

ACADEMIC FREEDOM STATEMENT

Brooks Institute is committed to protecting and encouraging the principles of academic freedom. Academic freedom provides the foundation for scholarship, teaching and learning, and reflects the Institutes fundamental mission to promote collaboration, critical thinking, and creativity. Essential elements for the intellectual vitality of a college include: the ability to exchange ideas and concepts freely, to explore and disseminate new knowledge, and to speak openly as a professional and as a private citizen. All are encouraged to promote a learning environment that provides opportunities for the free exchange of ideas between faculty, staff and students.

Programmatic Student Learning Outcomes/Mission

The **Graphic Design** Program provides an intensive learning environment that challenges students to be globally aware, creative, collaborative and adaptive. Students combine traditional design strategies and emerging technology to problem solve with creative solutions for a broad range of media applications. The Graphic Design Program uses hands-on, project-based learning to help students gain a strong understanding of individual course goals while demonstrating tangible, measurable outcomes. Projects are specifically designed to reflect 'real-world' scenarios and build on the student's level of knowledge while fostering an understanding of the material and professional expectations.

Program Description

The 120 semester credit bachelor of fine arts in graphic design prepares students for a broad range of career paths within the field of design including both traditional design and new media. The program consists of 63 semester credits of core coursework which includes internships opportunities, developing both technical skills and the creative problem-solving methodologies required for the industry and 12 semester credits in business courses designed to cover business practices within the industry and to foster a strong commitment to creativity, professionalism, ethics and enterprise. Students are exposed to photography, visual journalism, film and video in cross platform curriculum. In addition, students take 45 semester credits in general education.

Upon completion of the graphic design program, students will be able to:

- Explore, identify, research and analyze a variety of diverse communication problems. (Adept)
- Understand fundamental design elements, principles and theories to complete an effective outcome. (Adept, Visual Literacy)
- Use critical thinking to achieve creative typography and communication. (Problem Solver, communication)
- Demonstrate technical proficiency. (Adept)
- Problem-solve and create complex web projects that include a variety of technologies and imaging solutions. (Problem Solver)
- Communicate both verbally and in writing to present creative and effective business communication. (Communicate)
- Demonstrate skills for collaboration with both colleagues and clients. (Collaboration)
- Demonstrate Ethics and Integrity. (Ethics)
- Exhibit time and financial management skills to meet project parameters. (Ethics, Adept)

Course Syllabus

Course Code **DES115**

Credit Hours 3 Semester
Contact Hours 4 Hours
Prerequisites None
Course Type Lecture/Studio
Instructor Scott Reid
Email SReid@brooks.edu
Telephone (805) 585-8000
Term Start/End Date September 8 – December 18, 2015

Course Description

Introduction to the ideas, methodologies, principles, and skills that comprise a common knowledge base important to all design disciplines. The focus will be on understanding the biological, psychological and neurological elements involved in the art of seeing, with an emphasis on esthetic issues important to the professional visual communicator. Through analysis and hands-on exercises, students will explore visual elements of two and three dimensional form, space, and color.

Learning Objectives

Upon completion of this course the student should be able to:

- develop an aesthetic and rational awareness of design fundamentals.
 - understand social, historical, cultural factors that influence design.
 - apply basic design fundamentals in ideation and problem-solving in design activities.
 - demonstrate basic aesthetic knowledge in creation and analysis of design work.
 - competently present design solutions utilizing visual, verbal, graphical and/or written skills
-

Required Textbook(s) TBA

Course Outline

Week 1: Introduction. Course expectations. Introduction to Design Fundamentals. Function of "Idea Book". Identity Squares. Intro to peripheral and foveal vision with exercise. Scanning vision exercise.

Week 2: The biology of vision. Elements that attract the eye. Role of luminance in vision. Autonomic drawing.

Week 3: Applied and non-applied design. Role of context in communication. Ideas versus concepts. Form versus function. Role of thinking maps in creative design solutions. Dot/Point in design.

