

Graphic/Web Design Course Syllabus

Graphic/Web Design II

Teacher: Sean Ahasteen

E-mail: seana@wrschool.net

Course Description: Students have advanced work knowledge of various software applications (such as Illustrator, and Photoshop), web design, image editing, drawing and graphic animation. Advertising and marketing projects coordinate technical skills with organization, management, communication, ethics and teamwork.

Instructional Philosophy: Students will be given challenging real world projects and assignments typical of the graphic design industry. High quality work is expected and students will be given opportunities to redo work until it meets standards specified during instruction. Classroom activities will include reading, research, projects, and problem solving. Students will often work in teams, but will be expected to complete individual assignments in relation to the team's work. Assessment methods will include written exams, tests, and quizzes; oral and written research reports; reading assignments; and projects.

Course Goals:

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

- Identify and use the Elements and Principles of Design in a decisive fashion
- Identify the numerous careers which are available
- Evaluate designs (your work and others) for audience, meaning and effectiveness
- Distinguish between the types of graphic images used
- Understand and use color to communicate ideas to others
- Understand the principles of graphic placement
- Use typography effectively in a design
- Utilize Adobe Photoshop to edit photographs and create artistic imagery
- Utilize Adobe InDesign to create publications such as advertisements and brochures
- Utilize Adobe Illustrator to create vector images to be used for company logos, promotional uses or personal work, both in print and digital form
- Explore the field of Marketing, Social Media and Advertising

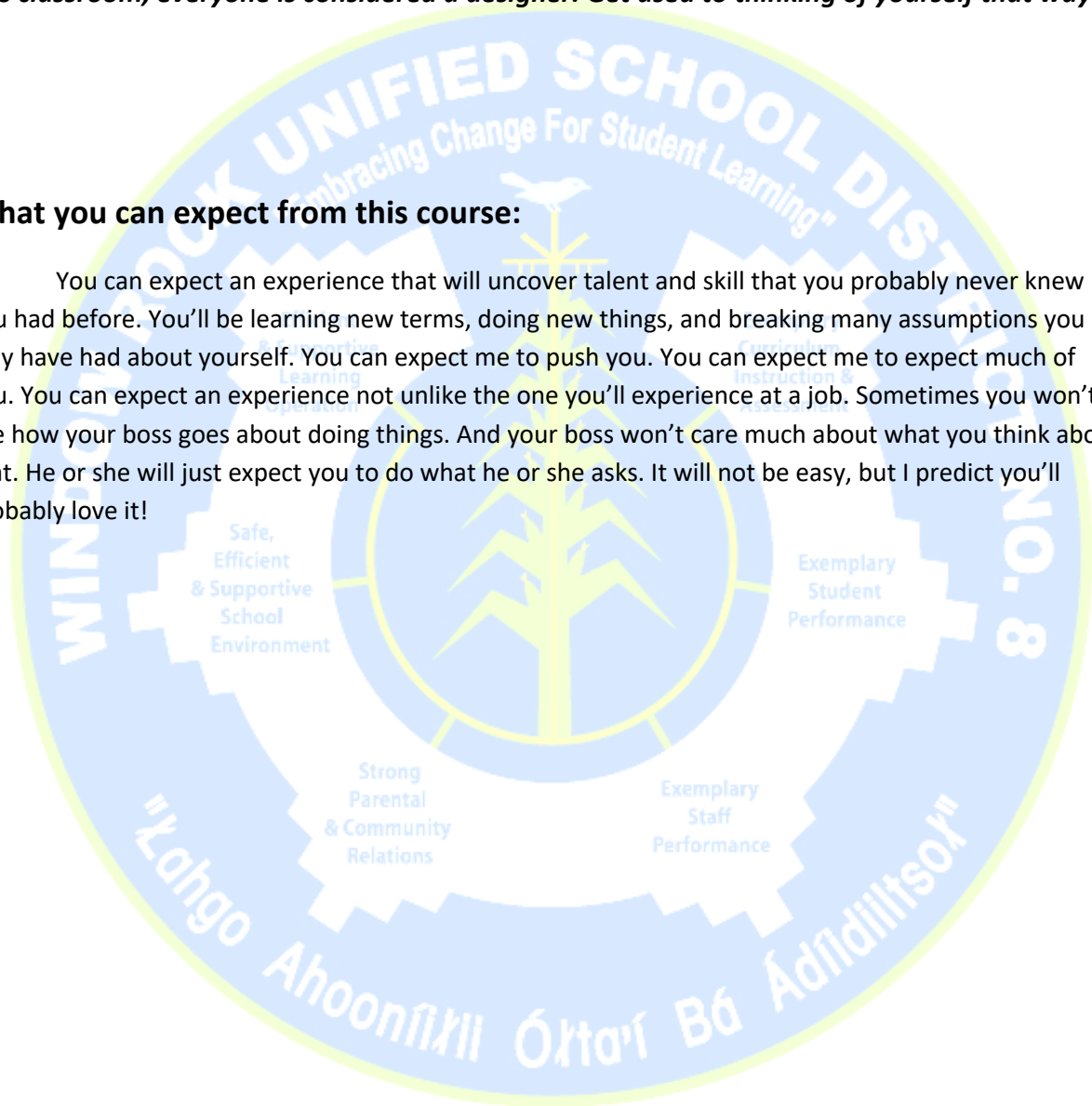
- Create an e-portfolio

Determine Goals – What Do I Expect?

