, some classes *may* be split, with half meeting on Mondays and half on Wednesdays. When and if that is the case, use the additional time to work on assigned projects. Do not expect to meet in the lab. As noted above, F2F class meetings will be for demonstrations, case studies, etc., and will be held in Studio Art A 353, *only* when it is considered safe to do so. According to University distancing protocols, no more than nine persons will be allowed entry at any one time. Otherwise, expect all classes to meet online until further notice.

COURSE PREREQUISITE INFORMATION

In addition to successful completion of ARTG 2306 and ARTG 2326 with grades of C or better, students taking ARTG 3316 Graphic Design 3 are expected to have a solid understanding of the elements of design, the principals of composition, style, and content. Additionally, students must have developed competent drawing skills and a basic knowledge of art history. These skills and knowledge sets are provided through the Department of Art's foundation course sequence including: the above required prerequisites ARTG 2306, ARTG 2326, plus ARTF 1301, ARTF 1302, ARTF 1303, ARTF 1304 and

suggested completion of ARTH 1305 and ARTH 1306. A sound knowledge of the basic graphic software is essential.

COURSE GOALS AND OBJECTIVES

Goals and objectives targeted in this course include:

• A theoretical and real world introductory experience in the development, research and execution of graphic design problems.

• Development of improved self-expression, creative thinking, planning and execution skills.

COURSE OUTCOMES

The student who successfully completes this course will have acquired competency in the various stages of solving basic graphic design problems. She or he will have progressed through various stages of developing visual ideas, research, solving communication problems, and execution of common graphic design projects.

Note: Competency is defined, for this course, as a developed understanding and mastery of skills and knowledge needed to complete a task to a successful beginning level. Competency can be demonstrated throughout the design process, from research to conceptualizing to planning/organization to preliminary sketching to execution to presentation. Competency is a measure of how well a student understands and uses a process or skill.

Confidence is defined as a student's willingness and trust in her or his own abilities to use the skills and processes learned during this course. Confidence is the element of each student's progress that allows the student to know when help is needed and when it is not. Confidence is built throughout the semester and is demonstrated by the way that a student develops skills or competencies and her or his willingness to use these new skills. Once the student has worked with and begins to understand the design process, uncertainty is replaced with a sense of control and excitement for the potential of the process as a path for creation.

ASSIGNMENTS

In the course of the semester, we will deal with a number of projects/assignments (approximately 4 to 7). Projects will progress in increasing degrees of difficulty. Each of the projects will be introduced by the instructor, articulated both verbally and in written form. It is very important that the student understands the assignment thoroughly at this stage. The student is encouraged to clarify the problem and the requirements by asking questions before embarking on research.

ACTIVITIES

Through assigned projects, the student furthers his/her understanding of letterforms and typography, iconography, color management, page layout and composition, the importance of craftsmanship, and presentation skills. He/she applies this knowledge to actual projects that emphasize the importance of readability, aesthetics in type and how types can be incorporated into the layout of the page as display type (headlines, subheads, etc.) and text type (body copy, side bars, call-outs, etc.). Projects may include design for any traditional printed media, including but not limited to institutional branding and identity, print advertising, posters, book covers and corporate brochures. Students practice evaluation techniques through critiques and discussions of their own work and that of their peers.

Assignment topics may include but are not limited to:

1. Typographic studies
2. Page layout and organization (grid systems)
3. Introduction to designing for print media, (offset lithography, screen printing, etc.)
4. Black and white printed media composition
5. Introduction to designing with color, (color matching systems and process color systems)
6. Principles of identity design, including branding and package design
7. Coordinated print design programs, including mixed print media design

IDENTIFY YOUR WORK

All work must be clearly identified with the name of the designer (your name) in the file name of work submitted. Files not named can get lost; it is important that your work be identified for proper credit. If a project requires several designs, each must be individually identified. File naming protocols will be provided. *Additional identification information may be required according to individual project briefs.*

Failure to include this information will result in a deduction of one letter grade for the project. However, if work *cannot* be identified, it cannot be evaluated and may be discarded: *No name, no credit.*

RETRIEVAL

For the Spring 2021 semester, work will be submitted online, therefore retrieval is not a factor. Evaluations of your work will be returned to you in a timely manner.

