EXPANDED COURSE DESCRIPTION

DESIGN

School of the Arts, Media, Performance and Design
Design Department

FA / DESN 1001 3.0 SECTION A
COMMUNICATION DESIGN FOUNDATION
FALL 2019 / WINTER 2020

Last Modified Date: 02/14/2020

COURSE CALENDAR DESCRIPTION

Introduces foundational skills relevant to the discipline of graphic design. Rather than focus on practical application, such as how to design a book, brochure, logo or website, this course places an emphasis on experimenting with the raw visual language of design. Students develop and expand their vocabularies in visual communication design, exploring basic design elements and compositional principles used in design via drawing, collage and other methods of image and form-making. Required course for BDes major. Course credit exclusion: FA/YSDN 1001 3.00.

INSTRUCTOR(S)

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<thead>
<tr>
<th>Name</th>
<th>Section / Format / Term</th>
<th>Contact Email</th>
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<tr>
<td>Cabianca, David</td>
<td>Sec. A / STDO / F</td>
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SPECIAL FEATURES

FA/DESN 1001 (3.0)

Communication Design: Foundation

Academic year 2019-2020
Fall semester 2019
Design studio/Required for design majors

work, and a better understanding of the discipline as a whole, laying a solid foundation for further study and appreciation."

*This introduction is indebted to the work of Julian Bit t iner, Yale University, School of Art.

Section A
Lecture         Wednesday 8:30-9:30am 007 ACE Check the schedule for dates to meet in the lecture hall, otherwise, meet in your assigned lab space.

Introduces foundational skills relevant to the discipline

Lab 3

Wednesday 9:30am-12:30pm
of graphic design. Rather than focus on practical application, such as how to design a book, brochure, logo or website, this course places an emphasis on experimenting with the raw visual language of design.

David Cabianca, course director Office hours by appointment Email cabianca@yorku.ca

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Like all of the design disciplines (and the arts and humanities for that matter) graphic design is at times troublingly subjective, ever more so as new tools enable us to manipulate every aspect of how something looks, behaves, and functions across multiplying media. While

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Class cancellation line: 905.845.9430 x3299

Learning outcomes

there is no singularly correct solution to a visual problem, there is still a pressing need to rationalize judgments and preferences. There is a desire to define what we consider inventive, considered, meaningful, evocative, or in short “good design.”

Making good design is not efficient by nature
* something can always be improved, reassessed through a different lens, or a particular set of constraints may pose an unusually difficult challenge - but through the development of an iterative, informed, and critical design process (methodology), you can learn to create work of consistently high quality that is meaningful to you and the audience(s) you choose to address. While this course is foundational in nature, it
begins with issues of abstraction and composition, ultimately it introduces the notion of the final user as the focus of graphic design

This studio course is taught through a series of weekly assignments both in and out of the classroom in conjunction with participatory group critiques, short readings, lectures and occasional software tutorials. The class focuses on developing the ability to skillfully create and manipulate core graphic elements such as image and composition, so as to translate ideas, information and emotions into meaningful and evocative visual expressions. We'll investigate the nature and use of key visual tools such as composition, colour, contrast, hierarchy, scale, rhythm, and visual metaphor.

Through a series of interrelated, progressively complex assignments you'll develop a methodology intended to help you create a body of accomplished visual work, a vocabulary for critically engaging that

Upon successful completion of this course, students will have demonstrated their abilities to:
identify and apply basic two-dimensional compositional theory
undertake research to inform exploration and implementation of design solutions
demonstrate creative thinking in response to design problems
demonstrate exploration of alternative approaches to design problems
develop, implement, and explain appropriate concepts/solutions
choose appropriate images, colours, typefaces and lettering
select and use appropriate software applications to realize basic practical design solutions effectively
demonstrate a range of making skills associated with design practice, and relate and apply these to the needs of specific design tasks
demonstrate project management skills
be able to present and discuss their work within small groups or to the whole class
begin to develop an individual voice within a formal language in design through the application of the principles, techniques, and methods introduced in the course.

Tools, materials and resources
Always bring to class: a sketchbook, pencils and markers. Occasionally required: X-Acto/Olfa knives, glue, scotch tape, cutting board, steel ruler with imperial scales, bone folder. The cost of expendable materials will vary depending on the materials chosen but typically runs between $150 and $250 for this course-this materials cost includes photocopies, laserprints and colour copies.

Course fees
For all non-majors (students not currently enrolled in the Department of Design), there is a Compulsory Supplementary Fee of $50.00, which covers the cost of some of the materials used for class projects. The fee also subsidizes the cost of other materials such as photocopying, B&W laser output, software use, other services, etc. All supplementary fees (compulsory and voluntary) are payable in cash or certified cheque at the Department of Design Administrative Offices at York within the first two weeks of term.

Proper use of facilities
Use of the Design facilities and equipment is for the proper completion of assigned design projects only. Privileges may be withheld for improper use. Lateness or incomplete work due to the loss or suspension of privileges is not an acceptable reason for missing deadlines. Students under suspension of privileges must find alternative means to complete projects.