- ▶ Attention to and participation in classroom discussions/exercises
- ▶ Every effort to assist others (and myself) in learning/utilizing various techniques
- ▶ To have *fun* learning and exploring the capabilities of graphic design while gaining insight to a career in graphic design. ***I love to hear your ideas and comments and see your creative side – take chances with your work and think outside the box. Since everyone learns about design in this classroom, everyone is considered a designer. Get used to thinking of yourself that way!***

What you can expect from this course:

You can expect an experience that will uncover talent and skill that you probably never knew you had before. You'll be learning new terms, doing new things, and breaking many assumptions you may have had about yourself. You can expect me to push you. You can expect me to expect much of you. You can expect an experience not unlike the one you'll experience at a job. Sometimes you won't like how your boss goes about doing things. And your boss won't care much about what you think about that. He or she will just expect you to do what he or she asks. It will not be easy, but I predict you'll probably love it!



Technology Expectations:

1. Students will use the computers/technology as instructed to do so by the teacher. Students are permitted to use the device at home. Students are responsible for bringing it to school every day, fully charged.
2. Problems with technology are not an acceptable excuse for late submission of student assignments. Students MUST assume that technology will fail at some point. Students cannot and should not assume that everything will go smoothly when it comes to the internet, e-learning course management tools, and computers. It is incumbent upon students to PLAN AHEAD and not leave their projects/assignments for the last possible moment
3. Students will secure the device when it is out of their sight. The device should not be left in an unlocked locker, a desk, or other location where someone else might take it. Students will be responsible for replacement cost of the device.
4. Students will treat the computers/technology with respect. Do not write or draw on the device for apply any stickers or labels. Handle the device carefully and ensure others do the same. Students will keep device out of places with extreme temperature or limited ventilation (e.g., in a car) for an extended period of time.
5. No Right to Privacy. The devices are District property; therefore, the District may examine the devices and search their contents at any time for any reason. Neither students nor parents/guardians have any right to privacy of any data saved on the device or in a cloud based account to which the device connects. Personal devices will be subject to the District Student Technology Agreement policy found in the Student Rights and Responsibility Handbook.

Inappropriate Use of the Internet:

In my class, the web is to be used only as a resource in getting our work done. Gaming, music/video streaming and pornography will be dealt with swiftly. Going to these kinds of sites can and will jeopardize your future use of the computer. These sites or apps include Facebook, Instagram, Twitter, Vine, Snapchat and Photobooth. **Violating this rule will affect your class participation grade under AZ Workplace Employability Skills standard 4.E**

If I direct you to cease an online activity, you must rise from your seat and calmly walk away from the computer. Any attempt to “hide your tracks” will be treated 100% as if you have broken the rules.

Course Outline:

Program Area: Orientation

- Students will go over Course outline, Syllabus, Materials needed of class and proper paperwork to take class.
 - ❖ Communication Media Tech Fundamentals Course outline
 - ❖ Communication Media Tech Fundamentals Syllabus
 - ❖ Communication Media Tech Fundamentals Materials need by student or supply list
 - ❖ Communication Media Tech Fundamentals classroom consent form for filming or picture taking

Program Area: Graphic Design Industry

- Graphic Design industry through magazines, internet, etc. We begin to talk about audience.
 - ❖ History of Graphic Design
 - ❖ Future of Graphic Design

Program Area: Safety

- Students will go over basic knowledge of safety measures.
 - ❖ Computer health and safety
 - ❖ Ergonomic in the work environment
 - ❖ Bloodborne pathogens
 - ❖ Preventing Sexual Harassment
 - ❖ Social Media safety
 - ❖ Network safety
 - ❖ Slip, trips and falls
 - ❖ Ladder safety
 - ❖ Eye protection
 - ❖ Electrical Safety
 - ❖ Fire & Fire Extinguisher safety
 - ❖ OSHA Safety Signs
 - ❖ Teenage Work Rights

Program Area: Basic equipment

- Students use multimedia elements to create projects with graphic design software. The use of each piece of equipment would be tied to a relevant graphics project.

- ❖ Computer
- ❖ Scanner
- ❖ Camera
- ❖ Digital tablet
- ❖ Printed

Program Area: Elements of Design

- Students learn a more detailed working knowledge about design elements through projects such as; creating examples of color schemes using graphic software and creating an original alphabet based on a theme. Each project includes self reflection and a peer review.

- ❖ Color
- ❖ Line
- ❖ Shape
- ❖ Space
- ❖ Texture
- ❖ Value

Program Area: Principles of Design

- Students learn a more detailed working knowledge the principles of design through projects such as; posters, creating original designs that reflect an emotion, magazine covers, product ads, cereal box prototypes, candy wrappers etc. They do a self reflection on their projects and a peer review. Some projects include a presentation to the class.