GRADING STANDARDS AND CRITERIA

Grades are based on a four point system, where A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = no points. The final course grade is based on the combined average grade of all assignments, according to the percentage weight of each. Also, see the criteria listed below under *Punctuality, attendance, and other criteria*.

A Outstanding work and is reflective of works and performance of exceptional ability and absolute quality.

B Above average performance, going beyond expectations.

C Average and adequate work that fulfills requirements and expectations (the majority of students start at this level). This is the minimum grade required to continue on to the next graphic design level.

D Represents less than average performance and is considered underachieved. Credit given.

F Unacceptable performance. The student will receive no credit.

I Will be considered for students completing satisfactory or better work and having serious legitimate situations beyond their control requiring additional time to complete the course requirements. All "I" grades are at the discretion of the instructor and the approval of the department chair.

W The withdrawal option must be completed on or before the final drop date (April 1). Students hold the full responsibility for withdrawing from this course if that procedure is elected. The instructor may recommend a student to withdraw but is not responsible to withdraw a student from the class.

Graphic Design 3 is a grade-based course and is not available for audit, pass/fail or satisfactory/unsatisfactory (S/U) options.

EVALUATION:

The final grade in this course will be determined by the total value of assignments and other criteria outlined below (paragraphs 2 and 3), based on the percentages provided on the assignment sheet. Evaluation criteria:

1. Assignments are evaluated according to both concept and execution. In general, except where noted, both have equal weight in determining the grade for that assignment. Good ideas cannot overcome poor execution, and strong execution will not save a weak idea.

    Concept is determined by four related criteria: originality, clarity, relevance, and memorability. Execution is determined by overall craft, layout, typographic treatment, color treatment, thoroughness, and presentation. When several pieces or a series are assigned, consistency and coordination are also considered. Note that presentation plays a significant role. The care and concern shown in preparing work for presentation can determine the success or failure of the project.

2. Anticipate work-in-progress critiques, when appropriate, on projects outlined above. Note that work presented during in-progress critiques will be factored into the final grade for those projects. Therefore the final grade for each project includes not only the final, formal critique, but also work leading up to that critique. Failure to present assigned work during work in progress critique will result in a grade point deduction from the final project grade.

3. In addition to the above criteria, class participation, attendance, and performance improvement will be considered in the final evaluation. When the overall grade is on the cusp, these factors can play a positive or negative role.

Critiques are an essential part of the evaluation process. Everyone is expected to participate in critique of their own work and the work of others.

PUNCTUALITY, ATTENDANCE, AND OTHER CRITERIA

The following attendance standards refer to online participation. Because of the current crises, absences from any face-to-face classes will NOT factor into the attendance policy. However, absences from online classes will be counted.

1. Students are expected to finish projects by the deadlines set. Work turned in after class critiques is considered late and will be graded accordingly. A letter grade will be deducted for each day that an assignment is overdue. One half a grade point will be deducted for work that is tardy for critique. See the note below regarding punctuality.

Participation in critiques is mandatory. A letter grade will be deducted for failing to attend in the critique. Even if the work is not ready, it is to your benefit to attend the critique.

A major part of a studio class is participation with energy, intellectual curiosity and enthusiasm. Non-participation in critique and discussion is considered poor classroom performance.

2.   Each student is permitted three absences during the semester without penalty. Students with more than three class absences should consider dropping this course and retaking it at a time when the student can commit the proper attention to the course. Absences after the first three can be excused only if the first three absences are excused.

The 4th unexcused absence in the course of a semester will lower final grade by one letter. Five unexcused absences will result in a failing grade for the course. Tardiness constitutes one half of an absence. The student is responsible for any information missed while away from class. Attending class but not working in class, and early departure from a class are all regarded as being absent. Participation in all brainstorming, group discussions, and critiques is the nature of a studio class. It cannot be made up or substituted.

3.   Individual consultation with the instructor is always welcome. Students are encouraged to discuss with the instructor progress of their projects. When the instructor is unavailable, please correspond via your UTEP e-mail account.

A further note about punctuality

As noted above, the tardiness policy is clear. Two unexcused late arrivals equals one unexcused absence. Four unexcused absences results in the loss of one letter grade for the semester.

