



FINE ARTS,
SCHOOL OF ARTS
& LETTERS
INDIANA
UNIVERSITY
SOUTHEAST

COVID-19 AND
OTHER
RELATED
INFORMATION

FAQ:
<https://fall2020.iu.edu/faq/index.html>

CORONAVIRUS EDITION FINA-S451
GRAPHIC DESIGN PROBLEM SOLVING
FINA-S452
BFA GRAPHIC DESIGN

FALL 2020
Tuesdays and Thursdays 13:15 – 16:15 P.M.

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Visit this link for information about health and more: <https://coronavirus.iu.edu/guides/students.html>

Campus updates about COVID-19: <https://www.ius.edu/campus-updates/>

Effective Monday, June 1, 2020, [IU Policy](#) requires all faculty, staff, students, contractors, suppliers, vendors, and visitors wear cloth face coverings in all hallways, elevators, public spaces, and common areas, and when entering all IU buildings. However, we are not meeting in our regular classrooms throughout the semester. Below are some checklist to go through:

- **COURSE FORMAT:** This course is conducted via synchronous online format for 13 weeks. We will all virtually meet via Zoom and we may alternate between meeting every week or as needed on Tuesday at 1:15 PM and Thursdays for discussion participations (w/O meeting as a class). Therefore, your virtual participation rather than attendance is emphasized. When you are required to participate in Discussions in Canvas and you are not able to, you should contact the professor ahead of time (at least a day) for an individualized plan/schedule. If you do not require the plan, your participation in Canvas, as expected, can be delayed but as long as you are in communication with the professor, your grade will not be affected.
- **COMMUNICATION METHOD:** You are encouraged to use IU email to communicate with the professor. For delivery of course instructions, we will use Canvas and Zoom.
- **OFFICE HOURS:** IU and the restart committee does not recommend in-person office hours. You may meet the professor via his [Zoom Office Hours](#) (Wed 10 AM – 12 noon) or email him at yeohk@ius.edu other alternative zoom hours.
- **HEALTH-RELATED ISSUES:** Do not hesitate to reach out if you experience any health or participation/attendance issues to work out individualized plans. Refer to the [policy on facemasks and social distancing](#) as well as the CRA agreement: Facial coverings are mandatory in campus buildings, and so they are required to be worn while in the classroom and during class (this only applies if you are physically at the campus).
 - *Failure to comply with these policies will be handled according to the Student Disciplinary Procedures that accompany the Code of Student Rights, Responsibilities, and Conduct and may result in academic sanctions, up to and including expulsion.*
 - You, as students, have the ability to [report](#) misconduct too.
 - Students should stay home when sick: If you become ill, please stay home to protect others from infection. Check out this site for [symptoms](#) of Coronavirus (COVID-19). Staying home also prevents the spread of flu and other diseases.
 - If students suspect they have become ill, they should report to [IU Health Virtual Visit](#). Follow instructions to download an app to find care and if they need to be tested. If a test is positive, students will receive guidance on quarantining themselves. If students prefer to be in contact with their personal doctor, they may do so. Please notify your instructors of illnesses.
- **ETIQUETTE:** During our virtual class meetings on Zoom, always sign in with the camera on and muted upon signing it. If you wish to speak, you are encouraged to raise your hand and wait for your turn before unmuting to speak. Please alert the professor if you can't have your camera turned on due to technical/Wi-Fi accessibility issues in the chat feature in Zoom.
- **OTHER EXPECTATIONS:** If you anticipate any disruptions contact the professor ahead of time (at least a day) or in the case of an emergency (no longer than a week after the incident).

