

Teacher: Mrs. Theresa Smith

Course Name: Graphic Design 1-2

Days: Monday – Friday

Textbook: *Graphic Design Basics* by Amy E. Arntson

Room: F-218

Teacher's email: thsmith@pvschools.net

Course Number: 325

Periods: 2nd, 6th or 7th; 55-minute class period

Materials Needed: Separate section in 3-ring binder

Pinnacle High School: Fall 2016 – Spring 2017

Course Description

Graphic Design 1-2 is an introductory level course, which exposes students to the fundamentals of graphic design (visual communication), and provides them with hands-on experience using industry-standard technology. Additionally, this course familiarizes students with the profession of visual communication (graphic design) and prepares interested students in their pursuit of potential careers in the creative and growing visual communication industry. Throughout the course, students will apply basic design concepts—utilizing relevant technology—to authentic graphic design projects. This process will help students develop a skill-set rich in critical thinking, logic, organization, communication and problem solving.

At Pinnacle, Graphic Design 1-2 students will execute design projects using Adobe Photoshop CS5 and Adobe Illustrator CS5, using Macintosh computers. No prior experience with the subject or technology is required. **Course fee: \$25**

Course Objectives

- To develop basic skills and knowledge in visual language.
- To apply acquired skills and knowledge in the methodologies of visual communication through various projects and assignments.

Grading Standards

Grades for this class will be primarily based on the following 3 factors:

- 1.) Ability to Follow Directions — that is, how well the project's guidelines and/or client's requests are satisfied.
- 2.) Craftsmanship — that is, how well the project is made.
- 3.) Creativity — that is, the quality of ideas and utilization of design concepts.

Grades of **A's** and **B's** will be earned through sustained hard work and accomplishment in all three areas. **C's** are typically earned simply for fulfilling the minimum requirements. Those who struggle or fail to attain the course curriculum will earn **D's** and **F's**.

Attendance in this class is immensely important to a student's success. Students who fall behind may find it hard to catch up. If you have any questions about how you are doing in the class, or if you are having difficulty understanding the material, please feel free to talk to me individually. It will be extremely difficult for me to seek you out.

Pinnacle's online Infinite Campus grade book can be found at: <https://ic.pvschools.net/campus/paradisevalley.jsp>. It is recommended that students and parents check grades on a weekly basis.

Grading Scale	90% – 100%	A
	80% – 89%	B
	70% – 79%	C
	60% – 69%	D
	Less than 60%	F

Deadlines

All assignment deadlines are mandatory. Late assignments will **not** be accepted for credit. Make-up assignments that become late will **not** be accepted for credit. Students must make-up any assignments missed due to an excused absence **within** the allotted time frame. Additionally, deadlines on long-range assignments will not be extended due to an absence(s)—excused or otherwise.

Attendance

All of Pinnacle's design courses are fast-paced, technology-driven courses. Attendance is crucial to a student's success in any of the design classes, as each new lesson builds on the previous lesson(s)—much as in the case of a math class, for instance. Students who are absent run the risk of missing crucial in-class demonstrations and lectures that, unfortunately—due to time constraints and logistics—cannot be recreated for any given student.

Absence Policy:

If a student is absent, and the absence is excused through the attendance office, that student may make-up any missed in-class assignments, homework or tests for full credit. A student returning from an excused absence will have an extra amount of time—**in the form of open labs**—to complete work assigned during the absence **equivalent to the number of days absent**. If a student is

absent, and the absence is unexcused (truant), that student will **not** be allowed to make up any missed in-class assignments, homework or tests for credit. Due to time constraints and logistics, students will not be granted class time in which to complete make-up work.

Tardy Policy:

It is imperative that students arrive to class on time, as instruction starts once the tardy bell has stopped ringing. It is *my* policy that each student will be allowed 3 “free” unexcused tardies **per semester** (*not* quarter). Upon accruing the 4th unexcused tardy, a tardy referral will be generated in the student’s name and submitted to the Attendance Dean, who—in turn—will assign lunch detention(s) and/or suspension. Again, this is *my* tardy policy, so be sure to make yourself aware of the tardy policies of each of your other teachers.

Open Labs

The F-218 Mac lab is open daily before school (6:45–7:30am) and daily during lunch in order for students to work. This “open lab” time is an excellent opportunity for students needing additional time *outside* of the class period in order to complete projects. **Open labs are also the time during which students returning from excused absences will be given an extra amount of time to complete “make-up” assignments equivalent to the number of days absent.** Please Note: The lab is closed after school.