This policy applies during critiques as well as throughout the normal class schedule. However, be aware that during a critique, an additional lateness penalty applies. Any work introduced after the critique has begun will be regarded as late. One half-letter grade (1/2 a grade point) will be deducted from the grade earned for that assignment.

A few minutes is always allowed at the beginning of the critique period for last minute adjustments, etc. It is a time to catch your breath, gather your thoughts. However, once the critique has begun, it should not be interrupted. Tardiness at any time is disruptive, unprofessional, and discourteous. This is even more pertinent during critique. Late work is unfair to those whose work is ready on time, and late work disrupts the critique process, as the entire class must now consider work that it has not had the opportunity to review.

Note that this policy applies to *unexcused* absence or tardiness. As a rule, only personal or family emergencies constitute a valid excuse for absence or tardiness. Remember that excuses should be documented.

CLASS CONDUCT

A successful career in graphic design requires more than talent, skill, and knowledge. By definition, a professional designer observes professional standards. Among other things, these standards demand a commitment to the work and respectful, courteous behavior towards one's colleagues, clients, competitors, service providers, and audience — in other words, everyone. Professional standards should always prevail in the workplace, the studio, and the classroom. Without an understanding of professional standards, no designer, no matter how skilled, is likely to succeed.

Note that most entries apply to both F2F and Online classes. However, some entries refer to face-to-face (F2F) classes only.

- Students enrolled in this course are expected to behave in a professional manner. Your classmates are your colleagues; treat them with the respect they, and you, deserve. Disruptive and/or inattentive behavior is inappropriate; as a rule, such behavior will be treated as an absence.
- During online classes, be sure to be online viewable. Remember to enable your cameras. It is difficult to participate in a collaborative environment while invisible to your colleagues.
- During online classes, remember to mute your microphones when you are not speaking. This helps to prevent feedback that distorts audio quality.
- Class time is devoted to the development and execution of class projects, to lecture, class discussion, demonstrations, and critiques. Projects executed solely out of class will not be accepted. Participation in the collaborative group environment of the studio is essential to the successful completion of this course.
- Class time should be limited to work on projects assigned in this course. Work on projects assigned in other courses, without permission, will be treated as an absence.
- **F2F only:** When using the lab, always observe the posted lab rules. Never enter a studio or a lab when another class is in session without the instructor's permission, (as a rule, it is best to get that permission ahead of time).
- **F2F only:** Students must act in a safe and reasonable way at all times in the studio and computer lab.
- Talking on a cell phone, texting, instant messaging, tweeting, etc. are disruptive and disrespectful, and will be treated as an absence.
- Surfing, unless it is related to research for a class project, will be treated as an absence.
- The use of personal entertainment devices equipped with headphones or ear buds is *allowed* during work periods, so long as the volume is adjusted so that it doesn't disturb your colleagues. In other words, if your neighbor can hear your music, it's too loud. Turn it down. During online classes, this should not be an issue, (your microphone will be muted when you are not speaking).
- The use of personal entertainment devices equipped with headphones or ear buds is *not allowed* during lecture, demonstrations, class discussion, or critique. Remove the ear buds and pay attention. Remember that inattentive behavior will be treated as an absence.
- The class meets for two hours and 50 minutes. Breaks will be provided. Leaving early, without permission, will be treated as an absence. Failure to return promptly from a break will be treated as an absence.
- Cell phones should be silenced, turned off, or put on the vibrate mode. If you absolutely need a cell phone for an emergency, please alert the instructor.
- Plagiarism in any form will not be tolerated. Work completed in another class may not be substituted for work assigned in this class, and will be treated as plagiarism. See the University policy concerning scholastic integrity below.
- Any questions regarding safe and reasonable behavior and practices should be directed to the instructor and only the instructor.

Face-to-face Hybrid Course Syllabus Additional Language:

Student Responsibilities
- Wear a mask at all times.
- Maintain 6 feet of separation at all times, including when conferencing with other students.
- Follow signage indicating specific entry and exit doors and pathways.
- Do not cluster in groups and keep hallways open.
- Wash hands and/or apply hand sanitizer prior to entering classroom and after leaving a classroom. Do not touch your face until you can wash hands.
- Use an alcohol wipe, provided outside of classrooms, to sanitize the area where you will be sitting.
- Follow faculty protocols for leaving and re-entering the classroom during the lecture.

