Course Description
Co-Requisites: DES102 Design Fundamentals
Exploration of the processes of design, in terms of the germination, ideation, and execution of design solutions to assigned design problems; this will be integrated with the acquisition of basic computer design skills that will be necessary to successfully solve the assigned design problems. The computer skills learned are integral to a professional career in the design world today.

Instruction will include class lectures and outside research. Students will be given exercises and projects to be completed outside and in class so access to a computer outside of class, with the relevant software, will be required.

COURSE GOALS
Coursework includes class lectures, in class exercises, demos and outside readings. Projects will be self-initiated but the class will cover several in class exercises and assignments in which steps utilizing the creative process will be explored. You will be generating and organize various visual elements throughout the semester that collectively will work to communicate a complete idea. Projects will be completed both individually and collaboratively. It is not specifically a media-based course, so you may be using a various media at different points in the semester. By the end of the semester, students will be expected to be competent in the following technical areas:

• Ability to design information architecture, interfaces and narratives at an advanced level
• Advanced skills with layout, identity systems, advertising based projects and introduction to time-based multimedia
• Ability to work with computer media in cross-disciplinary projects

Note: Software instruction is not taught during class time. Students are expected to attend workshops on software packets or use on-line tutorial services such as Lynda.com if there is deficiency in any one area.
Learning Objectives
1. To research different digital tools used in visual design and its implementation
2. To develop perceptual skills for visual communication
3. To raise the awareness of the computer and various peripherals as important tools for designers

Recommended Preparation: Some experience in digital tools helpful. Independent research in creative digital software recommended.

Course Notes
Students are responsible for all assignments, including homework, in-class work, critiques, presentations, demos, readings, process and archiving work on removable media. It is the students responsibility to obtain missed work and information missed if absent. DES 203 is a studio based class, it is crucial for students to attend class since often information exchanged in a group discussion, critique or setting may not imparted through handouts or notes. Students must attend class to succeed in the course. Any more than 3 unexcused absence will result in a lowered grade, more than 5 and the student is in jeopardy of failing the course.

Technological Proficiency and Hardware/Software Required
Laptop Computer w/ Mouse
Adobe Creative Suite
- Adobe Illustrator
- Adobe Photoshop
- Adobe InDesign
(The Adobe creative suite is provided to you for free through your USC email)

Blender (in relation to Adobe Illustrator)

OPTIONAL: Drawing Tablet w/ Pen

Color printer available:
Galen Media Lab (Harris Hall Lab 220C, 213-821-3899)
- Mon-Thur 9am - 9pm
- Fri-Sun 9am - 5pm

Required Readings and Supplementary Materials
Notebook/sketchbook
Drawing supplies (pen, pencil, marker)
X-Acto or OLFA craft blade
USB flash drive or portable hard drive

SUGGESTED RESEARCH
Online resources such as Youtube, Lynda, and Domestika provide additional instructional videos on the Adobe Suite and utilizing digital programs in design. Any additional research such as readings or videos will be inside the class Google Drive.
Description and Assessment of Assignments
Projects will be evaluated based on their adherence to given guidelines, attention to craft and overall appropriateness. Initiative, progress and follow-through will also be considered. Both giving and receiving feedback will be crucial to your success in this class, therefore your class participation grade is based on your active involvement in class and critiques. In addition to causing you to be marked absent, late assignments will be docked one full letter grade for each week they are late.

80% Studio projects and homework assignments
Project grades will be assigned according to a point system based on the following:
- Strength of the concept/design
- Process and methodology
- Presentation/craftsmanship
- Creative briefs/descriptions are required for each project.