About this Class

- Due to the computer technology needed to complete assigned projects, all PHS design courses are low in homework. However, students can anticipate working the entire 55-minute class period on a daily basis.
- Students will hand-in project files electronically and/or in the form of hardcopy. Again, late submissions will **not** be eligible for credit.
- Students will be able to *temporarily* store **school appropriate** files on Pinnacle’s server and on a teacher-issued USB flash drive, and *permanently* store files by burning them to CD or DVD—all of which will be provided to students out of class fees.
- Graphic Design students will be able to print out portfolio quality hardcopy of their projects—the supplies for which will also come out of class fees.

Computer Use & Care

Since this class is conducted in a computer lab containing fragile and expensive technology, students will be required to behave in a safe and responsible fashion. Intentionally misusing or destroying equipment will result in removal from the class. Please immediately report to the teacher any broken or malfunctioning equipment that you encounter, so that it can be repaired or replaced quickly. Additionally, students are encouraged to always save his or her **school appropriate** files to their personal folder on the school’s CTE server—since it is password protected, it is the *most* secure place to save files. **Note: Anything saved to the hard drive or on the desktop is 1) not password protected and 2) will be deleted upon restart of the computer.**

Copyright Infringement & Image Appropriateness

In this class, students will modify images and create designs using industry-standard technology. The following two points address the appropriate creation and content of images and designs for this class:

- To plagiarize or to commit copyright infringement is to take the ideas, writings, images, and so on, from a source (classmate, book, Web site, etc.) and try to pass them off as originals. Cheating, plagiarism and copyright infringement will not be tolerated. Students who are caught cheating on an assignment, project or test, or plagiarize or infringe upon someone else’s intellectual property, will receive zero credit for that assignment, project or test, and the parent(s) will be notified. **My advice to design students? Please make absolutely sure that all of your design projects are 100% the product of your own mind and hand.**
- Additionally, student-generated images and designs that are violent in nature, sexual in nature, contain drug, tobacco or alcohol references or profanity, or are deemed offensive and inappropriate in ways not listed, will result in an automatic conduct referral and possible suspension. Each student must be responsible and make sure that the images he or she chooses to modify, and the designs he or she chooses to create, in this **public high school computer lab** are appropriate to this environment (a high school level class) and for this audience (consisting primarily of minors).

Classroom Rules

1. Follow directions the first time they are given.
2. Do not talk while the teacher is speaking.
3. Do not use offensive or inappropriate language.
4. Be in the classroom **before** the tardy bell **STOPS** ringing.
5. Food, drinks (including water) and gum are not allowed in this computer lab.
6. All cell phones, music devices (MP3 players, etc.), and electronic games must be turned off and put away **BEFORE** entering the computer lab.

Music Policy

To be discussed.

Seating Chart

There is assigned seating in this computer lab. Since I want students to work with the same computer as often as possible, I create a seating chart that can be adhered to for the entire semester—if not year. The benefit from having an assigned computer is that each student can immediately report to the teacher any broken or malfunctioning equipment or software he or she encounters, so that it may be repaired or replaced as quickly as possible.

Food & Drinks

Since this class is conducted in a computer lab brimming with thousands of dollars worth of expensive and fragile **electronic** equipment, food, drinks and gum are **NOT** allowed. This policy includes bottled water.

Cell Phones

*****All Students must turn off—and put away—their cell phones before entering the F-218 classroom.*****

These are the consequences implemented when a student is found accessing or using a cell phone inside the classroom, during class time (for example, texting, “turning off the ringer,” accessing the Internet, and so on):

- **1st Infraction:** Verbal warning.
- **2nd Infraction:** A conduct referral is generated in the student’s name and submitted to Administration, parents are notified and student loses ability to submit unused restroom passes for extra credit at the end of the quarter.
- **3rd Infraction & Beyond:** A conduct referral is generated in the student’s name and submitted to Administration. (Don’t forget: once a student accrues 5 conduct referrals, he or she is no longer eligible for a PHS parking pass.)

Additionally, if a student is found accessing or using a cell phone during class time while a test is being administered—regardless of whether or not that student has turned in his or her test—these are the following consequences: 1) the student will receive **zero credit** for the test, 2) the parent(s) will be notified, and 3) a conduct referral will be generated in the student’s name and submitted to Administration.

Restroom Breaks

Each student in my class will be allowed to access the restroom during class time up to 3 times during a single quarter. Restroom break procedures:

1. Restroom breaks are done with **teacher permission only**.
2. Restroom breaks **must be performed in 5 minutes or less** and only one student at a time may leave the class for a restroom break.
3. If a student loses or forgets his or her restroom passes, the student will **NOT** be granted permission to go to the restroom, **NOR** will they be issued a new sheet of restroom passes.
4. If a student chooses to access the vending machines during his or her restroom break, the student will **automatically** lose ALL of their remaining restroom break passes for that quarter.
5. If a student is (1) issued a tardy **or** conduct referral in this class, or (2) has chosen to behave inappropriately for a substitute teacher, then that student’s privilege to use the restroom or to receive extra credit for unused restroom passes will be revoked.
6. The good news? If (1) you do not use your restroom passes, (2) you do not lose them, and (3) you choose to behave appropriately, then (4) you can earn up to 15 points of extra credit at the end of each quarter simply for being responsible and using the restroom on your time and not mine. **Please Note: Your overall grade in the class must be 70% or higher at the end of each quarter in order for you to be eligible to earn extra credit, as I do not allow students with grades lower than 70% to submit any kind of extra credit.**

