History of Graphic Design

Course Description:
This course will provide an historical analysis of visual communication with emphasis on the development of the profession of graphic design and the relationship of commerce and technology to the history of graphic design. Course format will include lectures, field trips, discussion, activities, video, and course readings. There will be three formal writing assignments, a number of informal writing experiences, one visual design project, and two exams. Active participation is essential to your success in this course.

Required and Recommended Materials:
You will need to take notes so bring supplies that help you capture course content. Permission must be requested to record class lectures.


For our week four activity you need a black calligraphy marker (3$ at campus bookstore or art store)

Course materials on Moodle: Many of the materials for this course will be available on the Internet through the UM Moodle interface. To access the web site go to “My U” portal at umn.edu and the course should appear in your course list. You will need to use your x500 user name and password (the same ones you use for e-mail and to access your scholastic records).
Release of Work Statement:
Students understand that enrollment in this course grants consent for their work to be selected for inclusion in college or departmental publications (online or in print). Your instructor may select to use your work to represent her/his skills as an instructor in a teaching portfolio (online or in print).

Attendance:
• students are responsible for all class meetings and reading materials
• students are responsible for being on time and preparing for all class sessions
• students are responsible for meeting all course requirements and observing deadlines
• students are responsible for seeking help when needed
• students who need special accommodations are responsible for working with the instructor and the relevant University offices

You are expected to be attentive during class, to ask questions if you do not understand something, and to offer your opinion in discussions. You are also expected to listen respectfully to other students and to me when speaking. Racism, sexism, homophobia, classism, ageism, and other forms of bigotry are inappropriate forms of expression in this class

How to get the most out of this class:
1. Attend class sessions. Ask questions during class, especially when prompted by the instructor.
2. If you have any concerns please schedule a time to meet with the instructor.
3. Participate actively in class discussions and in the group activities. Staying engaged with the course material will help you to learn more and think more deeply about the various topics.
4. Use the Moodle resources.
5. Make use of the library; librarians are eager to help you complete research for your projects.
6. Use writing to learn. Our informal writing in class will get you started, but learn to use writing as a tool to help you think and develop ideas.
7. Eat healthy foods, drink plenty of water, and exercise. You should also get enough sleep. You will have the rest of your life to party and explore a variety of social contexts. You are only in college for four years—make the most of your studies!

Workload:
University policy states that one credit equals three hours of work per week. As this is a four credit course you can expect to spend twelve hours of work per week on graphic design history to achieve a passing grade. Four hours will be spent in class and eight hours will be spent on readings and assignments per week.

Writing Intensive Course: History and writing:
History is constructed through writing, and the materials used to construct history are themselves often written documents. Primary, historical sources include narrative accounts of events; interpretations and reinterpretations of these accounts; analyses of similarities, differences, causes, and effects; governmental and religious records, and so on. So, when we study history, we engage in the practice of history-making. That is, we write, often about others’ written documents, as a way of making sense of the factual and interpretive data we find, and as a way of persuading others of the interpretations behind these data.

During the first six weeks of the semester we will be working with a form of analysis called
historiography. This analysis examines the way history is written and how this influences our perception of history. By reading several sources that describe the same phenomenon you will compare and contrast these different presentations of the same historical event. What do we learn from each? What are the particular uses and limitations of each resource? What is different? Why might his author have presented the information in this way? Two historiography papers will provide you with repeated practice in this type of analysis.

In our study of scripts and writing you will be working with primary sources to learn about how the letterforms were created, the impact of the tool on the letterform, and relate this information to the values of the culture that produced the specific type of writing. You will learn how to determine the various types of letterforms through hands-on work with letters and the analysis of ancient letterforms.

Finally, you will have the opportunity to develop an on-line exhibition that explores a particular topic in visual communication history. Having examined historical resources through the historiography assignment you will now create a resource. How will your exhibition influence what people understand about history? What will you include and why? How will your text and images contribute to the body of knowledge about human visual communication?

Why do we do all this? What we learn in this class about the history of visual communication will inform your understanding and use of communication media as you progress through your life as a designer and as a citizen. As you consider how to develop meaningful and helpful visual communications, the methods and forms studied in this class will provide the foundation for a lifetime of exploring how communication influences our daily lives and impacts global social and economic systems. By understanding communication developments across time and across cultures you become aware of the ethical responsibilities inherent in the making of messages. Finally, you learn to appreciate the diversity of human message-making and the complex issues involved in visual communication.