- You are expected to keep a documented process showing evidence of the evolution of your ideas from sketches, refined sketches, and color explorations to final product collectively in a binder. You may also document screen shots showing your ideas as they evolve. These will be posted upon request on Canvas as part of completing your project.
- Unless specified, all exercises/projects are due at the beginning of the class at a designated date.
- Digital submissions are expected for every assignment, project, and discussion, unless specified differently.
- Due to the 13-week course timeline, opportunities to earn extra credits are impacted and may be offered depending on circumstantial factors. Discuss with your professor at least a month before the end of last class for special arrangements.
- You are expected to sign in before or on time, prepared with materials, and stay for the entire period. **The professor tolerates up to two truanancies and four delays throughout the semester.** Delay: Logging-on 20 minutes after virtual class started.
- The penalty for tardiness and absences are as follows:
 - 4th truancy** = $1^{1/3}$ letter grade reduction in your final grade (e.g. An 'A' becomes 'A-') [one drop]
 - 5th truancy** = $2^{1/3}$ letter grade reduction in your final grade [two drops]
 - 6th truancy** = A full letter grade reduction in your final grade [3 drops]
 - 7th truancy** = $1^{1/3}$ letter grade reduction in your final grade [4 drops]**Beyond those mentioned above,** equals an automatic failure of the course. If you expect an interruption in your schedule, notify the professor in advance. A doctor's note or a note from your employer will be considered a legitimate reason to be late or missing from class.
- Sending a notification email or an employer/doctor's note does not exempt you from your obligations.
- Turning in your project in absentia is not acceptable without prior approval.
 - Losing your work due to failed technology or media is not an excuse for late work as you are expected to develop an effective backup strategy for all your digital files.
- OTHER SUPPORT** Contact [IT Help Desk](#) for technology concerns due to faculty limitations to fix IT problems. Contact IT at [\(812\) 941-2447](tel:8129412447) and choose option #2 between 8 a.m. and 5 p.m., Monday through Friday, or email at helpdesk@ius.edu
 - Information on [Technology Labs](#): 24-hour computer lab on 2nd floor of UC South near the Help Desk. The Multipurpose Building has an outdoor hot spot for Wi-Fi access.
 - [IU Coronavirus \(Covid-19\)](#) web resource for general information on COVID-19 and IU's response
 - [IU Southeast Web Resource for Students](#) web resource with more specific information relevant to this semester at IUS
 - [Adult Student Services](#): 812-941-2650
 - [Disability Services](#): 812-941-2243
 - [Financial Aid Office](#): 812-941-2246
 - [Personal Counseling](#): 812-941-2244

GENERAL
COURSE
DESCRIPTION

Pre-requisite for FINA-S 451: S250 Graphic Design 1

Pre-requisite for FINA-S 452: Dept. consent and student must have gained acceptance into the BFA studio major. *As the class is a stacked course with essentially the same assignment, please note that B.F.A. students are expected to perform more rigorously due to the nature of the BFA expectations.*

This is an advanced and directed graphic design course designed to allow BA/BFA students the opportunity to further develop their design skills. As a form-giver to a message, product, or service in the broad scope of graphic design, aided by the flexibility to pursue and develop directed artistic and professional portfolios for their intellectual and creative processes, the students are assisted in learning how to think critically and to have a stake in defining and determining their projects. Due to the advanced nature of the course, a collaborative effort with prospective clients is encouraged to facilitate meaningful and real solutions to design issues. The course is supplemented by lectures, class discussions, readings, peer learning, and computer-assisted learning (YouTube and other online tutorials).

COURSE OBJECTIVES

- To allow students to self-identify opportunities, define, frame design problem, and to develop it into a refreshing and innovative portfolio piece.
- To foster an environment for students to proactively find a "direction" in navigating the many possibilities in the field of Visual Communication.
- To train the student to think independently and work collaboratively.

ASSESSMENT

A+ 100% - 98%	A 97% - 93%	A- 92% - 90%	
B+ 89% - 87%	B 86% - 83%	B- 82% - 80%	
C+ 79% - 77%	C 76% - 73%	C- 72% - 70% (Failing for Fine-Arts majors)	
D+ 69% - 67%	D 66% - 63%	D- 62% - 60%	F 59% - 0%

