



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Visual Arts**

**ART-128-001 & 002**  
**Graphic Design Foundations**  
**Fall 2019**

**COURSE OUTLINE**

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The course description is online @ <http://camosun.ca/learn/calendar/current/web/art.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

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**1. Instructor Information**

(a) Instructor	Joseph Hoh		
(b) Office hours	Mondays, Tuesdays, Wednesdays, and Fridays 2:30 – 3:30 PM		
(c) Location	Young 101C		
(d) Phone	250-370-3456	Alternative:	
(e) E-mail	<a href="mailto:hoh@camosun.bc.ca">hoh@camosun.bc.ca</a>		
(f) Website	<a href="http://online.camosun.ca/">http://online.camosun.ca/</a>		

**2. Intended Learning Outcomes**

Upon completion of this course the student will be able to:

1. Apply basic theory, elements and principles of graphic design to one's own work.
2. Use industry standard computer software for graphic design.
3. Apply sound business practices in the development and execution of graphic design projects.
4. Critique one's own and others' projects.

**3. Required Materials**

(a) Texts

The text for the course ***Elements of Graphic Design*** is available at the college bookstore

(b) Other

Students are expected to bring the items listed below to each class.

- Pencils: H [medium], or B [soft]
- Fine tipped technical drawing & brush pen like the Tombow Dual Bursh Pen, N25, Black
- White plastic eraser
- 8 ½ x 11 inch sketch book: hard cover for notes & brainstorming (not to be shared with other courses)
- 3 ring binder for your scrapbook + optional clear plastic pockets; or a 9.5 x 12 presentation binder
- Brushes like:
  - Synthetic sable approx. ¾ inch flat
  - Synthetic sable approx.. ¼ inch and/or ½ inch round (recommend minimum of two)
  - Synthetic sable no. 0 round (recommend minimum of two)

- Bleed proof white Dr. Martins, or common office whiteout
- 24 inch or longer metric and inch steel ruler with cork backing
- Utility knife with snap-off blade (can be shared with 3D Foundation, etc.)
- Scissors
- Scotch 811 Removable tape in the blue container
- Glues: Rubber cement, and/or, Glue stick
- Plastic paint mixing tray palette
- Plastic containers to hold water
- Tool box: shoe box, plastic bin, hardware, fishing
- Recycled glossy colour magazines (especially European design magazines) – 6 to 12
- USB Drive, minimum 128 GB (or a portable 1TB Hard Drive)
- CMYK and White acrylic paints & CMYK colour wheel/chart (\$59 kit available at IslandBlue)

Optional supplies

- Ruling pen
- Coloured pencil crayons or oil pastel sticks set
- Coloured felt markers like the Steadler Mars Graphic 3000 duo (ten with two tips)
- Set square: 60°(inexpensive)
- Protractor (inexpensive)
- Compass (inexpensive)
- French Curves
- Hairdryer

The textbook ***Elements of Graphic Design*** is around \$48.00, and the above supplies are approximately \$195.00. Students are required to collect a wide variety of materials and to have them at hand at all times (inks, rulers, squares, brushes, pencils, etc.).

#### 4. Course Content and Schedule

Objectives

This course will introduce students to print design. On completion the student will have:

- An understanding of the Elements and Principles of design to solve visual problems and create graphic statements
- The ability to manipulate colour applied to 2D and 3D situations
- The ability to manipulate form applied to 2D and 3D situations
- Basic drafting and graphic skills
- A basic understanding of typography
- A nascent ability to make critical analysis of visual material

**Course Plan\***

*\*subject to change*

Week	Topic	Class Activity	Assignment (ready for next week)
1 Sep. 3, 9	<b>Introductions and Attendance</b> <b>What is Graphic Design?</b> <b>Design Principles</b> <b>Manipulating Form</b>	1. Introductions/office hours/contact 2. Course outline & supplies list 3. What is Design? 4. Ways of manipulating form: brainstorm, analyze and group 5. Black Square Problem Intro 6. Intro to Illustrator: vector vs. raster 7. Video: Helvetica 1 8. No lab this week	1. Purchase supplies for next class, except for colour acrylics 2. Purchase text book and read 3. Brainstorm solutions 120 (20 each) solutions for Black Square Problem
2	<b>Course Expectations</b>	1. Review Course expectations; the	1. Black Square Problem