- ❖ Balance
- ❖ Contrast
- ❖ Emphasis/Dominance
- ❖ Harmony
- ❖ Movement/Rhythm
- ❖ Proportion
- ❖ Repetition/Pattern
- ❖ Unity

- ❖ Variety

Program Area: Typography

- In teams students create a business proposal and create branding for that business including a commercial and magazine ad. They present the product to the class.

- ❖ Anatomy of a letter
- ❖ Typefaces
- ❖ Typographic Measurement
- ❖ Typographic Standards
- ❖ Typographic Guidelines

Program Area: Creating images for print & web

- Students learn when to use particular image formats for individual projects. They create collages, logos, cd covers, etc. Each project includes self reflection and a peer review.

- ❖ Formats
- ❖ Resolution
- ❖ Raster Vs Vector

Program Area: Editing Images

- Students use images scanned and from the internet to create projects while learning to cite sources And understand whether or not they can legally use the image.

- ❖ Ethics
- ❖ Copyright laws

Program Area: Leadership

- Students will participate in leadership activities such as: perfect attendance, school involvement, volunteering in the community as well as performing other leadership tasks within the classroom, school and community.

Assessments:

Projects/Daily Work	75%
Participation	15%
Leadership	10%

Participation Points will not be added to the grade book until quarter and semester grades.

Grading System:

All work will be graded on a 4 point scale. There are no points or percentages for assignments, but rather

grade points from 4.0 – 0.0.

4 – OUTSTANDING

Performance at this level demonstrates an in-depth understanding of content and concepts. These students make connections amongst ideas that go well beyond the obvious, solve challenging problems with efficient and innovative strategies, communicate complex ideas insightfully, effectively and creatively.

3 – PROFICIENT

Students at this level demonstrate strong, solid achievement in grasping content and concepts. They display command of essential concepts, skills, and processes and make important connections between central ideas.

2 – DEVELOPING

Performance at this level demonstrates partial command of essential concepts, skills, and processes.

With some direction and guidance the student can obtain a complete command of the desired goals.

The communication of what they understand is adequate but sometimes rudimentary or incomplete.

1- UNDER ACHIEVEMENT

Students at this level are failing to apply basic skills and effort to their assignments.

3.7 - 4.0 = A	– 2.3 = C
3.5 – 3.7 = A-	1.8 – 2.0 = C-
3.3 – 3.5 = B+	1.3 – 1.8 = D+
3.0 – 3.3 = B	1.0 – 1.3 = D
2.7 – 3.0 = B-	0 – 0.9 = F
2.3 – 2.7 = C +	

Equivalency Credits: 1.0 Visual & Performing Arts or Occupational Education

Participation Points:

4 points

1. On time to class
2. All materials ready for class
3. Participate entire class

2 points

1. Excused absence with admit
2. Tardy to class
3. Late Work

0 points

1. Unexcused absence
2. No materials for class
3. Disruptive or off-task behavior

Points will be subtracted for disruptions or off task behavior. It will be assumed that you are having a hard time and you need a reminder to respect the classroom environment. A verbal reminder of the appropriate behavior will be give to you. It will be your signal that you are in charge of your own behavior. If you choose to continue to disrupt the class however, you will be asked to move seats. If

you can manage to get back on track, there will be no consequences. Further disruptions to the learning environment may require extra time in practicing appropriate classroom behaviors before or after school.

Late Work:

Work will be accepted one week after the published due date if prior arrangements have been made with Mr. Ahasteen. After that time late work will NOT be accepted for credit. If you are sick, check with Mr. Ahasteen

Tardy Policy:

Arriving late to class. Truancy laws apply. Students who are late to class will be rounded up and placed in ISS to retrieve a tardy pass to class. Students who are habitually tardy; i.e. two or more per day, five over a two week period will be given a referral. There will be no tardy passes coming off lunch; all students are expected to be their class on time. Offending students will be placed in ISS for the duration of the class period.

- 1st offense: Warning /call or letter home
- 2nd offense: ISS/Call or letter home
- 3'd offense: 3 days ISS/call or letter home
- 4th offense: 2 days OSS/SAT meeting upon re- entry/contract
- 5th offense: 3 days OSS/review contract upon re-entry
- 6th offense: Referral to hearing authority/recommend long term or expulsion

Take Home Portion:

Student understanding:

I recognize that I have read Mr. Ahasteen's Graphic Design Syllabus. I understand it and agree to its terms and conditions. I recognize that through the syllabus document, we're entering into an education contract with he as the instructor and me as the student. I have also reviewed these terms and conditions with my parents and/or legal guardians.

Student Name (printed) _____

Student Signature / Date _____

Parental understanding:

I have read and reviewed Mr. Ahasteen's Graphic Design syllabus with my teen and feel confident that he/she adequately understands his/her responsibilities in regard to this course. We have had an opportunity to ask questions regarding his policies and hereby accept the terms of this syllabus.

Parent / Guardian Name (printed) _____

Parent Signature / Date _____

Please return to Mr. Ahasteen no later than August 19th, 2022

Parents: If you have any questions, please do give me a call. If you reach me during class hours, please leave me your phone number and I'll call you back.