Last Word

Finally, I always do all that I can to make my classroom a safe, positive and enjoyable environment. As a student in my classroom, I ask that you do everything within your power to help me achieve this goal. I will always treat my students with the utmost respect, and in return I ask that you treat yourself, your classmates, and me—the teacher—with that same kind of respect. If a problem arises in my classroom that you are unable to solve, **please** bring it to my attention **immediately** and I will do all that I can to remedy the situation.

—Mrs. Smith

Pinnacle High School, Graphic Design 1-2, Fall 2016 Schedule					
Week 1	• FAQ's handout • Classroom tour	• PowerPoints • Survey W.S.	• Syllabus • R.R. passes	• OSX & Safety Training	• OSX & Safety Training
Week 2	• OSX & Safety Training	• Layers Demo & Training	• Technology & Safety TEST	• 3 Safety & Tech Contracts	• Introduce PS Tutorials
Week 3	Completion of <u>basic</u> Photoshop tutorials and exercises including:				
Week 4	<ul style="list-style-type: none"> • Getting to Know the Work Area • Retouching and Repairing Images and Restoration exercise • Working with Selections 				
Week 5	<ul style="list-style-type: none"> • Layer Basics • Typographic Design and Typography exercises 				
Week 6	<ul style="list-style-type: none"> • Vector Drawing Techniques and Pen Tool exercise • Advanced Compositing 				
Week 7	Introduction of unit: Elements & Principles of Graphic Design unit—distribute READER. Start Balance exercise (Abstract Pattern Project)				
Week 8	Finish Balance exercise & complete Balance closure W.S. Start Line exercise (Typographic Animal Project) <ul style="list-style-type: none"> • Balance exercise worth 60 points, Balance closure W.S. worth 10 points 				
Week 9	Finish Line exercise & complete Line closure W.S. <ul style="list-style-type: none"> • Line exercise worth 60 points, Line closure W.S. worth 10 points 				
Week 10	Start Shape exercise (PHS-themed electronic Wallpaper Project)				
Week 11	Finish Shape exercise & complete Shape closure W.S. Start Form & Space exercise (Pepsi 12-oz Can Label Design Project) <ul style="list-style-type: none"> • Shape exercise worth 60 points, Shape closure W.S. worth 10 points 				
Week 12	Continue Form & Space exercise (Pepsi 12-oz Can Label Design Project)				
Week 13	Continue Form & Space exercise (Pepsi 12-oz Can Label Design Project)				
Week 14	Finish Form & Space exercise & complete Form & Space closure W.S. <ul style="list-style-type: none"> • Form & Space exercise worth 60 points, Form & Space closure W.S. worth 10 points 				
Week 15	Complete Movement exercise (First Name Logo Project) & complete Movement closure W.S. <ul style="list-style-type: none"> • Movement exercise worth 60 points, Movement closure W.S. worth 10 points 				
Week 16	Start Texture exercise (Typography with Photographic Clipping Masks Project)				
Week 17	Finish Texture exercise & complete Texture closure W.S. <ul style="list-style-type: none"> • Texture exercise worth 40 points, Texture closure W.S. worth 10 points 				
Week 18	Complete Value/Contrast exercise (Digital Value Scale Project) & complete Value/Contrast closure W.S. <ul style="list-style-type: none"> • Value/Contrast exercise worth 20 points, Value/Contrast closure W.S. worth 5 points 				
Week 19	Edit semester-end hard and soft portfolio. Begin reviewing for fall semester Final Exam.				
Week 20	Finish reviewing for, and then take, written Final Exam 80-question Test.				

Note: The teacher reserves the right to alter day-to-day scheduled activities, assignments, project details and point values as—and when—deemed necessary, in order to cover the State standards in the allotted time frame. Changes will be announced in class.