Sep. 9, 10	<b>Communication Theory</b> <b>Black Square Problem 1</b>	<ul style="list-style-type: none"> <li>scrapbook, attendance</li> <li>2. Video: Helvetica 2</li> <li>3. Communication theory</li> <li>4. Black Square Problem starts in class</li> <li>5. Demo: painting, lining, masking, cutting, working habits. Review painting tips</li> <li>6. Lab groups</li> <li>7. Photos of students</li> <li>8. Illustrator training – Black Square Problem, template on D2L</li> <li>9. Pass out cardboard for portfolios</li> </ul>	<ul style="list-style-type: none"> <li>first three groups (Order, Increase, Bold)</li> <li>2. Research and collect similar concepts used in graphic design for scrapbook</li> <li>3. Read: Section 1 Space: Chapters 1, 2, 3</li> <li>4. Lab 1</li> </ul>
3 Sep 16, 17	<b>The Elements of Art</b> <b>Black Square Problem 2</b>	<ul style="list-style-type: none"> <li>1. Elements and Design Principles</li> <li>2. Black Square Problem</li> <li>3. Black Square Problem in labs; digital version due in two weeks</li> <li>4. Discuss Section 1 of textbook</li> <li>5. Video: Helvetica 3</li> </ul>	<ul style="list-style-type: none"> <li>1. Complete Black Square Problem (Congested, Tension, Playful)</li> <li>2. Research and collect similar concepts for scrapbook</li> <li>3. Read: Section 2 Unity: Chapters 4, 5, 6</li> <li>4. Lab 2</li> </ul>
4 Sep 23, 24	<b>Black and White Problem</b>	<ul style="list-style-type: none"> <li>1. Critique Black Square Problem</li> <li>2. Pair of students for reviews</li> <li>3. Intro Black and White Problem</li> <li>4. Black Square Problem in lab</li> <li>5. Discuss Section 2 of textbook (Think-Pair-Square-Share)</li> </ul>	<ul style="list-style-type: none"> <li>1. Complete Black and White Problem</li> <li>2. Bring recycled magazines next week</li> <li>3. Research and collect similar concepts for scrapbook</li> <li>4. Complete Black Square lab work</li> <li>5. Lab 1</li> </ul>
5 Sep 30 Oct 1	<b>Typography</b>	<ul style="list-style-type: none"> <li>1. Critique Black and White Problem</li> <li>2. Bezier curves</li> <li>3. Intro Typography &amp; Semiotics of Type</li> <li>4. Black Square digital form due</li> <li>5. Uploading AI files on D2L</li> </ul>	<ul style="list-style-type: none"> <li>1. Complete Structural Ambiguity Problem</li> <li>2. Research and collect similar concepts for scrapbook</li> <li>3. Collect 6 typeface samples &amp; categorize for scrapbook</li> <li>4. Mid-term interview coming: Scrapbooks and portfolios</li> <li>5. Purchase colour paints</li> <li>6. Lab 2</li> </ul>
6 Oct 7, 8	<b>Seven Colour Contrast 1</b> <b>Spatial relationships</b>	<ul style="list-style-type: none"> <li>1. Critique Structural Ambiguity Problem</li> <li>2. Demo how to use colour paints</li> <li>3. Intro: Hue, Light-Dark, Cold-Warm, Complementary, colour worlds</li> <li>4. Demo: Bezier curves, Pathfinder, Divide &amp; Blend tools</li> <li>5. Intro: Simultaneous, Saturation, Extension</li> <li>6. Mid-term interview list</li> </ul>	<ul style="list-style-type: none"> <li>1. Research and collect similar concepts for scrapbook</li> <li>2. Prepare for mid-term interviews: scrapbooks and portfolios</li> <li>3. Complete first half of Colour Contrasts: Hue, Light-Dark, Cold-Warm, Complementary</li> <li>4. Read: Section 3 Page Architecture</li> <li>5. Lab 1</li> </ul>
7	<b>Thanksgiving Holiday</b>	<ul style="list-style-type: none"> <li>1. Work week</li> </ul>	<ul style="list-style-type: none"> <li>1. Complete second half of</li> </ul>