Grading Structure:

http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html

Students are expected to complete all class assignments and exams and to participate in discussion sessions. Final course grades will be distributed on a point/percentage system:

**Grading Scale:**

<table>
<thead>
<tr>
<th>Letter</th>
<th>Point Range</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92%</td>
<td>460-500</td>
</tr>
<tr>
<td>A-</td>
<td>89%</td>
<td>445-459</td>
</tr>
<tr>
<td>B+</td>
<td>85%</td>
<td>425-444</td>
</tr>
<tr>
<td>B</td>
<td>80%</td>
<td>400-424</td>
</tr>
<tr>
<td>B-</td>
<td>75%</td>
<td>375-399</td>
</tr>
<tr>
<td>C+</td>
<td>70%</td>
<td>350-374</td>
</tr>
<tr>
<td>C</td>
<td>65%</td>
<td>325-349</td>
</tr>
<tr>
<td>C-</td>
<td>60%</td>
<td>300-324</td>
</tr>
<tr>
<td>D</td>
<td>55%</td>
<td>275-299</td>
</tr>
<tr>
<td>F</td>
<td>&lt;55%</td>
<td>274-0</td>
</tr>
</tbody>
</table>
University grading policies

A - achievement that is outstanding relative to the level necessary to meet course requirements.
B - achievement that is significantly above the level necessary to meet course requirements.
C - achievement that meets the course requirements in every respect.
D - achievement that is worthy of credit, though it fails to meet fully the course requirements.
S - achievement that is satisfactory, which is equivalent to a C- or better (achievement required for an S is at the discretion of the instructor but may be no lower than a C-).
F (or N) Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement that the student would be awarded an I.

The grade of I/incomplete will be given only in the case of a documented medical emergency. Requires a written agreement between instructor and student.

If you wish to dispute the grade assigned to a paper, project, or exam, you must do so IN WRITING within 48 hours after the quiz or paper has been returned. You must include a specific rationale for why your answer is correct, or why you think the paper deserves a higher grade. “I think I deserve a better grade” does NOT constitute a rationale.

Accepting and Returning Assignments:

All assignments will either be turned in during class or will be submitted to Moodle in the appropriate assignment dropbox. You may not turn in your assignments to the instructor’s mailbox.

Impromptu writing assignments and unit tests will be returned to you in class; assignments submitted via Moodle will be returned via Moodle.

Grading Late Work:

All assignments must be submitted on the stated date and time. Late work will be penalized 25% of the grade earned and must be turned in within three days of the deadline. Late work will not be accepted after three days beyond the due date. Students are expected to take exams at the times scheduled in the syllabus. Make-up exams will be given only in the case of an emergency with official documentation (medical or other official evidence needed).

Policy for Missed Exams:

Make-up unit tests will be given only in the case of an emergency with official documentation (medical or other official evidence needed).

Make Up Work for Legitimate Absences:
http://www.policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html

Make-up work will be given only in the case of an emergency with official documentation (medical or other official evidence needed).

Extra Credit Options: none
University Policies

Personal Electronic Devices in Classroom:
http://policy.umn.edu/Policies/Education/Education/CLASSROOMPED.html

Please review the entire policy using the above link.

Cellphones should be turned off and stowed during each entire class.

Laptops and tablets may be used to take notes during class. You should not be viewing Facebook, e-mail, or non-course related sites during class, nor should you be working on assignments for another class.

Use of Class Notes and Materials:
http://policy.umn.edu/Policies/Education/Education/CLASSNOTESSTUDENTS.html

Students may not make digital or commercial use of their notes of lectures or course materials without the express written consent of the instructor. Please read the extended policy using the link above.

Scholastic Dishonesty and Student Conduct Code:
http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.pdf

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows: submission of false records of academic achievement; cheating on assignments or examinations; plagiarizing; altering, forging, or misusing a University academic record; taking, acquiring, or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement. Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to an including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask the instructor.

Sexual Harassment:
http://www1.umn.edu/regents/policies/humanresources/SexHarassment.pdf

See the complete policy using the URL above. Harassment of any kind will not be tolerated in this class. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive academic environment in any University activity or program.

Statement on Climate of Inclusivity:
You are also expected to listen respectfully to other students and to me when speaking. The University of Minnesota is committed to providing a safe climate for all students, faculty, and staff. All persons shall have equal access to its programs and facilities without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Racism, sexism, homophobia, classism, ageism and other forms of bigotry are inappropriate to express in this class. Reports of harassment are taken seriously, and there are individuals and offices available for help.
(or refer to http://www1.umn.edu/regents/policies/administrative/Equity_Diversity_EO_AA.pdf)

Academic Freedom and Responsibility:
http://www1.umn.edu/regents/policies/academic/Academic_Freedom.pdf

Availability of Disability and Mental Health Services:

The University of Minnesota is committed to providing all students equal access to learning opportunities. Disability Services (DS) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations.

- Students who have, or think they may have, a disability (e.g. mental health, attentional, learning, vision, hearing, physical or systemic), are invited to contact DS to arrange a confidential discussion at 612-626-1333 (V/TTY) or ds@umn.edu.
- Students registered with DS, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester to discuss accommodations outlined in their letter.

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via www.mentalhealth.umn.edu or contact Counseling/Consulting Services at 612-624-3323.

Academic Services:

If you would like additional help, please contact one of the offices listed below.

<table>
<thead>
<tr>
<th>Center for Writing</th>
<th>10 Nicholson Hall, Mpls</th>
<th>612-626-7579</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Academic Success Service</td>
<td>340 Appleby Hall, Mpls</td>
<td>612-624-3323</td>
</tr>
<tr>
<td></td>
<td>199 Coffey Hall, St. Paul</td>
<td></td>
</tr>
</tbody>
</table>