GRADING CRITERIA	Points
Participation <ul style="list-style-type: none"> - Attention to details which includes accuracy in spelling and grammar (5 pts) - Prepared and being pro-active in approaching the tasks (5 pts) - Demonstrates time management skills (5 pts) - Receives and processes feedback well (5 pts) - Reliable in completing assigned duties and tasks (5 pts) - Punctuality and overall attitude (5 pts) 	30 pts
Creative problem solving <ul style="list-style-type: none"> - How well visual and communication problems are identified (5 pts) - How well problems are solved using critical and design/creative thinking-analysis, open-mindedness, problem solving, organization, and communication (5 pts) - The ability to perceive patterns that are not always obvious (5 pts) - The ability to communicate one's idea effectively so that people can appreciate your creative idea (5 pts) 	20 pts
Typographic and visual elements <ul style="list-style-type: none"> - The choice of typeface(s) that aid in the effectiveness to convey information (5 pts) - Font selections, point size, line length, leading, tracking, kerning, alignment, etc. (5 pts) - The effectiveness of using visual elements such as line, space, color, texture, shape, and scale (5 pts) - Where relevant, the application of the principles of design such as balance, harmony, dominance, and rhythm (5 pts) <p>Some clarifications on terms. <i>Typography</i> is the style or appearance of text and it can also refer to the art of working with text. A typeface is a group of fonts that have similar features (book, medium bold, bold italic) while font refers to an individual member of a typeface. Times New Roman Bold is a font and it resembles all characteristics of other Times New Roman in the family. Each font is unique and special and they share the same typeface name.</p> <p>Another way to think of it is that <i>typeface</i> is the last name and <i>font</i> is the first name. Kerning is a term to describe the space between letters. Tracking describes the space between words.</p>	20 pts
Overall design aesthetic & craftsmanship <ul style="list-style-type: none"> - The overall impression of the work (5 pts) - Design sense and aesthetic (5 pts) - Quality of Work (5 pts) - Quantity of Work (5 pts) - Completion of the project or assignment (5 pts) - Craftsmanship &/or Quality of the final submission which also includes physical craftsmanship such as mockup (5 pts) 	30 pts
TOTAL	100 pts

PROFESSIONAL -ISM:

- Students actively contribute to critiques and class discussions by offering thoughtful perspectives and constructive criticism.

**STANDARDS OF
EXCELLENCE
FOR FINE ARTS
STUDENTS**

- Students demonstrate curiosity and enthusiasm for the discipline and subject matter of study.
- Students are willing and active learners and researchers who seek information for building context and content for artistic practice, and engage in scholarly discourse relating to the discipline.
- Students are committed to continuous self-evaluation and personal improvement.
- Students respond analytically and proactively to assessments given by faculty, advisors, or others by making changes to address legitimate concerns.
- Students actively solicit feedback for purposes of making quality improvements to work and practice.

**IUS ACADEMIC
DISHONESTY**

The Student Code of Conduct prohibits activities and prescribes penalties for academic dishonesty. According to Indiana University Southeast Policy, adopted by the President's Cabinet and printed in the IUS Student Handbook, students found guilty of any form of academic dishonesty, including (but not limited to) cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion, may receive an F on the project and/or an F in their course(s) from the instructor and may be suspended from the university by the administrative action. Furthermore (where applicable):

- The work you submit for assessment in this course must be your own individual work (or of your group, if applicable).
- Works from other classes may not be turned in as a substitute. If violated, you may receive an F for the project.
- Submission in absentia is prohibited without prior arrangements. If violated, you may receive an F for the project.
- It is your responsibility to familiarize yourself with university and school policies and to uphold the values of academic integrity such as the Standards of Excellence for Fine Arts Students.

In each Fine Arts area, there are specific ways for students to appropriately acknowledge the role of others' words, images, concepts, or ideas in their projects and coursework. Familiarize yourself with the IU Cheating and Plagiarism policy [here](#), and talk with your course instructor about best practices to responsibly use and credit sources. **More about cheating and plagiarism here** <https://policies.iu.edu/policies/aca-72-cheating-plagiarism/index.html>

**FINE ARTS
GRIEVANCE
POLICY**

If you have any issues or concerns pertaining to this course, you must discuss it with the instructor first. If you are unable to reach a resolution, you may then contact the Area Head. (For Graphic Design, you may contact Kok Cheow Yeoh: yeohk@ius.edu.) If the issue remains unresolved, contact the Fine Arts Coordinator before taking the matter further to the Dean of the School of Arts and Letters.

SCHEDULE

Anticipate the schedule below to change as we progress because they are guidelines to anticipate changes as we progress along...

[S] synchronous [A] asynchronous sessions are indicated by the two alphabets and colors.