Week 4: Role of line in design. Role of pattern/rhythm. Line analysis of images.

Week 5: Design as a problem solving situation. Role of shape.

Course Syllabus

Week 6: Visual acuity and awareness. Collaboration in design problem solving. Role of symmetry and asymmetry.

Week 7: Principles of gestalt. The image within. Positive/negative viewing. Midterm Test.

Week 8: Cubism and Gestalt. Visual compositing.

Week 9: Collage and visual compositing. Role of pattern in design. Intro to color. Figure/ground relationships.

Week 10: Monochromatic color, analogous color. Color meanings.

Week 11: Role of texture in design. Role of signs, symbols, semiotics.

Week 12: Design principles. Golden ratio. Rule of thirds.

Week 13: Left brain/right brain activities. Principles of 3-dimensional design.

Week 14: Creative roadblocks and pathways. Perspective.

Week 15: Final exam and project presentation.

GENERAL ASSESSMENT CRITERIA AND METHODS OF EVALUATING STUDENTS

Letter grades (A, A-, B+, B, etc.)

The student's overall grade for this class is derived from a combination of online instructional activity, class participation, assignments, quizzes and exams, projects, and final project/final exam. A student's grade will be adversely affected by being tardy to class and by any unexcused absence. Only the instructor can authorize exceptions to class policies, deadlines or grades. Students must confirm (in writing) any exceptions to class policies or deadlines with the instructor. Class work is weighted as follows:

Grade Weighting		Grading Scales		
Course Area	%	Percent	Letter	Numeric
Course Area	%	93–100	A	4.00
		90–92	A-	3.70
Class Participation	10%	87–89	B+	3.30
		83–86	B	3.00
Homework	50%	80–82	B-	2.70
		77–79	C+	2.30
Midterm	20%	73–76	C	2.00
		70–72	C-	1.70
Final Project/Final Exam	20%	67–69	D+	1.30

Course Syllabus

		60–66	D	1.00
Total	100%	0–59	F	0.00

DEFINITIONS OF CRITERIA USED IN GRADING

Outstanding = A	Outstanding work, showing insight and demonstrating excellence in skill and craft. Work goes well beyond what is required
Superior = A-, B+	Superior work, shows clear understanding and thorough demonstration of skill and craft
Good = B, B-	Competent work, clear understanding, often showing creativity and good use of skills
Satisfactory = C+, C, C-	Adequate understanding, inconsistent demonstration of skills, some elements missing or problems with priorities
Unsatisfactory = D, F	Lacks understanding, inadequate amount of time and effort demonstrated, many missing elements, inconsistent participation, skill and craftsmanship not demonstrated

ATTENDANCE POLICY

Each faculty member takes attendance for each class period and posts it to the student's record through the portal. Once absences equal 20 percent of the total number of class meetings, faculty may lower the final grade for the course one full grade and may drop the grade again for each absence after the 20 percent has been reached. Students may review their attendance through the student portal under each course the student is enrolled in.

Students who do not attend during the first week of class may be subject to withdrawal. Brooks Institute may also withdraw any student who has not been in attendance for 14 consecutive days. However, the institute will withdraw any student who has had non-attendance for 35 consecutive days; this timeframe may be extended due to extraordinary circumstances that affect the entire student population. Students will be responsible for all financial obligations incurred if and when they are withdrawn for lack of attendance

Regular classroom attendance is not only an essential ingredient for academic achievement, but it is also a fundamental building block for success. As part of the course requirements, students must attend at least 80 percent of the scheduled time for each course in order to achieve satisfactory attendance. Students in any of the internship courses are required to complete all scheduled hours and record attendance throughout the scheduled course to achieve satisfactory attendance. Students who do not achieve satisfactory attendance may earn a failing grade on their transcripts and may be required to repeat the course. Absences will include tardiness or early departures. Students who are not in attendance for any portion of a class will accrue time absent calculated in percentage increments of 25, 50, or 100 percent of the class period as reflected on each daily roster. Students who have been absent from all their scheduled classes for more than 14 consecutive calendar days, not including scheduled Institutional holidays or breaks, and/or students who officially withdraw from all current courses may be administratively withdrawn from the Institution.

Course Syllabus

ACADEMIC INTEGRITY STATEMENT

Brooks Institute expects all students to exemplify integrity in all academic work. Brooks Institute will not permit students to engage in the following dishonest acts:

- **Cheating** – Cheating includes, but is not limited to, the following: using unauthorized notes, study aids, electronic or other devices not authorized by the instructor. Using or borrowing information from another person, or submitting someone else's work as one's own work including images and motion clips. Using work previously submitted for another purpose, without the instructor's permission, is prohibited. Duplicated use of copyrighted material in violation of federal copyright laws is prohibited.
- **Plagiarism** – Submitting as one's own work, in whole or in part, words, ideas, art, designs, text, drawings, images, motion clips, etc. that were produced by another person without attributing that person as the rightful source of the work. Plagiarism includes, but is not limited to: using words, word passages, pictures, etc. without acknowledgement; paraphrasing ideas without quotation marks or without citing the source.
- **Accessory to Dishonesty** – Knowingly and willfully supplying material or information to another person for the purpose of using the material or information improperly.
- **Falsification or Alteration of Records and Official Documents** - The following are examples of acts under this category, but the list is not exhaustive: altering academic records, forging a signature or authorization on an academic document, or falsifying information on official documents, grade reports, or any other document designed to attest to compliance with school regulations or to exempt from compliance.
- **Software Code of Ethics** – Unauthorized duplication of copyrighted computer software violates the law and is contrary to our organization's standards of conduct. Brooks Institute disapproves of such copying and recognizes the following principles as a basis for preventing its occurrence:
 - Brooks Institute will neither engage in nor tolerate the making or using of unauthorized software copies under any circumstances.
 - Brooks Institute will only use legally acquired software on our computers.
 - Brooks Institute will comply with all license or purchase terms regulating the use of any software we acquire or use.
 - Brooks Institute will enforce strong internal controls to prevent the making or using of unauthorized software copies, including effective measures to verify compliance with these standards and appropriate disciplinary measure for violation of these standards.
- **Communication Devices**-To maintain academic integrity and to eliminate distractions for other students the use of electronic devices in the classroom is dictated by the instructor.

Course Syllabus

CREDIT ASCRIPTION ADDENDUM

DES115 Visual Design - 3 semester credit hours

Type: Lecture/Studio

Credit Ascription – The amount of hours spent outside of class and the assignment alignment with Course Learning Objectives

Course Learning Objectives

1. Develop an aesthetic and rational awareness of design fundamentals.
2. Understand social, historical, cultural factors that influence design.
3. Apply basic design fundamentals in ideation and problem-solving in design activities.
4. Demonstrate basic aesthetic knowledge in creation and analysis of design work.
5. Competently present design solutions utilizing visual, verbal, graphical and/or written skills

The following indicates the **minimum** number of hours per assignment:

Week	Assignment Title	Homework Hours	Assignment Objectives
Week 1	Identity Square Peripheral/Foveal Vision	5 1	2,3,4,5 1,3
Week 2 and All Weeks	Idea Book	25	3,4,5
Week 3	Attractor Point Substructure	2	1
Week 4	Mess/Temple	4	1,3
Week 5	Line Substructure Line in Composition	2 5	1 1,3,4,5
Week 6	Shape Substructure Shape in Composition	2 5	1 1,3,4,5
Week 7	Gestalt Composition	6	2,3,4,
Week 8	No Assignment		
Week 9	Symmetry/Asymmetry	6	1,2,3,4
Week 10	For the Hock of It	6	1,2,3,4,5
Week 11	Color Within	3	1,2
Week 12	Collage	6	1,2,3,4,5
Week 13	15 Minutes of Fame	6	1,2,3,5
Week 14	Final Presentation	12	1,2,3,4,5
Week 15	No Assignment		
Total		96	