Grading
Projects will be graded using the following criteria:
1. Breadth and depth of investigation: this applies to research, conceptual development and problem
   of all visual elements. This communication value is particularly important when considering the end-user or
2. Effectiveness of communication: understanding of the project and its parameters, originality, audience.  
3. Visual quality: visual interest created, ability to translate ideas into technically refined form.  
4. Presentation: neatness, organization and technical ability demonstrated in class presentations, and in 
   construction, mounting and assembly of all physical materials used in

Demonstration of learning
The process of learning is cumulative: a project is not just "learned" when completed overnight. Instructors 
are aware of a student's learning development during the semester via the quality and amount of work pre-
presented each week for critique. Exercises provide an opportunity for students to reinforce and immediately test 
theory. And while process documentation is requested at the end of the semester and does provide a record of 
student breadth and depth of exploration, progress is also measured by weekly student engage- ment: 
answering questions with eloquence and insight, the asking of questions in class, and engagement with one's 
peers about graphic design.
Each student must present concepts and design solutions in individual, small group and full class

critique situations. Assessment of participation and engagement in the learning process takes place on these 
occasions. It is essential that students attend all classes and engage in all critiques.

Grading system
Grading breakdown for the course:
Project 1/Communicative abstraction 20% Project 2a/Manufacturing abstraction 15% Project 2b/Creating abstraction 20% Project 3/Using abstraction 30%
Exercise 2/Editorial 5%
Participation 10%

Procedures for submitting work
All work is to be turned in personally to the course instructor during the officially scheduled class time. 
Assignments are to be handed in at the beginning of class on the due date unless otherwise specified. Under 
normal situations, the Design Office will not accept drop-off of student work. In the rare case of illness of the 
instructor on a due date, special arrangements can be made (between the Course Director and the Design Office) with the office for the submission of student work.

Program grading system
A+ 90-100% rare and exceptional work, thorough knowledge of concepts and techniques and exceptional 
skill and or great originality in the use of those concepts and techniques in satisfying the requirements of an 
assignment or course
• 80-89% excellent work, thorough knowledge of concepts and techniques together with a high degree of skill and or some elements of originality
B+ 75-79% very good work, thorough knowledge of concepts and techniques together with a fairly high 
degree of skill in the use of those concepts and techniques
• 70-74% good work, good level of knowledge of concepts and techniques together with considerable skill
C+ 65-69% competent work, acceptable level of knowledge of concepts and techniques together with 
considerable skill representing the student's competence to continue and the department's wish to have the 
student continue
• 60-64% fairly competent work, acceptable level of knowledge of concepts and techniques together with some skill

D+ 55-59% passing work, slightly better than minimal knowledge of required concepts and techniques together with limited skill

• 50-54% poor work, representing a lack of effort or minimum knowledge of concepts and techniques, despite completion of required exercises

• 31-49% very poor work

• 0-30% inadequate work

The use of stock art is discouraged in this class.

Rather, students are encouraged to do their own photography or find a way to creatively reinvent the image that they need. Hopefully, this will allow the student to be able to claim creative authorship over the image in question. If in doubt, discuss it with your colleagues.

Late projects
All projects and exercises must be turned in on the date specified in the project brief. As per departmental policy, late projects are subject to a -10% penalty per school day late.

Attendance and lateness
Regular and punctual attendance is required professional behaviour in industry and therefore in this program. Attendance will be taken at the beginning of each class. Students are responsible for letting faculty know ahead of time if they are going to be late for class, or not attending.

Being late twice equals one absence. Lateness of more than thirty minutes equals one absence. If a student is absent from four classes during the term, a grade of “F” will be given for the course. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc. may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor’s letter).

Students will be responsible for all academic, financial penalties and consequences resulting from their non-attendance.

Last day to drop the course
Winter semester drop date is November 8, 2019. It is a requirement that graded feedback on work representing at least 15% of the final grade for the course be completed and known by the student prior to the drop date.

Academic policies/Information
See the York Senate website for policies on the following (www.secretariat-policies.info.yorku.ca):
Academic Honesty Policy and Procedures Access/Disability
Ethics Review Process for Research Involving Human Participants
Religious Observance Accommodation Student Code of Conduct

Additional information
Academic Accommodation for Students with Disabilities
Alternate Exam and Test Scheduling Grading Scheme and Feedback Policy
The Senate Grading Scheme and Feedback Policy stipulates that (a) the grading scheme (i.e., kinds and weights of assignments, essays, exams, etc.) be announced, and be available in writing, within the first two weeks of class, and that, (b) under normal circumstances, graded feedback worth at least 15% of the final
grade for Fall, Winter or Summer Term, and 30% for "full year" courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade.

Academic information

Important university sessional dates (classes and exam start/end dates, reading/co-curricular week, add/drop deadlines, holidays, University closings, etc.

Manage my academic record

Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.

Digital lockers

Each student is allocated SG of data storage space for the length of their BDes education. Registered non-major students are also allocated SG of storage space for the period they are registered in DESN courses. To access your Digital Locker space using a Mac computer, via the finder, go to Go>Connect to Server (:!€K)... > and type in the following:
digital-locker.design.yorku.ca

Enter your "User name" and "Password." Your personal space will be located in the folder thread:
YSDNSTUD_[last number of your student number]
[.your name.]. [N.B. At this time, the database software has not been configured to use the DESN prefix.)

Archiving of student work

At the end of the semester, each student is to submit to the department for digital archive purposes, a PDF file of each project (final designs only, no process work required). The file(s) may be submitted on a flash drive, via an FTP site such as wetransfer.com, or in your respective instructor's public folder on the Digital Locker using the following format:
desn1001_pr02_19_lastname.pdf
torrent presentation student
course project student
number number last name
year

Student conduct

Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom, and the responsibility of the student to cooperate in thatendeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. A statement of the policy and procedures involving disruptive and/or harassing behaviour by students in academic situations is available on the York website www.secretariat-policies.yorku.ca/policies/disruptive-and/or-harassing-behaviour-in-academic-situations-senate-policy /

Many courses utilize Moodle, York University's course website system. If your course is using Moodle, click here to access it.

Moodle @ York University