Project 1 - SOCIAL ACTIVISM CREATIVE PLACEMAKING	WEEK 1	
	<i>Tue</i>	<i>Thu</i>
	8/25 [S]	8/27 [S]
<p>About The first project is about placemaking. It is a civic engagement where different stakeholders like artists, designers, neighborhoods, and organizations convene to shape their communities. It is an opportunity to extend our practice outside of the studio/classroom and to think differently about our role as designers/students who mainly service the commerce/our own goals. We will reimagine vacant spaces through ____ ((something related to design, typography for e.g.)). In other words, integrating a design-centric approach to activate a public space that will benefit a neighborhood.</p> <p>Objectives</p> <ul style="list-style-type: none"> - To train students to take on projects based on their ethical concerns and a sense of social responsibility. - To broaden the horizon of design thinking which allows the students to integrate other stakeholders and dimensions of design. 	<p>Intro to course. Syllabus explained. Self-introduction. Sign and email the release form.</p> <p>Assigned reading, download a copy and browse through for a quick grasp of the concept of placemaking https://www.arts.gov/publications/how-do-creative-placemaking (p. 203).</p> <p>Q&A about the project. Students come to an understanding of the project. Propose some ideas during the zoom class.</p> <p>Complete a design brief to narrow the project down.</p>	<p>Completed design brief posted on Canvas before class begins.</p> <p>Live zoom discussions of ideas.</p> <p>Possibly, critique of sketches (depending on progress).</p> <p>Continue to develop the idea or refine it during zoom class.</p> <p><u>To do:</u> Divide the project into stages.</p> <p>Students to manage the progress. Build a timeline into the brief.</p>
	WEEK 2	
	9/1 [A]	9/3 [S]
	(BUFFER CLASS) The professor available to answer questions, provide feedback for your design. Log in to chat via Zoom.	Class convenes in Zoom to present each other's work so far. Feedback provided.
	WEEK 3	
	9/8 [S]	9/10 [S]
	<p>Continue to work on ideas.</p> <p>May be arranged as a staggered class.</p>	<p>Class convenes in Zoom to present each other's work so far. Feedback provided.</p> <p>Makes changes to finalize as much as possible for the next class.</p>
	WEEK 4	
	9/15 [S]	9/17 [S]
	Present an almost complete project during a Zoom session for feedback.	<p>Class presentation.</p> <p>Deliverables:</p> <ul style="list-style-type: none"> - Documentation from start to finish in a PDF file (neatly) - A presentation poster measuring 24" x 36" or a short animation (shorter than 1 minute) <p>Explanation of next project.</p>
Project 2 - INFOGRAPHICS EXPLAINING WITH GRAPHIC DESIGN	WEEK 5	
<p>About The idea of data visualization is to communicate complex data into information that can be easily understood in visual forms.</p>	9/22 [S]	9/24 [S]
	<p>Project assigned and explained.</p> <p>Lecture about the different types of infographics:</p> <ul style="list-style-type: none"> - Timelines - Venn diagram 	<p>Input from classmates and the professor in Canvas' "Discussion" in a live zoom session.</p> <p>Continue working to complete the assignment.</p>

