Course Description
This studio course explores the foundations of publication and editorial design to expand students' design vocabulary. Students will explore the role of a graphic designer/art director in developing effective and innovative communication for editorial design.

Prerequisites: GRDS 1301, 1302, 2301, 2302, 3301, and 3302.

Course Purpose
- The student will demonstrate an understanding of the fundamental visual communication theories as related to publication design.
- The student will demonstrate a proficiency of publication design through theory and practice of using grids, working with color palettes, type styles, images, and multiple formats.

Course Objectives (Student Learning Outcomes)
CO1: Develop a series of professional pieces for use in portfolio
CO2: Communicate visually rather than verbally by practicing various image-making techniques
CO3: Demonstrate proficiency of pacing and sequence skills in designing for long-format
CO4: Understanding and thinking in cross-platform
CO5: Demonstrate a proficiency of publication design through theory and practice of using grids, hierarchy of elements, entry points, typography, and color palettes

Required Texts
Grid systems in graphic design: A visual communication manual for graphic designers, typographers and three-dimensional designers by Josef Müller-Brockmann

Making and Breaking the Grid by Timothy Samara

Additional readings will be provided via Blackboard

Suggested Texts
Designing the Editorial Experience: A Primer for Print, Web, and Mobile by Sue Apfelbaum and Juliette Cezzar (TAMU-CC online library)

Required Materials
Portable media: Jump drive/USB drive. (At least 1 GB)
Dropbox account (Back up your files to cloud storage, always!)
One Drive account
Access to Printer/Printing Costs

Grading

About Course Projects
The majority of the course grade points will be derived from student projects. The design artifact(s) produced within the project parameters and deliverables will show evidence of a student’s understandings of obtained/mastered knowledge, abilities or skills. Full project details including assignment details, assignment grading rubric, assignment submission instructions and assignment resources will be provided on Blackboard.

Each project will be graded on three overall factors:
1) discussions, critiques, and other class participation; 2) your creative process; and 3) the final artifact.

Project grades will foremost be based upon the excellence of the project work which include but are not limited to: research, creativity, response to the given problem, execution, how completely instructions were followed, deadline accountability and presentation.

Project Critiques & Discussion
The Graphic Design Program uses a formal in-person criticism model for all feedback and evaluation. This process is born out of the fine arts tradition and allows students to learn by viewing other approaches to projects in addition to their own, hear multiple perspectives during criticism and participate in the critical analysis of peer work. Final grade evaluation will be determined by the Professor on creative projects using the project’s outlined grading rubric.

Publications Resubmission Policy
Project One: Catalog Design (20 pts) -OR- Project Two: Magazine Design (20 pts) may be resubmitted for a new grade(s) at any time prior to November 30. Resubmitted projects must show evidence of improvement. The new grade(s) will replace the old grade(s). In the unlikely event that the new grade is lower than the old one, the higher of the two grades will be counted. Original project submissions must be included with new project submissions. The new grade(s) can elevate the student’s final grade a maximum of one complete letter grade higher. Arrangements for resubmission must be made with the instructor in advance of submission.

Graded Activity
100–90 A, 89–80 B, 79–70 C, 69–60 D, below F
Outlined projects and assignments will total 100 points of your final grade.

Projects
There will be 4 projects. Each project is broken down into a point system based on process and outcome. You will receive a grading rubric for each project that will outline the points break down for that specific project.

Project 1: Catalog Design: 20 pts.
Students will organize and layout large amounts of content in the creation of a 12-page product catalog. Additionally, students will create a brand narrative by working with existing brand elements and execute both art director and production director responsibilities. Students will develop a clear understanding of building and working with grids by using best InDesign techniques.

Project 2: Magazine Design: 20 pts.
Students will survey and apply the principles of graphic design in the creation of one 24-page magazine. Through research and branding exercises students will develop a strong understanding of the marketplace. In addition, students will demonstrate the power of storytelling by creating original imagery.
tied to editorial content.

Students will design a series of books jackets (3) in one of the following categories of their choosing: Cooking, Travel, Crime/Mystery, or Science Fiction/Fantasy. Students will create a conceptual idea based on original imagery that integrates type and imagery into a cohesive narrative. Students will apply the principles of graphic design to visually, rather than verbally, communicate effectively.

Project 4: Making Your Own Zine: 10 pts.
Students will create a zine on topic of their choosing to showcase abilities as visual communicators. A complete zine will include front and back cover, 6 interior pages, and full-page poster.

Assignments
Small assignments will be given between projects or in-class.

3 pts: Editorial Spread Design
Students will create an editorial spread with a folder of provided assets.

3 pts: Layout Essentials Exercise Series
Students will be asked to design layout spreads on a provided InDesign file with the following design principles: Design for Function, Mix Quirks with Consistency, Make it Look Simple.