Scholastic Integrity: Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another

student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

Instructor's note: **Plagiarism occurs when someone attempts to pass off someone else's work as one's own. This includes tracing or copying images and/or ideas from other sources. While accidental duplication of ideas may be unavoidable, intentional copying is unethical, unprofessional, and unacceptable. Under certain circumstances, plagiarism may have legal consequences. For the purpose of this course, anyone caught plagiarizing will receive a failing grade for the course.**

Plagiarism Detecting Software: Some of your course work and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

CLASS RECORDINGS
The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. You may not share recordings outside of this course. Doing so may result in disciplinary action.

COPYRIGHT STATEMENT FOR COURSE MATERIALS
All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

MATERIALS, PERSONAL EQUIPMENT, AND TECHNOLOGY REQUIREMENTS
Students taking **ARTG 4316 Graphic Design 6** will need access to certain hardware and software and some basic equipment in order to successfully complete this course.

- Students will need internet access for remote learning. You will need to log on to one of the approved UTEP remote learning platforms such as Blackboard Collaborate, Microsoft Teams or Zoom. **Note: assignment and other information will be provided via Blackboard or UTEP e-mail. Classes will be conducted online using Zoom. You will be invited to attend Zoom sessions. Check your UTEP email account for Zoom invitations.**
- Students will need a computer capable of using Adobe Creative Cloud software. If you do not have a computer, the UTEP Library has laptop PC computers available, in addition to a limited number of Mac laptops.
- **Students will need access to Adobe Creative Cloud:** The Adobe Creative Cloud program collection will be available to students of this course provided by the University at no additional cost. If you have not already done so, please check your UTEP e-mail account and look for an e-mail with the Subject Line "Access is Granted. Enjoy Creative Cloud All Apps now." If you have not received this e-mail, please contact UTEP Technology Support at helpdesk@utep.edu for further assistance.
- Access to a good quality scanner. The UTEP Library Collaborative Learning Center has Epsom Scanners available. Also, new smart phone technology has excellent scanning potential.
- External backup drive (at least one TB external storage is recommended) and portable storage (USB flash drive) to store your digital files. Always back up your files.

- In addition to the above, students will need to purchase traditional art supplies such as sketch pads, layout pads, good quality black markers, pencils, etc.

Recommended art supplies:

Many of the items listed are not required for online courses. However, these may come in handy for future coursework, as well as your own personal work.

It's a good idea for any practicing graphic designer to maintain a home studio including a sturdy drawing table, taboret, light box, and appropriate drawing, assembly, and presentation materials, including pencils, pens, sketch and layout pads for thumbnails, T-square, triangles, cork-backed ruler, self-sealing cutting surface, matte knife, utility knife, spare blades, adhesives, and mounting boards, etc. Note that all aerosol spray adhesives and fixatives must be used in a well-ventilated area, preferably a "spray booth" if possible.

A sturdy portfolio case suitable for presenting 12 – 20 projects.

100 sheet box of Epson Photo-Quality Inkjet Paper (13x19, 100 Sheets), size A3/B, or 3-star. **DO NOT USE GLOSSY PAPER**. This paper may be ordered online at www.epson.com, amazon.com, officemax.com, and other online sources. It may also be available locally at office and art supply stores. NOTE: not required this semester for GD6.

Shop around. Most of the items listed are available at local art supply stores such as Art Center, Hobby Lobby, and Michael's, and on-line through outlets such as amazon.com, Blick Art Materials, and others. Also, many stores publish online coupons; the savings can be substantial. Plus, quantity discounts may be available on many items, so consider ordering as a group.

RECOMMENDED READING:

Subscription to some of the major graphic design publications such as Communication Arts and Print (now available online only). (check their websites for student discounts).

E-MAIL SUBSCRIPTION: Please subscribe to receive "The Daily Heller", a column written by Steven Heller to whatever e-mail address you actually check daily (this should be your UTEP e-mail address. Make sure your UTEP mailbox is cleaned out so that you can receive this and other emails). Steven Heller has been writing for PRINT magazine since 1982. He is the co-chair of the MFA Designer as author program at the School of Visual Arts. For 33 years, he was an art director at The New York Times. He has authored or contributed to more than 100 books on design and popular culture.