<p>This semester, we simplify the direction of this project by focusing on styles developed by Nigel Homes. Propose a topic that is dear to your heart. Otherwise, the default is COVID-19 (how to wear a mask, dispose of it, the different types of masks, why one should wear a mask, etc). The end result of this project is a 24" x 36" poster. The purpose is to allow you to present a hypothetical project to a group of stakeholders. Your poster must be visually pleasing with succinct information.</p>	<ul style="list-style-type: none"> - Anatomy - Comparisons (usually side by side) - Processes and How-to's - Lists - Maps <p>Researching for ideas and identify a topic to create infographics for. Determine the format – animation or poster.</p> <p><u>To do:</u> Post ideas/sketches in Canvas for feedback.</p>	<p>Graphical elements to consider:</p> <ul style="list-style-type: none"> - Contrasting colors for background and foreground - Oversized icons - Shapes: Circles, squares, rectangles, arrows - Brush strokes - Typography
<p>For extra credits (5 extra pts added to this project) you may wish to create an animation using the GIF format or other alternatives like Adobe After Effects where sound and other effects can be added.</p>	WEEK 6	
	9/29 [A]	10/1 [S]
<p>Objectives</p> <ul style="list-style-type: none"> - To make information accessible by distilling information into a visually-based format for easy comprehension through a combination of timelines, Venn diagram, anatomy, comparisons, processes lists or maps. - To create compositions using design elements to communicate information. - To learn how to prioritize information hierarchically through sizing and placement of graphical elements in the composition. 	<p>Laying out your composition in a poster format (horizontal/vertical). Get work as finished as possible for the next class' crit.</p>	<p>Present (work-in-progress) for Zoom crit. Refine work based on feedback. Assigning time slots for next class.</p>
	WEEK 7	
Project 3 - BRANDING FOOD TRUCK	10/6 [S]	10/8 [S]
	<p>Present an almost complete project at allocated time slots for each student for a one-on-one.</p>	<p>Class presentation.</p> <p>Deliverables:</p> <ul style="list-style-type: none"> - Documentation from start to finish in a PDF file (neatly) - A presentation poster measuring 24" x 36" or a short animation (shorter than 1 minute) <p>Explanation of our next project.</p>
<p>About</p> <p>This branding project is than about wrapping a food truck with a visual message as we will also delve deep into other applicable touchpoints that will compliment and complete look and feel for a food truck. You will think of a unique selling point via a tagline, simplified identity system, and a choice of your touchpoint for a hypothetical food truck.</p> <p>Explore typefaces, typographical details such as font size, kerning, tracking, colors, and so forth. You will also explore how colors as well as other relevant imagery (or pattern) can enhance our perception about the food sold in this food truck.</p>	WEEK 8	
	10/13 [S]	10/15 [S]
<p>Objectives</p> <ul style="list-style-type: none"> - To learn about aspects of branding where styling and consistency are 	<p>Analyzing forms on RGD. Pick 3 of the 18 forms.</p> <p>Decided on the type of food and name of business. USP. Demographics. Due today.</p> <p>Fast Food Truck floor plan and pricing: http://fastfoodtruck.com/videos/</p> <p>Researching online to find a food truck for digital mockup.</p> <p>Some inspirations: Design Womb</p> <p><u>To do:</u> Create at least 20 sketches of logo for next class and post three best on Canvas for asynchronous class crit.</p>	<p>3 best logo sketches posted on Canvas before the beginning of class.</p> <p>Feedback from classmates and the professor.</p> <p>Make changes and repost for the next class 10/20.</p> <p><u>To do:</u> Think of at least three taglines for the next class.</p>
	WEEK 9	
	10/20 [S]	10/22 [A]
	<p>One refined logo decided and created. Tag line selected.</p>	(BUFFER CLASS)