Oct. 14, 15	<b>Seven Colour Contrast 2</b> <b>Mid-term interviews?</b>	2. Discuss section 3 3. Intro: Simultaneous, Saturation, Extension	Colour Contrasts 2. Colour lab a.m. 3. Lab 2
8 Oct 21, 22	<b>Designing with Type 1</b> <b>Mid-term Interviews (~11:30 am onwards)</b>	1. Typography Quiz 1 2. Intro Designing with Type 3. Work on designs in labs: scanning & raster image processing 4. Photoshop & Scanner demo 5. Font Management	1. Research and collect similar concepts for scrapbook 2. Complete Scale, Neg/Pos Pattern 3. Read: Section 4 Type 4. Lab 1
9 Oct 28, 29	<b>Designing with Type 2</b> <b>Business Card (Black &amp; White)</b> <b>Research Week &amp; Mid-Term Interviews</b>	1. Work on designs in labs 2. Intro to Layout Principles & Black & White business card: bleeds & trapping, crop marks & run-ups 3. Intro to Font Management 4. Course feedback	1. Research and collect similar concepts for scrapbook 2. Complete: Black and White card 3. Lab 2
10 Nov 4, 5	<b>Sound Box 1</b>	1. Critique Designing with Type 2. Intro: Sound Box 3. Work on designs in labs: select box design and brain storm	1. Research and collect similar concepts for scrapbook 2. Collect samples for scrapbook 3. Lab 1
11 Nov 11, 12	<b>Remembrance Day</b> <b>Sound Box 2</b>	1. Work week	1. Complete Sound Box assignment 2. Lab 2
12 Nov 18, 19	<b>Final assignment: Ordering and classifying information</b> <b>Project TBA</b>	1. Critique business cards 2. Discuss section 4 3. Typographic Quiz 2 4. Intro: Last project	1. Complete fall assignment 2. Lab 1
13 Nov 25, 26	<b>Sound Box critique</b>	1. Critique Sound Box 2. Is your file print ready?	1. Lab 2
14 Dec 2, 3	<b>Overview and Summary</b>	1. Critique final assignment 2. Review older examples	
15	<b>Interviews and Portfolio submission</b>	1. Interviews	1. Bring portfolios and scrapbooks to interview, submit in cabinet 2. Digital portfolios for: - 7 colour contrasts - design w. type - business cards

## 5. Basis of Student Assessment (Weighting)

Each student will be expected to complete assignments on time, and are expected to attend each class and contribute at group analysis of completed works.

There are three components considered for the final grade:

1. A portfolio of all assigned projects: 75%
2. A scrapbook full of informal exercises, self-directed problems, notes, sketches, layouts, graphic concepts, etc. that offer a personal involvement with graphic design. 15%
3. The student's participation in the critical appraisals of their work and in the works of peers. This will be conducted in both written and spoken form as the course progresses. 10%

There will be mid-semester interviews with students. This will provide the student with an indication of their achievement during the first half of the course.

There is also a final interview for Visual Arts program students during examination week\*, and final grades will be posted at a later date. A grade of "C" or higher is required in order to continue in the Visual Arts program, or to attain the prerequisite for Art 228.

\*do not book your Christmas flights for this week

A student who attends the course on a regular basis will be given a clear indication of a possible "F" or "P" grade anticipated by the instructor from the mid-semester onwards.

*A student who misses more than two classes cannot expect to pass the course. Should a student miss a class, it is the student's responsibility to contact the instructor regarding their absence.*

## Factors to be considered in Grading of Graphic Design Work

1. Sensitivity to, and employment of, structural relationships that may involve a combination of design elements, e.g. line, value, shape, space, colour, texture
2. Ability to recognize and manipulate the design principles
3. Exploration and imagination in working with the above elements
4. Ability to convert an idea or message into a graphic element
5. Ability to manipulate figure and ground relationship
6. Ability to simplify an idea or design to its essential elements
7. Ability to transpose and translate one design idea or form onto another or from one medium to another
8. Ability to enlarge and reduce design image areas
9. Thought and care in planning and execution
10. Precision and care in rendering, gluing, lay-out and presentation of work
11. Meeting assignment datelines
12. Ability to keep to limitation specified and solve given design problems
13. Appropriateness of design solutions
14. Care and thought in positioning, printing of information outside working frame and position of design area on paper
15. Skill and conceptual progression
16. Professionalism and effort (participation and attendance)

## 6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

## 7. Recommended Materials to Assist Students to Succeed Throughout the Course

Students are also encouraged to browse library shelves for other material available. Excellent sources of design information and quality layout:

Sausmarez: *Basic Design: The Dynamics of Visual Form*

Dondis: *A Primer of Visual Literacy*

Collier: *Space, Form, and Vision*

Knobler: *The Visual Dialogue*

*HOW Magazine*

*Arts Canada*

*Applied Arts*

*Art Forum*

*L'Archive*

*Graphis*

*Vogue*

*Print*

*ID*

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Online:  
 FontShop: [blog.fontshop.com/category/using-type/](http://blog.fontshop.com/category/using-type/)  
 Fontstruct: [fontstruct.com](http://fontstruct.com)  
 Fast Design: [fastcodesign.com](http://fastcodesign.com)  
 ArtStor: [artstor.org/index.shtml](http://artstor.org/index.shtml)  
 Victoria & Albert Museum: [collections.vam.ac.uk/](http://collections.vam.ac.uk/)  
 Cooper Hewitt Smithsonian: [cooperhewitt.org](http://cooperhewitt.org)

## 8. College Supports, Services and Policies



### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

### College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

#### A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

##### 1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

##### 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

## B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

# Painting Tips

## Mixing paints

- Mix all paints in your mixing palettes. Correct paint mixture to paint pure flat colours (no streaks or transparencies.) Your prepared paint should be a creamy, soft mixture made by adding water to the paint until it flows smoothly. If the paint is thicker it will build up textures and it will look blotchy.
- Mix large quantities with a palette knife, small quantities with a brush. The mix must be thorough and complete. All areas of a paint puddle must be mixed or you will never be able to mix a consistent flat colour.
- Important mixtures of large quantities of colour may be saved in a piece of plastic wrap. Cut a large square, place paint in centre, fold up corners and twist into a paint “bomb,” and tape close. To remove the paint, punch a tiny hole with a knife, and squeeze paint onto palette. If you are using acrylic paint, the hole will dry and seal the paint inside. Colours may be saved for up to a month in this manner.
- Do not throw unwanted paint in the sink, but scrape it instead into the trash. It is environmentally sound and keeps the plumbing clear.

## Applying paint

- When ruling lines in paint, use a ruling pen. The paint mixture is wetter than normal so it will flow easily from the pen. Too wet it will blob out. Load paint in the tip with a brush. Rule the lines against the edge of a raised ruler. If the ruler is flat to the surface, the paint will bleed under the ruler. Test it first on a scrap of similar paper. Airbrush medium may be added to assist in the flow of the paint.
- Low tack masking tape may also be applied to dry surfaces. Then you can paint over its edge and remove while the paint is still wet. This will achieve a straight edge. If the tape sticks while being removed, use a bit of rubber cement thinner or a warm hair-dyer air to loosen the tape. Stick the torn paper back with matte medium.
- Use as little graphite as possible in your preparatory drawing. Paint edges once.

Painting twice will give you twice the chance to mess up. Edges of high contrast are especially important. They must be clean and smooth. Colours of equal value will not be as critical.

- A pointed red sable brush is best for painting flat areas. Acrylic brushes are stiffer and leave textures in the paint. Brushes must be cleaned up with hand soap and warm water. Hot water may melt the glues holding your bristles together. All paint must be removed and then soap must be washed out too.
- Some paints will require several coats to become opaque and lay flat. The paint should be dry between coats. You cannot paint wet on wet and get a flat area.
- When painting, paint lighter colours first. Dark colour covers the lighter colours more easily. If paint is applied in the wrong place, wipe it off right away with a damp cloth or tissue. Dry any residue and then paint over. If you paint yellow over black, you will have to paint many coats, drying between each one until the colour is flat and covers the black opaquely.
- When matching colours or touching up with acrylic, you must make the mixture lighter than the colour to be matched. Acrylic paints will dry slightly darker.
- If a colour will not cover an area well, try adding black or white (e.g. Alizarin Crimson & Ultramarine Blue). This will make it easier to cover the area, but you will lose some of the colour brilliance. This is especially useful for transparent colours like Ultramarine or Alizarin.

## Oops...

- Paint on clothes. Wash out right away with cold water and soap. Hot water will set the stain.
- Rubber cement does not stick to paint. For a permanent bond, use matte medium or varnish. Gloss medium makes a shiny surface. Matte medium should also be used to collage.