I will provide additional website addresses and information as they become known to me, and invite you to share sites you have discovered online.

Additional recommended reading:

• Robert Bringhurst, *The Elements of Typographic Style*, Fourth Edition, Hartley and Marks, Publishers, 2016 — a detailed examination of the rules of typesetting, page layout, and printing. This book is technically demanding but highly readable. • Simon Garfield, *Just My Type*, Gotham Books, 2010. An entertaining look at the origins and rationale of type design. • Ellen Lupton, *Thinking with Type*, Second Edition, Princeton Architectural Press, 2010 — a very concise, helpful guide to typographic practice.

Also consider: *Graphics Master 8 - The workbook of Graphic Arts Reference Guides*, by Dean Phillip Lem (available online from Amazon and others.) This handy reference guide is chock full of tools and information essential for the graphic designer.

UTEP RESOURCES.

The following resources may be helpful. Note that not all apply to graphic design.

Technology Support

- Helpdesk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- **Artstor:** available on the UTEP Library database.

- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- Math Tutoring Center (MaRCS): Ask a tutor for help and explore other available math resources.
- History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources
- Military Student Success Center: Assists personnel in any branch of service to reach their educational goals.
- Center for Accommodations and Support Services: Assists students with ADA-related accommodations for coursework, housing, and internships.
- Counseling and Psychological Services: Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

COVID-19 Accommodations

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

(***classes with on-campus meetings***) Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact Center for Accommodations and Support Services (CASS) to discuss temporary accommodations for on-campus courses and activities.

Covid-19 Precautions

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive

COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

(***classes with on-campus meetings***) Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.

TIMELINE/CALENDAR, SPRING 2021
Provisional, subject to change if necessary

Week 1
Wednesday, January 20. Course introduction. Discussion: syllabus, general outline of course expectations. Assignment 1 given. Before the next class, review the information provided, begin research, learn as much about the assignment topic as possible.

Week 2
Monday, January 25. Discussion: *Type Rules!*
Before next class, review the topic choices and select a topic. You will need to research the topic you have selected. Develop concepts and thumbnails based on your knowledge of the selected topic.
Wednesday, January 27. You should have developed several ideas. Thumbnails are due at this time. Continue to work in class. Before the next class refine your ideas.

Week 3
Monday, February 1. Work-in-progress critique. Prepare semi-comps for classroom discussion. It is important that you have narrowed down your choices and are prepared to discuss your ideas and layouts. These are *not* rough layouts, they should be clear, understandable, and fully worked out ideas. Before next class, begin finished layouts.
Wednesday, February 3. Work day. Have work ready to share online.

Week 4
Monday, February 8. Final comps. Have work ready for presentation on Wednesday, February 10.
Wednesday, February 10. Critique, project 1.
Project 2, Visual Metaphors, given. Study the topic choices and begin thinking about possible approaches to the assignment. Before the next class, work on preliminary pencil sketches for the 16 icons.

Week 5
Monday, February 15. Discussion: *What is an icon?*
Have rough sketches for all icons ready to present, time permitting. Before next class, have well-rendered sketches for all 16 icons.
Wednesday, February 17. Fine-tune your sketches and begin comprehensive ink drawings.

Week 6
Monday, February 24. Work-in-progress critique, tight ink drawings. Scan your ink drawings and begin to render as vector art.
Wednesday, February 26. Vector drawings. Final review before critique. Icons should be ready for presentation by next class.

Week 7
Monday, March 1. Critique, Project 2. Icons should be ready for presentation.
Project 3, Identity Design, given.
Wednesday, March 3. Project 3, identity design. Topics include hypothetical clients. Discussion: criteria for successful identity design and identity design systems. Before next class, begin research and begin developing concepts and initial pencil roughs. Review hypothetical client choices.

Week 8
Mon., March 8. Discussion, identity design, continued. You should have several rough concepts to discuss, time permitting.
Wed., March 11. Over the break, before next class, prepare tight pencil roughs, not thumbnails, to discuss in class. Presentation: *Avoid Clichés, Part I*.

