

**GDES 3351.001**

**Text & Image**  
Spring 2020

Monday/Wednesday  
8:30 AM – 10:25 AM  
144 McNeal

3 Credits

**Course Description**

GDES 3351, *Text and Image*, is a mid-level studio course in the graphic design program, with a focus on using images and type to communicate messages and information clearly, concisely and memorably. The course will build on typographic, compositional and imaging skills that students have started to develop in their earlier classes. All prerequisites are presumed to have been met.

The class structure is almost exclusively studio-oriented and project-based. The hands-on "doing" of design will be supplemented with lectures, demonstrations, critiques, field trips and guests. Exposure to the technical aspects of graphic arts production for printing will supplement the creative and problem-solving exercises.

**Course Objectives**

The course has these main objectives:

- a. to increase student's facility with image and type composition
- b. to strengthen students' conceptual abilities in using image and type to communicate visually and verbally through the integration of form and meaning
- c. to increase students' technical facility in using various hardware and software to design and produce graphic works (this includes "low tech" and hand tools too)
- d. to expose students to the technical processes inherent in the production of printed and electronic graphic works
- e. to provide experiences in solving problems, and posing questions, in a variety of formats
- f. to deepen the students' awareness of visual media, including contemporary aesthetics through critical and analytical exercises

**Overview**

Some of the learning modules that will be covered this semester include:

1. Compositions combining image and type comprehensively; organizing information utilizing grid structures with the goals of persuading and informing.
2. Compositions combining image and type in narrative sequence, with the goal of expression.
3. Written and verbal criticism, analysis, documentation and reflection, with the goal of assessing the roles image and type play in visual communications.

**University of Minnesota Student Learning Outcomes**

(Upon course completion, students...)

*Can identify, define, and solve problems...*

By applying the elements and principles of design through the iterative design process; by proposing solutions, incorporating feedback and refining design proposals; by experimenting, innovating and testing ideas involving image and text compositions.

*Can communicate effectively...*

By making oral and visual presentations; by participating in critiques; by developing a critical vocabulary; by concurrently considering message content and visual form.

—S. McCarthy, Lead Instructor GDes 3351

**Daniel Jasper**

Associate Professor  
246D McNeal Hall  
Office Hours:  
Monday, 10:25 AM–11:25 AM

**Preferred method of contact:**

djasper@umn.edu

**Text**

There is no required text. Assigned readings may be placed on reserve at the MacGrath (St. Paul) Library circulation desk or provided digitally via e-mail.

**GDES 3351.001**

**Text & Image**  
Spring 2020

Monday/Wednesday  
8:30 AM – 10:25 AM  
144 McNeal

3 Credits

**Materials**

- + thumb drive or other external data storage device
- + budget of approx. \$200 for prints
- + black foam core mounting board
- + hand production tools (ruler, X-acto, tape, adhesive, etc.)
- + sketch pad

**Grading Policies**

Students will be required to complete all class assignments. Design work will be evaluated on concept, process, outcome, technique and layout. Final course grades will be distributed on a point/percentage system. Project grades are determined by the following criteria, each assigned a value between 1 and 10 (one is low, ten is high):

Concept score reflects the strengths and weaknesses of your ideas for each assignment. The quality of your ideas is reflected, in part, by the visual statement of your ideas in the form of identities, brochures, posters, etc. The best graphic design cannot replace the lack of strong concepts that drive your rationale for your particular use of type, image, line, color and form. Your use of these elements is measured, in part, against their appropriateness for the support of the stated aspirations of your concept and their appropriateness to the needs of the client/idea.

Assessment of your concept score is derived, in part, from the quality and content of your sketches, roughs and comps. As a result this aspect of your concept score is finite and fixed in the form of the aforementioned developmental pieces. The other aspect of your concept score is assessed from the final physical outcome of each assignment: your finished project. Concepts rarely arrive fully formed. Therefore some allowances may be made for the concept that comes together and 'gels' at or near the end of the assignment cycle.

Process score reflects the process, or the means, by which you develop your concepts and the final physical form of your projects. The process score is reflected, in part, by the aggressiveness with which you pursue your ideas and develop your concepts. The process score is measured, in part, by the quantity of work one does to develop their ideas. As stated earlier, concepts rarely emerge fully formed, instead they are developed over time through a process of experimentation and trial and error that are evident in the form of sketches, roughs, comps and mock-ups. Even the strongest ideas and most fully formed concepts that might occur in the beginning stages of a project still have to be massaged aggressively in order to bring about the most effective and successful statement of any given idea or concept.