Pinnacle High School, Graphic Design 1-2, Spring 2017 Schedule	
Week 1	Color Theory unit—READER provided.
Week 2	<ul style="list-style-type: none"> • Andy Warhol Biography Video worksheet, worth 10 points • Digital Color Wheel exercise, worth 10 points
Week 3	<ul style="list-style-type: none"> • Color Swatch exercise, worth 10 points • Color Theory written unit TEST, worth 70 points
Week 4	Copyright Law unit—READER provided.
Week 5	<ul style="list-style-type: none"> • OBEY Giant picture submission, worth 10 points • OBEY Giant PROJECT, worth 60 points • OBEY Giant project Student Presentation and Written Critique, worth 20 points • OBEY Giant project Written Reflection, worth 10 points
Week 6	<ul style="list-style-type: none"> • Copyright Video worksheet, worth 10 points • Copyright unit TEST, worth 70 points • Portfolio Update, worth 10 points
Week 7	Typography unit—READER provided.
Week 8	<ul style="list-style-type: none"> • “Helvetica” Documentary Video worksheet, worth 15 points • Choosing Typefaces exercise, worth 10 points • Typography Specimen Collection exercise, worth 30 points • “Obama ’08 Logo” Video worksheet, worth 10 points
Week 9	Completion of <u>basic</u> Illustrator tutorials and exercises including:
Week 10	<ul style="list-style-type: none"> • Getting to Know the Work Area • Selecting and Aligning • Creating and Editing Shapes
Week 11	<ul style="list-style-type: none"> • Drawing with the Pen and Pencil Tools • Color and Paint
Week 12	<ul style="list-style-type: none"> • Working with Type • Working with Layers
Week 13	PHS Student Planner Book Cover Project
Week 14	<ul style="list-style-type: none"> • PHS Student Planner Book Cover Thumbnail Sketches, worth 20 points • PHS Student Planner Book Cover PROJECT, worth 100 points • PHS Student Planner Book Cover project presentation, worth 20 points
Week 15	<ul style="list-style-type: none"> • Portfolio Update, worth 10 points
Week 16	Concert Tour Poster Project
Week 17	<ul style="list-style-type: none"> • Concert Tour Poster Thumbnail Sketches, worth 20 points • Concert Tour Poster PROJECT, worth 100 points • Concert Tour Poster project presentation, worth 20 points
Week 18	<ul style="list-style-type: none"> • Portfolio Update, worth 10 points
Week 19	Edit & finish year-end hard and soft portfolios. Begin reviewing for spring semester Final Exam.
Week 20	Finish reviewing for, and then take, written Final Exam 65-question Test.

Note: The teacher reserves the right to alter day-to-day scheduled activities, assignments, project details and point values as—and when—deemed necessary, in order to cover the State standards in the allotted time frame. Changes will be announced in class.

Arizona CTE Career Preparation Standards & Measurement Criteria: **Graphic Design 10.0200.30**

- 1.0 – 1.12 Analyze the media industry, its business practices, and its role in the economy.
—————→ **1.11:** Identify and practice industry **safety** standards
- 2.0 – 2.7 Investigate intellectual property law and rights management.
- 3.0 – 3.4 Demonstrate verbal and nonverbal communication skills required by the media industry.
- 4.0 – 4.9 Demonstrate written communication skills required by the media industry.
- 5.0 – 5.8 Utilize computer applications to manage media.
—————→ **5.6:** Use and **care** for equipment and related accessories
- 6.0 – 6.4 Apply knowledge of data capture and manipulation.
- 7.0 – 7.18 Engage in pre-production/planning phase of product creation in graphic design.
- 8.0 – 8.11 Implement plans for acquiring or creating a product in accordance with production phase tasks.
- 9.0 – 9.4 Perform tasks in post-production phase of product refinement in graphic design.
- 10.0 – 10.6 Deliver/distribute products using various media in accordance with consumer expectations.
- 11.0 – 11.2 Monitor quality assurance of product creation concurrent with all phases of production.
- 12.0 – 12.4 Present products to selected audiences using media in graphic design.

Arizona CTE Career Preparation Standards & Measurement Criteria: **Workplace Employability Skills**

- 1.0 – 1.C Complex Communication: Employs complex communication skills in a manner that adds to organizational productivity.
—————→ **1.C:** Exercises **care** and competence in using technology
- 2.0 – 2.C Collaboration: Collaborates, in person and virtually, to complete tasks aimed at organizational goals.
- 3.0 – 3.E Thinking & Innovation: Integrates expertise in technical knowledge and skills with thinking and reasoning strategies to create, innovate, and devise solutions.
- 4.0 – 4.F Professionalism: Conducts oneself in a professional manner appropriate to organizational expectations.
—————→ **4.A:** Adheres to organizational protocol related to **safety**, behavior, appearance, and communication.
- 5.0 – 5.E Initiative & Self-Direction: Exercises initiative and self-direction in the workplace.
- 6.0 – 6.C Intergenerational & Cross-Cultural Competence: Interacts effectively with different cultures and generations to achieve organizational mission, goals, and objectives.
- 7.0 – 7.C Organizational Culture: Functions effectively within an organizational culture.
- 8.0 – 8.I Legal & Ethical Practices: Observes laws, rules, and ethical practices in the workplace.
- 9.0 – 9.C Financial Practices: Applies knowledge of finances for the profitability and viability of the organization.