Week 9
Mon., March 15. Spring Break. Continue research and concept development. Carry a sketch book w/ you to jot down ideas, roughs.
Wed., March 17. Spring Break. By now you should have several tight roughs available for discussion when you return.

Week 10
Mon., March 22. **Work-in-progress critique.** Have at least three different, tight comprehensive designs ready to discuss in class. The final logo will be selected from these designs, pending WIP Crit comments. By now you should have selected your client, so ideas will focus on that client.
Wed., March 24. Discussion, logo configuration and color treatments. Begin fine-tuning your logo design, incorporating recommended revisions suggested during work-in-progress critique, if necessary. By now you should have finalized type selection for your logo, and be ready to consider both horizontal and vertical configuration, if necessary.

Week 11
Mon., March 29. Discussion, stationery design, including correct formats, information required for letterhead, envelope, and business card, and paper selection.
Wed., March 31. Stationery design continued. Discussion: presentation techniques.

Week 12
Mon., April 5. Final class meeting before critique. Be ready to prepare your files as pdfs and jpgs. These will be uploaded to Blackboard or sent via your UTEP email account.
Wed., April 7. Critique, Project 3, Identity Design.
Project 4, Package Design, information including topics and options will be provided.
Before next class, begin research and thumbnails for Project 4. If you have not done so already, become familiar with topics considered for Project 4.

Week 13
Mon., April 12. Project 4, Package Design. This project builds on the previous project. Package designs will apply the identity design you have created for the hypothetical client you chose for project 3.
Discussion, the importance of context for graphic designers, with a focus on packaging design. By now, you should be familiar with the project topics, and have narrowed down your choice of topics. Continue research on topic choices.
Presentation, *one designer's approach to package design*. Discussion, what did you learn from this designer's process?
Wed., April 14. Discussion, Project 4, package design continued. By now, you should have narrowed down your list of topics to at least six individual choices, and begun sketching rough ideas for your selections. At this point, you should also have become thoroughly familiar with the topic choices. Before next class, have several rough ideas ready for discussion. Presentation: *Avoid Clichés, Part II*.

Week 14
Mon., April 19. Project 4, by now you should have developed several rough ideas ready for discussion. Continue to develop ideas for tight comprehensive layouts for Monday's WIP Crit.
Wed., April 21. Project 4, work-in-progress critique. Have at least two semi-comps for each of the three topics you have chosen, for a total of six semi-comp layouts. These must be distinct ideas, not merely variations on a theme. Note, these are semi-comps, not roughs or thumbnails.
Before next class, work on suggested revisions, if necessary. Narrow down your designs to the final versions.

Week 15
Mon., April 26. Project 4, continued. You will have narrowed down your choices to one design for each of the three topics you have chosen. By now your work should be nearly finished, ready to format for online submission.
Wed., April 28. Have semi-comps ready to discuss, including any revisions suggested during the previous work-in-progress critique.

Week 16
Mon., May 3. Final meeting before critique. Finish formatting your designs.
Wed., May 6. Critique, package design. Packages will be saved according to instructions to come. Note that your packages can be presented in two-dimensional format, although in practice, actual packages are generally three dimensional. Because submissions are digital, you will need thorough examples, showing all sides of the design. Include your name in the file name and save in folder as discussed for Project Three. Also include your name on the design as instructed.

Week 17, Finals
Mon., May 10. Final, 4:00 to 6:45 pm. On-line attendance is mandatory.

APPENDIX: Additional Covid-19 Information

Health and Safety Syllabus Section – To Be Included on ALL UTEP Courses

When Faculty, Staff and Students are Required to Stay Home

All faculty, staff and students are required to STAY HOME if they:

> (1) test positive for COVID-19,
> (2) are experiencing symptoms related to COVID-19, or
> (3) were exposed to any individual who tested positive for COVID-19 within the last two weeks.

The CDC defines an "exposed person" as anyone who has had close contact (less than 6 feet for 15 minutes or more) with someone who has tested positive for COVID-19. The close contact with a COVID-19 positive individual must also have occurred within a specific window: 2 days *before* the COVID-19 positive individual's first positive test and *until* that same individual meets the criteria for discontinuing home isolation.