2 pts: Grid Exercises
The student will complete a two-part exercise focusing on type hierarchy and page form.

2 pts: Page Anatomy Terms & Grid Types Quiz
To access knowledge of assigned reading and lecture topics.

5 pts: Magazine Content Analysis & Mash-up
In this critical thinking exercise, students will pick two magazines and analyze the rich visual style (type, design, imagery, etc.) and editorial choices (narrative, voice, written content) the magazines make to form the personality or “brand”. Using the same two magazines selected previously students will design a feature story for one in the style of a feature from the other.

5 pts: NYT Bootcamp
Students will create a Black and White Illustration, sized at 4in x 2.5in (can be portrait or landscape) OR 3in. x 3in. square during one class session.

5 pts: Magazine Design Proposal
Students will be asked to write a comprehensive design proposal which includes the history of their magazine client, their analysis of the existing brand, and suggestions on how they will improve the company’s identity with a new design. The document should be professionally formatted and executed.

5 pts: Book Cover Redesign & Analysis
Students will be asked to compile examples of what they feel are good and bad book cover designs. Each image must be accompanied by a rationale outlining why the cover design is either successful or unsuccessful using appropriate design language and terminology. Students will then select from one of the bad examples and redesign the cover using rationale from the compiled good examples.

5 pts: Case Study Process Book
You will be asked to maintain an up-to-date process book containing all research, inspiration, sketches, process images, screen captures, time lapses, relevant articles, color studies, mood boards, etc. of either Project 1: Catalog Design or Project 2: Magazine Design. Your process book should be well organized in
a digital platform of your choice: web page or interactive PDF.

**5 pts: Class Participation & Assigned Readings**
Participation & Reading accounts for 5 points of your overall grade. There are weekly assigned readings that you are responsible for. Students will write written statements (4-6 sentences) outlining the readings. Come to class prepared to discuss the readings.

**BONUS: Case Study Presenter: 5 pts**
You will select a case study from a shared list and write a two-page paper and prepare a 5-minute presentation including a 5-minute discussion with the class. You will be tasked with motivating the students to speak and engage with the case study reading and presentation.

### Course Schedule

**Module 1: Grid & Layout**  
(Weeks 1-3 | 8/19-9/2)

- **Module Objectives**
  - Define Page Anatomy
  - Identify and Understand Types of grids: Column, Modular, Baseline
  - Apply Grid Elements: Type, Negative Space, Passive and Active Areas
  - Formulate a process of Creating Your Grid (from sketches to InDesign)

- **Graded Module Assessment Due Dates**
  - 8/24 Grid Exercises (in-class)
  - 8/26 Page Anatomy Terms & Grid Types Quiz
  - 8/26 Layout Essentials Exercise Series (in-class)
  - 8/31 Editorial Spread Design

**Module 2: Catalog Design**  
(Weeks 3-6 | 9/2-9/28)

- **Module Objectives**
  - Develop a clear understanding of how to build and work with a practical grid
  - Organize and layout large amounts of content
  - Practice best techniques of using InDesign features
  - Create a brand narrative by working with existing brand elements
  - Execute both art director and production director responsibilities

- **Graded Module Assessment Due Dates**
  - 9/21 Progress Check
  - 9/28 Product Catalog

**Module 3: Magazine Design**  
(Weeks 7-12 | 9/28-11/9)
Module Objectives

- Organize large volumes of content characteristic of multi-page documents
- Develop typographic hierarchy and grid systems
- Demonstrate the power of storytelling by creating original imagery tied to editorial content
- Develop compositional skills in layout design by applying visual hierarchy principles to both imagery and typography such as overlap, movement, focal points, contrast, repetition, negative space, and color
- Show a good understanding of the marketplace while having a point of difference from other magazines that it will be competing against in the market
- Apply principles of pacing and sequence to long-format design

Graded Module Assessment Due Dates

9/30  Magazine Content Analysis and Mash-up (in-class)
10/5   Magazine Design Proposal
10/21  NYT Editorial Illustration Bootcamp (in-class)
11/9   Magazine Due

Module 4: Book Series Design
(Weeks 13-14 | 11/9-11/23)

Module Objectives

- Create a conceptual idea based on original imagery that conveys the message visually
- Integrate type and imagery into a cohesive narrative inspired by the content
- Develop compositional skills in layout design by applying visual hierarchy principles to both imagery and typography such as overlap, movement, focal points, contrast, repetition, negative space, and color
- Show a good understanding of the marketplace while having a point of difference from other books that it will be competing against in the market

Graded Module Assessment Due Dates

11/11  Book Cover Redesign & Analysis (in class)
11/23  Book Series Due

Module 5: Zine Design
(Week 15 | 11/23-12/5)

Module Objectives

- Express a point of view through utilizing design skills
- Create original imagery
- Integrate type and imagery into a cohesive narrative inspired by the content
- Develop compositional skills in layout design
- Establish a practice of making personal work

Graded Module Assessment Due Dates

12/1-5   Final: Zine Swap
Graphic Design Program Standards

Professionalism
Professional communication is critical to projecting a professional image, establishing positive, professional relationships and is an expected element within the curriculum. All projects, as well as written and verbal correspondence, should be appropriate for a professional setting in content, tone, and format. Professional expectations include timeliness, respectfulness, preparation, attentiveness, and compliance.