<p>important elements to generate recognizability.</p> <ul style="list-style-type: none"> - To learn about how an idea can be expanded from a logo to other touchpoints 	<p>Expand logo, tagline and other graphical elements into the truck layout. Search for digital mockup. Truck to include at least one side, front and back.</p> <p>Decide on the most relevant and useful touchpoint for the food truck.</p>	<p>Professor is available to answer questions, provide feedback for your design. Log in to chat via Zoom.</p> <p>Continue working to complete the assignment.</p>
	WEEK 10	
	10/27 [S]	10/29 [S]
	<p>Present almost complete (work-in-progress) for live feedback from class and professor.</p> <p>Make alterations to turn in on Canvas on 10/29.</p>	<p>Post these deliverables to Canvas:</p> <ol style="list-style-type: none"> 1. Completed 3 of the 18 forms from RGD. 2. Completed truck mockup (side, front, and back) with logo, tagline, and graphical elements 3. A touchpoint of your choice.
Project 4 – LEARN FROM GD MASTERS ART AND DESIGN PRINTS		WEEK 11
<p>About</p> <p>You will be assigned a short reading from <i>The World Book of Happiness</i> (Publisher: Page One, ISBN: 978-275-243-7). Drawing inspirations from the article, create a 24" x 24" art and design print (digitally). By its nature, art and design prints hover between posters meant to inform or challenge (using images and type) and prints which are mostly decorative in nature. This project is an opportunity for you to explore your artistic stylizations and graphical simplifications. Add the hashtag #happy discreetly at the lower side of the print.</p> <p>For this semester, we will learn by drawing inspirations from Canadian designer, typographer, writer, and illustrator, Marian Bantjes.</p> <p>Some inspirations: https://eatsleepdraw.com/</p> <p>https://community.amplifier.org/campaign/global-open-call-for-art/</p> <p>https://www.typographicposters.com/posters</p> <p>Objectives</p> <ul style="list-style-type: none"> - To enhance the students' creativity by getting inspirations and insights from a highly successful graphic designer. - To create designs that consider spacing, colors, and alignment. - To provide introspection where the students can reflect on their own design methods. 	11/3 [S]	11/5 [S]
	<p>InDesign for layout explained and demonstrated.</p> <p>Live presentation on Zoom. Watch video of Marian Bantjes.</p> <p>Researching Bantjes' work and pairing her styles to match the story you are assigned.</p> <p>Create 15-20 sketches of art and design prints. Decide on the size. Pick the best three sketches.</p>	<p>3 of your best sketches uploaded in Canvas for a live crit via zoom.</p> <p>One sketch will be finalized to move forward. Make changes to your idea from feedback.</p>
	WEEK 12	
	11/10 [A]	11/12 [S]
<p>(BUFFER CLASS)</p> <p>Professor is available to answer questions, provide feedback for your design on Zoom.</p> <p>Ideas finalized on the computer. Continue working.</p>	<p>Post work in progress on Canvas for live feedback with Zoom.</p> <p>Finalize as much as possible for the next class.</p>	
WEEK 13		
11/17 [A]	11/19 [S]	
<p>Presenting your completed project (if possible) for some revisions.</p> <p>Live Zoom sessions.</p> <p>Make changes where necessary.</p>	<p>Work due before the beginning of class. Upload the following deliverables to Canvas:</p> <ul style="list-style-type: none"> • Documented work from start to finish • Art and design-inspired print measuring 24" x 24" (horizontally or vertically) at 300 dpi PDF. 	

Please turn over

Photo, Video, and Audio Consent and Release Form

IU Communications (812) 855 - 5121 communications.iu.edu

I have received, read and agree to abide by the terms and condition of the Syllabus as well as the Fine Arts Disposition Code (FADC). I, the undersigned, also acknowledge that information related to the course requirements have been explained by the professor and I understand that it is my responsibilities as a student to meet the requirements outlined and will accept the consequences if my choices and actions lead to the final consequences or outcome.

I authorize The Trustees of Indiana University ("IU"), acting through its agents, employees, or representatives, to take photographs, video recordings, and/or audio recordings of me, including my name, my image, my likeness, my performance, and/or my voice ("Recordings"). I also grant IU an unlimited right to reproduce, use, exhibit, display, perform, broadcast, create derivative works from, and distribute the recordings in any manner or media now existing or hereafter developed, in perpetuity, throughout the world. I agree that the Recordings may be used by IU, including its assigns and transferees, for any purpose, including but not limited to, marketing, advertising, publicity, or other promotional purposes. I agree that IU will have final editorial authority over the use of the Recordings, and I waive any right to inspect or approve any future use of the Recordings. I acknowledge that I am not expecting to receive compensation for participating in the Recordings or IU's future use of the Recordings.

I have read the entire Consent and Release Form, I fully understand it, and I agree to be bound by it. I represent and certify that my true age is at least 18 years old, or, if I am under 18 years old on this date, my parent or legal guardian has also signed below.

Location of Recordings:

Date (s) of Recordings

Participant signature:

Date: / /

Participant's Printed Name:

Address:

City:

State:

Zip

Phone:

Email:

If participant is under 18 years old, then his/her parent or guardian must sign below.

Parent/Guardian's signature:

Date: / /

Parent/Guardian's Printed Name:

Course contract and signature

I have received, read and agree to abide by the terms and condition of the Syllabus for S452 BFA GD as well as the Fine Arts Disposition Code (FADC). I, the undersigned, also acknowledge that information related to the course requirements have been explained by the professor and I understand that it is my responsibilities as a student to meet the requirements outlined and will accept the consequences if my choices and actions lead to the final consequences or outcome. I also give Professor Yeoh permission to use my work for future publications on web-based or print for purposes of promoting the Department of Fine Arts, School of Arts and Letters or the Indiana University Southeast, New Albany, Indiana.

Print name:

Student signature:

Date: