TEXAS A&M UNIVERSITY-CORPUS CHRISTI
Historical Perspectives of Graphic Design ONLINE

Course Name: GRDS 2301.W01
Semester: Spring 2017
Historical Perspectives of Graphic Design - ONLINE
Instructor: Heather Seeger, M.F.A.
Office Location: Bay Hall
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Class meeting time and location: Online
Office Telephone: (361) 244-0484
Office hours: by appointment only

Course Description:
This online course examines the history of graphic design from the invention of writing to present day composition. Students will explore various movements in graphic design history and create design works that reflect these periods.

Prerequisites: GRDS 1301, 1302

Learning Objectives or Expected Outcomes:
- The student will apply techniques to analyze and discuss historical graphic design work by demonstrating a proficiency in written and verbal analysis, documentation, and reflection.
- The student will create historically inspired studio work demonstrating a command of graphic design history.

Instructional Methods and Activities
The following instructional methods and activities will be used through the Blackboard environment: online lecture notes/videos, discussion board, quizzes, calendar.

Required Readings

Textbook: Meggs’ History of Graphic Design
By Philip B. Meggs, Alston W. Purvis

Course Schedule
Welcome to Historical Perspectives. Let’s get started with an overview of the following:

- Required materials & resources
- Attendance & participation policy
- Grading opportunities & projects
- Class tools & the blackboard environment
- Class calendar & due dates
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<th>Unit Topics, Assignments, and Exams</th>
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| **Assignment 1** | Major Project 1: Historical Perspectives Poster  
Students will create, from scratch, a poster representing a period of history using Adobe Illustrator.  
(25% of overall grade weight) |
| **Unit 1** | Part 1: The Prologue to Graphic Design  
Meggs Chapters 1-4  
The visual message from prehistory through the medieval era  
**Quiz Unit 1 (5% of overall grade weight)** |
| **Unit 2** | Part 2: A Graphic Renaissance  
Meggs Chapters 5-8  
The origins of European typography and design for printing  
**Quiz Unit 2 (5% of overall grade weight)** |
| **Assignment 2** | Major Project 2: Designer Research Presentation  
Select a Designer from *Meggs’ History of Graphic Design* from a provided list, research and prepare a 10 to 15 minute pre-recorded presentation on your chosen designer in a digital presentation platform (Keynote, PPT, Prezi).  
(25% of overall grade weight) |
| **Unit 3** | Part 3: The Bridge to the Twentieth Century  
Meggs Chapters 9-12  
The Industrial Revolution: the impact of industrial technology upon visual communications  
**Quiz Unit 3 (5% of overall grade weight)** |
| **Unit 4** | Part 4: The Modernist Era  
Meggs Chapters 13-17  
Graphic design in the first half of the twentieth century  
**Quiz Unit 4 (5% of overall grade weight)** |
| **Unit 5** | Part 5: The Age of Information  
Meggs Chapters 18-24  
Graphic design in the global village  
**Quiz Unit 5 (5% of overall grade weight)** |
Grading Opportunities:

Quizzes (25%)
Students will be given 5 comprehensive quizzes on the required reading assignments and lectures.

Historical Inspired Poster (25%)
Students will create, from scratch, a poster representing a movement of design history using Adobe Illustrator.

Historical Designer Presentation (25%)
Select one designer from Meggs’ History of Graphic Design, research and prepare a 7–10 minute presentation on your chosen designer using presentation software.

Participation & Collaboration (25%)
This online course is a team atmosphere. Your support and assistance of other students is required. For your personal success, articulate, insightful and appropriate feedback is essential. For opportunities to better your participation grade, please contact your instructor.

Grade Scale

\[
A = 90-100\% \quad B = 80-89\% \quad C = 70-79\% \quad D = 60-69\% \quad F = 0-59\%
\]

Turning in Assignments

To turn in assignments electronically, name your files as outlined in the assignment details. Submit Major Projects through the provided submission links in the requested formats. Discussion submissions can be posted to the appropriate discussion board for that topic/thread.

Time Requirements

Expect to spend a minimum of 9 hours each week for 15 weeks on this class. Because this is an online course, you may have to spend even more time than 12 hours some weeks.

Late Work

Assignments are due on the dates indicated in the calendar. Due dates are particularly important when someone else is relying on your contributions. Late work will be penalized according to the following schedule:

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<th>Deduction</th>
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<td>5%</td>
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Grades of "INCOMPLETE" will be given only for certifiable medical reasons or in other extraordinary circumstances. Requests for incompletes must be made in writing and must include:

- Documentation
- Advanced notice
- Date that coursework will be submitted

If the coursework is not submitted by that date, the Incomplete will become permanent.

APA Format

Follow the sixth edition of the Publication manual of the American Psychological Association (APA) and related electronic resources for all citations and references, including electronic media such as CD-ROM, email, the Web, and electronic journals.

Copyright / Plagiarism

Plagiarism of concept, imagery, layout, or copy (text) of any kind is not tolerated and will result in a failing grade. In the event of an act of plagiarism, you will be reported to the University for academic review.

Academic Advising

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information, please call 361-825-3466.

Jennifer Arnold, Undergraduate Student Advisor • jennifer.arnold@tamucc.edu | 361.825.3466
Rachelle Stanley, Graduate Student Advisor • rachelle.stanley@tamucc.edu | 361.825.3466

Grade Appeals

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures (available at [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf)). For complete details on the process of submitting a formal grade appeal,
please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

Academic Integrity with Course Products and Evaluations

The guiding principle of academic integrity is that a student's submitted work must be his/her own. Since the course objectives focus on the processes of developing course related materials, as well as the materials themselves, it is expected that all course products will consist of work done specifically for this course. Products completed for previous or concurrent course credit cannot be used for assignments for this course. If you wish to continue a theme or content area used in another course, inform the instructor and supply any requested existing materials at the start of this course. Any intended projects relating to other courses should be approved at the start by all instructors and should reflect unique elements and sufficient development effort for all courses involved.

Shared work is intended to allow students to learn from each other in projects. Any problems in working together should be brought to the attention of the instructor immediately so that solutions may be enacted to ensure that all members benefit from the experience.

Related Issues

Online courses require time management and planning on your part. You cannot afford to get behind since many topics and assignments are based on the skills and products of previous assignments; there is no meaningful way to “cram.” Contact me if you are having any problems with assignments.

There is a reliance on technologies in this course that impacts the need to have assignments done on time. Having ample time to complete an assignment will be the responsibility of the student. It is also the student’s responsibility to find solutions to technical problems with sufficient time to complete the required tasks. Do not wait until a due date is near to discover/report lack of access to software, inability to connect to a network, etc. While the instructor will help wherever possible, it is the students' responsibility to maintain his or her network. However, technical problems can originate on the TAMU-CC campus, in which case you will not be responsible to complete work that you can not complete due to TAMU-CC network or software problems. You are responsible for contacting me as soon as you detect a problem so that we can arrange a way for you to meet the course objectives.

Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, rm. 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
The Blackboard Learning Management System is accessible. As your instructor, I am working toward full accessibility in your course; however, you may find an inaccessible element. Please let me know if this happens. Also, let me know if you need accommodations. The Disability Services Office can be reached at http://disabilityservices.tamucc.edu/

Syllabus Disclaimer

This syllabus has been created as a guide to the class and is as accurate as possible. However, all information is subject to change. Any changes will be posted on the Blackboard Learning System’s Announcements.

Technical Support and Requirements

Blackboard Learning System Help: http://iol.tamucc.edu
“Help” At the bottom of the Blackboard Course Management Control Panel in the course menu on the left hand column of the course interface. Phone: Help Desk (361) 825-2825

Island Online Student Resources Webpage:
https://distance-education.tamucc.edu/student_resources.html

Getting Technical Help
If you are having difficulties accessing course materials from your home computer, first let your instructor know, then contact the IOL Helpdesk at (361)825-2692 or submit a request via email to iol.support@tamucc.edu

Technology Requirements
To prepare your computer for using Blackboard 9.1, go to https://iol.tamucc.edu/techreq.php for computer requirements.
- To view .pdf files you will need the Adobe Reader. Download it at: http://get.adobe.com/reader/
- To view flash (.flv) files from sites such as You Tube, download the Flash player at http://get.adobe.com/flashplayer/

Navigating Blackboard 9.1
Once you are in the course, read the “Announcements” on the home page. Check this each time you enter your course. You will see a Course Menu on the left of the page. The menu is a list of links that connect to materials and tools associated with the course. Blackboard has several features and tools for communicating content delivery that you should use almost daily. Links to information about how to use these tools include: Bb Help, which contains a complete guide to learning how to use the many tools and features in Blackboard, and Bb Video Tutorials, which links to a page with videos to show you how to do tasks such as submitting an assignment.

Library resources (including print, electronic, and human) can be accessed through the Mary and Jeff Bell Library website that supports electronic searches of articles, books, journals, course reserves, and databases. It includes information such as Ask a Librarian, research tools, remote access information and
tutorials, information about plagiarism and copyright, and interlibrary loan (http://rattler.tamucc.edu/distlearn/). The library is a member of TexShare which provides you with a card that allows you to checkout materials from libraries across Texas. Librarians’ contact information is also on the website and you are encouraged to contact librarians for assistance.

Statement of Academic Continuity (example 1)
In the event of an unforeseen adverse event, and classes can not be held on the campus of Texas A&M University–Corpus Christi; this course will continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Statement of Academic Continuity (example 2)
In the event of a campus evacuation I will make every effort to continue teaching your course. Should such an event occur, I will continue to interact with you by using the Blackboard Announcement, Messages, Collaboration, Discussions, Blogs, Journals, and/or Wikis tools. If you have access to the Internet, you will be able to continue your coursework by posting assignments and interacting with me as well as each other online. You will also be able see your grades on assignments, quizzes, and tests using the My Grades tool.

Online Course Guidelines
Students will practice respect and responsibility as a part of this learning community. Here are some things you can do to exhibit an attitude of respect and responsibility:

- Post assignments on time. Early is even better.
- Work extra hard to get to know other classmates.
- Reach out through email Blackboard Messages, Discussions, and Wikis to support each other. If you have good info/tips on what is working for you/resource ideas, please share with the group so we can help each other out.
- Respect other classmates by watching what you say.
- Add your opinions to/participate in the discussions.
- Check the assignments every week. Don’t wait until the last minute.
- Be helpful to other students.
- Don't get behind. If you get behind in an online course it is harder to get back on track than it is in a traditional course.
- Stay focused and stay connected.
- Keep up with your assignments and your grades. It is not the teacher’s responsibility to tell you what you have or haven’t turned in. Your grades will be available in Blackboard so all you have to do is regularly check to make sure you have grades posted for all work.
- In general terms, students are expected to "demonstrate a high level of maturity, self-direction and ability to manage their own affairs" and to "conduct themselves in accordance with the highest standards of academic honesty." Instances of plagiarism will be handled in accordance with Texas A&M University-Corpus Christi General Academic Policies and Regulations as listed in the current catalog.
Delivery of instructor feedback –
During the week (exclude weekends), Instructor response to online requests usually occurs within a 24-hour period, but you can expect a response within 3 days.

Student login expectations –
Students are required to login often – once every three days at a minimum. It is recommended that students check daily for announcements and updates.

Faculty availability to support students –
I maintain a consistent web presence and am available to meet online in the Blackboard asynchronous or synchronous environment or via phone.