Late Work
As in Professional Practice, NO late work is accepted. Assignments turned in after the due date will receive a zero. Incomplete assignments will be graded as is. Exceptions to this policy for family tragedy or medical emergency are decided by the instructor on a case-by-case basis. Late submissions or deadline extensions will typically carry a grade deduction. No incompletes will be given for this course.

Plagiarism/Academic Integrity
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a grade of zero and you will be reported to the University for academic review.

Studio Work Time
Fall 2020: In an effort to maintain social distancing, all in-person studio courses will split the number of enrolled students between The Graphic Design Lab (BH234) and The Think Tank (BH231) for each in-person class session. The instructor will float between both spaces for critique and in-person instruction and demonstration. Students are required to stay in class until the end of each class to work on projects unless dismissed by the instructor.

Students may not use these spaces during other scheduled course times. These spaces will be available for independent worktime via a scheduling system. To reserve the space for independent work time, the student must pre-schedule their independent worktime to ensure that no more than 10 students are working in each space. Corpus Christi Hall Rm. 209 is also equipped with mac computers and Adobe Creative Cloud for independent work time. A schedule of availability for The Graphic Design Lab (BH234), The Think Tank (BH231) and CCH209 will be posted and provided to all program students at the start of the semester.

Online Learning
Delivery of instructor feedback – Instructor response to online requests usually occurs within a 24-hour period (excluding weekends), but you can expect a response within 3 days.

Student login expectations – Students are required to login often – once every day 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 Blackboard asynchronous or synchronous environment or via email or WebEx.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi, this course would 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.

**Attendance**
Attendance is highly encouraged for in-person and scheduled WebEx class sessions. While it is expected that students will make every effort to attend classes, it is recognized that personal circumstances such as illness may arise which preclude class attendance. Please do not come to campus if you are ill (see below). In such circumstances, the student is responsible for making up missed work and communicating with their instructor.

**COVID-19**
In light of the COVID-19 (coronavirus) pandemic, and the fact that the seasonal influenza (flu) virus is also widespread, we are taking proactive steps to address student safety concerns. First and foremost, we want to maintain a safe environment for all. Stay home when you are sick. It is critical that students do not report to campus while they are experiencing respiratory symptoms such as fever, cough, shortness of breath, sore throat, runny or stuffy nose, body aches, headache, chills or fatigue. If you need to miss class due to illness, communicate with your instructor. Wash your hands frequently. Cover your mouth with tissues whenever you sneeze, and discard used tissues in the trash. Clean surfaces after you touch them.

**Cell Phones**
You must silence your cell phones when entering the classroom. Never answer your cell phone in class. You are only allowed to use cell phones outside of the classroom during break times. Please do not text in class.

**Email Addresses**
You must use your University assigned email address. Communications regarding this class will be sent to your Islander Email. If you have not activated this email, please see the help desk to do so immediately.

**Social Networking**
Accessing social media, as well as personal email, is not allowed during lecture or studio work time, only on breaks.

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**College of Liberal Arts Standards**

**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 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.

**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
Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. NOVEMBER 5 is the last day to drop a class with an automatic grade of "W" this term.

Grade Appeal Process

As stated in University Procedure 13.02.99.C0.03, 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.C0.03, Student Grade Appeal Procedures. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost. These documents are accessible through the University Rules Web site at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf.

For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.

COVID-19 Temporary Amendment to Syllabus

Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- **Self-monitoring**—Students should follow CDC recommendations for self-monitoring. **Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.**
- **Face Coverings**—**Face coverings** (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices,
and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the Face Covering policy and Frequently Asked Questions (FAQ) available on the Provost website.

- **Physical Distancing**—Physical distancing must be maintained between students, instructors, and others in course and course-related activities.
- **Classroom Ingress/Egress**—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- **To attend a face-to-face class,** students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Student Conduct office for sanctions. Additionally, the faculty member may choose to teach that day’s class remotely for all students.

**TAMU-CC Face Coverings**
TAMUCC Face Coverings Policy and FAQs:
https://www.tamucc.edu/fall-2020/face-coverings-faq/

Rule and Procedure:
https://academicaffairs.tamucc.edu/rules_procedures/assets/34.99.99.c0.02_use_of_face_coverings.pdf