Outcome score reflects the assessment of the finished product that results from the *Process* as it applied to the initial *Concept*. How one develops and shapes the concept into the ideal statement comprised in the physical form is of utmost importance to graphic designers and is indicative of much of what we do. The final physical graphic statement you create will be further assessed using the following criteria:

Technique score reflects the craftsmanship, neatness, exactitude and

**GDES 3351.001**  
**Text & Image**  
Spring 2020

Monday/Wednesday  
8:30 AM – 10:25 AM  
144 McNeal

3 Credits

finesse that are important in the final design of your work as well as in its presentation during critique.

Layout score reflects the composition, legibility, readability, spatial relationships, use of design principles and elements (type, image, color).

The numerical scores are weighted against the project percentages and calculated objectively to arrive at the final course grade.

A 100-93  
A- 92.99-90  
B+ 89.99-87  
B 86.99-83  
B- 82.99-80  
C+ 79.99-77  
C 76.99-73  
C- 72.99-70  
D+ 69.99-67  
D 66.99-63  
D- 62.99-60

**Permanent Grades for Academic Work: The University of Minnesota Senate "Uniform Grading Policy"**

1. There are five permanent grades given for a single course for which credit shall be awarded, which will be entered on a student's official transcript. A-B-C-D-F grades include pluses and minuses, as follows, and carry the indicated grade points. The S grade shall not carry grade points but the credits shall count toward the student's degree program if allowed by the college, campus, or program.

2. These definitions apply to grades awarded to students who are not enrolled in graduate programs, but the grade points are the same no matter the level or course of enrollment.

A = 4.00  
A- = 3.67

Represents achievement that is outstanding relative to the level necessary to meet course requirements.

B+ = 3.33  
B = 3.00  
B- = 2.67

Represents achievement that is significantly above the level necessary to meet course requirements.

C+ = 2.33  
C = 2.00  
C- = 1.67

Represents achievement that meets the course requirements in every respect.

D+ = 1.33  
D = 1.00

Represents achievement that is worthy of credit even though it fails to meet fully the course requirements. U of M grading policy can

**GDES 3351.001**  
**Text & Image**  
Spring 2020

Monday/Wednesday  
8:30 AM – 10:25 AM  
144 McNeal

3 Credits

be found here: <http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>

#### **Course Policies**

Attendance Policy: Attendance is required to learn the course material and will be taken daily. Two unexcused absences are the maximum allowed before the final grade is lowered by one letter grade. Excused absences are for substantiated medical and personal emergencies only, with documentation. Tardiness beyond ten minutes counts as an absence.

Punctuality Policy: Arrive on time and stay the entire session, unless notified otherwise. Tardiness in excess of ten minutes counts as an absence. We will take a brief break during the class session, usually around the halfway point. Assignments are also due on the specified date; late assignments will be lowered a letter grade.

Assignment Policy: Assignment sheets will be handed out for each project, describing the project parameters in detail and providing interim and final due dates. Pay attention to the constraints of the assignment, so that your time and effort are used effectively. Assignments may be resubmitted once, within a week of the due date, for a maximum 5 point upgrade.

Conduct Policy: A studio setting is conducive for an informal atmosphere, with student interaction an expected benefit. Please keep the focus on the task at hand, and be respectful of your classmates and their work.

Critiques: There will be regular critiques. You are required to attend whether or not your own work is ready for presentation. You are expected to critique your own work as well as the work of your peers. Critiques provide important ongoing feedback and support throughout the design process and help students refine their work and develop a constructive critical eye and increased vocabulary. Designers must be able to talk about, explain and defend their work in an articulate, competent manner.

Late Projects: The student is required to complete all class assignments, and present them on time. Projects, which are one class period late, will be marked down one letter-grade point (i.e., an A becomes a B). After that time, projects will not be graded except for extraordinary circumstances. Work not presented at critique will be considered late. Late work will be accepted at the class meeting immediately following the initial deadline only. Please note that thumbnail sketches, digital comps, journal entries, or other work that is not presented on time will also be deemed late.

If you have a problem completing the work on schedule, please see your instructor about alternative means of meeting your course obligation. Should such arrangements be made, it does not release you from any of the assignments required by this course. You will be given as much class time as possible to work on your assignments with your instructor in class.

#### **Classroom Expectations Guidelines\***

Performance issues can influence your grade. These include active engaged participation in critiques and discussion, attendance, and timeliness. As a participant in this class you are expected to attend all classes. Class participation includes contributing to discussions and critique of your own and others' work, as well as diligently working on your own projects during the class period. When working on the computer it is your responsibility to stay on task. This means that e-mail, accessing the Internet for other than research purposes specifically for this class, headphones, and work from other classes are not permitted during class time.

**GDES 3351.001**

**Text & Image**

Spring 2020

Monday/Wednesday

8:30 AM – 10:25 AM

144 McNeal

3 Credits

Credits & Workload Expectations: For undergraduate courses, one credit is defined as an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a three credit course that meets for three hours a week should expect to spend an additional six hours a week on course work outside the classroom.

Academic Dishonesty: Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of 'F' or 'N' for the entire course.

Academic Misconduct: Academic misconduct is defined as any act that violates the rights of another student with respect to academic work or involves misrepresentation of a student's own work. Academic misconduct includes but is not limited to: cheating on assignments or examinations, plagiarizing pieces of work, depriving others of necessary course work, and sabotaging another's work. Discovery of academic misconduct is grounds for an 'F' or 'N' for the course.

Harassment: 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, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Reports of harassment are taken seriously, and there are individuals and offices available for help.

Access: It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructors early in the quarter to discuss their individual needs for accommodations. This syllabus is available in alternative formats upon request.

**Expectations of Students**

Students are responsible for all class meetings and materials, including any information contained in the syllabus.

Students are responsible for being on time and preparing for all class sessions.

Students are responsible for meeting all course requirements, observing all deadlines, examination times, and other course procedures.

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.

Students may not make commercial use of their notes of lectures or University-provided materials without the express written consent of the instructor.

Students understand that enrollment in this course grants consent for their work to be selected for inclusion in college or depart-

**GDES 3351.001**  
**Text & Image**  
Spring 2020

Monday/Wednesday  
8:30 AM – 10:25 AM  
144 McNeal

3 Credits

mental 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).

**Statement on Climate of Inclusivity:**

You are expected to be attentive during class, ask questions if you do not understand something, and to offer your opinion. 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.

[http://www1.umn.edu/regents/policies/administrative/Equity\\_Diversity\\_EO\\_AA.pdf](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](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](http://www.mentalhealth.umn.edu) or contact Counseling/Consulting Services at 612-624-3323.

**Academic Services:**

If you would like additional help, please contact these offices:

- Center for Writing*, 10 Nicholson Hall, Mpls, 612-626-7579
- Student Academic Success Service*, 340 Appleby Hall, Mpls 199 Coffey Hall, St. Paul, 612-624-3323.

**SHORT PROJECT 1**

The Business Card: "Who The !#&% Are You"?<sup>1</sup>



**Process**

Working individually you will design *two* business cards for yourself. The dimension of the cards will be 3.5" x 2". The cards will be made using one color on one side (B&W) and four-color process on the other side (Cyan, Magenta, Yellow, Black).

**GROUP 1**

Lauren Adell  
Leah Brick  
Andrea Chung  
Anne France  
Cassandra Ho

**GROUP 2**

Brenden Petersen  
Mong Nguyen  
John Mcmonagle  
Lucie McBride  
Naomi Liew

**GROUP 3**

Holly Ryan  
Lauren Schoolmeesters  
Ashley Schwarzenbach  
Isabelle Snyder

**GROUP 4**

Sophia Stella  
Molly Vanbrocklin  
PajFuabcha Vang  
Carter Volk

**Initial Concepts Due 01/27, 01/29**

Initial concepts are due for groups 1 & 2 on Monday, and 3 & 4 on Wednesday at the beginning of class. You are required to produce 10 initial concepts expressed using sketches. Sketches are to be drawn by hand — no computer-generated sketches will be accepted. Scan sketches into the computer and combine with color & type studies + visual references & narrative statement; then save all as a single PDF file with 10 pages. All PDFs should be combined into a single, multi-page PDF saved using your name. For example, Bob Smith's sketches should be named: "Bob\_Smith\_Phase\_1.pdf". Each person's sketches will be viewed publicly in your small group using the data projector. Each person is required to present no fewer than 10 comprehensive sketches that clearly articulate 10 unique, distinctively different card directions—depicting both front and back treatments. Variations on themes will not count towards your required minimum of 10 distinctly different sketches.

**Field Trip Monday, 02/03**

Class will meet at U of M Printing Services for a tour of their facilities to see high-end professional offset printing and binding. Graphic Designer, Julie Longo will lead a discussion about preparing digital files for pre-press and 4-color process printing. For address and map visit: <http://www.printing.umn.edu/contact/index.htm>

**Interim Critiques 02/05, 02/10**

Interim developments are due for groups 3 & 4 on Wednesday, 02/05, at the beginning of class. Interim developments are due for groups 1 & 2 on Monday, 02/10, at the beginning of class.

**Final Due Wednesday, 02/17**

All work is due Wednesday, 02/17 at the beginning of class.

1. Pete Townshend, The Who. *Who Are You?* 1978.