When Faculty, Staff and Students Must Self-Report

staff and students must REPORT if they:

> (1) test positive for COVID-19,
> (2) are experiencing symptoms related to COVID-19, or
> (3) were exposed to any individual who tested positive for COVID-19 within the last two weeks.

The CDC defines an "exposed person" as anyone who has had close contact (less than 6 feet for 15 minutes or more) with someone who has tested positive for COVID-19. The close contact with a COVID-19 positive individual must also have occurred within a specific window: 2 days *before* the COVID-19 positive individual's first positive test and *until* that same individual meets the criteria for discontinuing home isolation.

How to Self-Report

To make sure reports are tracked accurately, self-reports must be made to screening.utep.edu. Self-reporting will allow the University to provide guidance on how to prevent exposure to others, and provide the criteria and procedures required for returning to campus when appropriate. Information will be safeguarded and used only for supporting you and determining exposure of other faculty, staff and students.

What Faculty, Staff and Students Must Do Before Coming to Campus

The web link, screening.utep.edu, which can be saved to a home screen on Apple or Android devices, includes daily screening questions.

All faculty, staff and students will use this link each day before coming to the UTEP campus. Upon completion of the daily screening questions, the page will tell them whether they are clear to proceed to campus or not. Using this tool will automatically send an email to your supervisor letting them know that you are or are not coming to work. If you report COVID-19 symptoms, the system also automatically reports to UTEP Environment, Health & Safety who will reach out to you directly with further instructions.

Faculty, staff and student should comply with these instructions and any subsequent guidance that may be provided by Environmental Health & Safety (EH&S), Human Resources, the Dean of Students, or other university officials.

What to Do When on Campus

Each of us helps to build our collective commitment to use best health practices all the time. Getting the basics right is the most important thing each of us can do to protect ourselves and each other.

It is everyone's responsibility to help keep our campus safe by following best practices when on campus, especially faculty, staff, and student leaders who are important role models. All faculty, staff, and students are required to

- Wear face coverings when in common areas of campus or when others are present,
- Maintain a minimum separation of six (6) feet between yourself and others, when possible, and arrange spaces to make this possible in almost all circumstances,
- Adhere to room/space limitations on number of occupants, and
- Wash hands frequently.

Syllabus Statement Regarding COVID-19 Accommodations:

Students who use the screening application to report a positive COVID test, exposure or symptoms will not be allowed on campus and may need accommodations. If this occurs, you should contact your instructor as soon as possible so necessary accommodations can be made. If necessary please contact the Dean of Students' Office and the Center for Accommodation and Support Services (CASS), to help provide reasonable accommodations.

Compliance

Because everyone's cooperation is needed to help prevent the spread of disease, repeated refusal to comply with this policy will be referred to the appropriate University official (Provost for faculty, Human Resources for staff, and Dean of Students for students) and may result in disciplinary action.

F2F Hybrid Course Syllabus Additional Language:

Student Responsibilities (these should be mentioned in syllabus)

- Wear a mask at all times.
- Maintain 6 feet of separation at all times, including when conferencing with other students.
- Follow signage indicating specific entry and exit doors and pathways.
- Do not cluster in groups and keep hallways open.
- Wash hands and/or apply hand sanitizer prior to entering classroom and after leaving a classroom. Do not touch your face until you can wash hands.
- Use an alcohol wipe, provided outside of classrooms, to sanitize the area where you will be sitting.
- Follow faculty protocols for leaving and re-entering the classroom during the lecture.

Syllabus Statement Regarding COVID-19 Accommodations:

Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact CASS to discuss temporary accommodations for on-campus courses and activities.

Please read this syllabus thoroughly and return a copy of the following syllabus acknowledgement by the next class meeting. If you have any questions regarding the content of this document, please ask the instructor for clarification.

ARTG 3316 syllabus acknowledgement and course contract acceptance.

I have received and reviewed the attached syllabus. I have had the opportunity to ask questions for clarification and I understand and agree to the conditions of this syllabus.

Course # – ARTG 3316   **Section #- 01**   **Semester – Spring 2021**

Name (print) _____

Signature _____

UTEP Student ID # _____ - _____ - _____