20% Attendance/Class participation/Work Ethic

Grading Breakdown

<table>
<thead>
<tr>
<th>Assessment Tool (assignments)</th>
<th>Points</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adobe Photoshop</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Adobe Illustrator</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Adobe InDesign</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Adobe XD</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>Participation</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td>100</td>
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Grading Scale
Course final grades will be determined using the following scale
A  95-100
A- 90-94
B+ 87-89
B  83-86
B- 80-82
C+ 77-79
C  73-76
C- 70-72
D+ 67-69
D  63-66
D- 60-62
F  59 and below

Assignment Submission Policy
All assignments are due on the posted due date unless otherwise discussed with the instructor due to external hardships. Late assignments receive one letter grade reduction. Material application projects are to be viewed on the day of the critique/review. Digital files for each assignment are to be placed within your folder inside the class Google Drive before the start of class.
**Grading Timeline**

Reviews/Critiques of projects are a key component in the course. Marks will be given for each assignment either the following week. A grading rubric will be given to students that outlines the categories by which they are given their grades. Grades for each assignment can be found on the class Blackboard site.

**Additional Policies**

**ROSKI ADMISSIONS INFORMATION**

For information and an application to become a fine arts minor, please visit [http://roski.usc.edu/minors/](http://roski.usc.edu/minors/).

To become a fine arts major, please visit [http://roski.usc.edu/undergraduate_programs/](http://roski.usc.edu/undergraduate_programs/). Please contact Penelope Jones at Penelope@usc.edu or 213-740-9153 with any questions about majoring in FA.

Applications are due October 1st and March 1st every year.

**GENERAL RULES**

1. If you are going to be late or cannot show up for class please contact the instructor prior to class.

2. Attendance is critical. It is the student’s responsibility to make up any missed instruction or requirements.

3. Any student that needs special projection equipment for a presentation or critique should bring it to the attention of the instructor before class.

4. Midterm and final exams MAY take the form of projects or a combination of written and project-oriented deliverables.

5. In a virtual course, class engagement is critical to the development of the class as well as developing a connection with your fellow classmates.

**Course Schedule: A Weekly Breakdown**

- Subject matter (topic) or activity
- Required preparatory reading or tasks (e.g., viewing videos)
- Deliverables and when each deliverable is due. A blanket statement that there will be a deliverable due at a specified frequency (e.g., there will be homework due weekly) may obviate the need to state when certain deliverables are due

**IMPORTANT:**

In addition to in-class contact hours, all courses must also meet a minimum standard for out-of-class time, which accounts for time students spend on homework, readings, writing and other academic activities. Students who may need additional help or time for classwork should reach out to the instructor for assistance.

<table>
<thead>
<tr>
<th>Week 1 1/12</th>
<th>Topics/Daily Activities</th>
<th>Readings/Preparation</th>
<th>Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Review Syllabus</td>
<td>Adobe Photoshop Intro</td>
<td>Complete collage assignment for next week.</td>
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<tr>
<td></td>
<td>Course Intro- Adobe</td>
<td>Week 1- Exquisite Corpse</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Photoshop Intro</td>
<td>Project 1A</td>
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<table>
<thead>
<tr>
<th>Week 2 1/19</th>
<th>Topics/Daily Activities</th>
<th>Readings/Preparation</th>
<th>Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adobe Photoshop Exercise</td>
<td>Present Project 1A</td>
<td>By learning basic shaping and cutting tools, we will discover new ways to convey concepts using subtraction</td>
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<td></td>
<td>Exercise- Subtraction in Design</td>
<td>Read “On Subtraction” in the Google Drive</td>
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<tr>
<td>Week 3 1/26</td>
<td>Adobe Photoshop Basics – Subtraction/Shapes</td>
<td>Discuss project 1B</td>
<td>Using the techniques learned so far, develop a poster that uses elements involved like negative space and color to show subtraction.</td>
</tr>
<tr>
<td>Week 4 2/2</td>
<td>Adobe Photoshop Intermediate - Typographical Manipulation</td>
<td>Discuss Project 2A</td>
<td>Present Project 1B Review the techniques of manipulating text using different tools in photoshop.</td>
</tr>
<tr>
<td>Week 5 2/9</td>
<td>Adobe Photoshop Advanced; Project 2 Intro</td>
<td>Review the techniques of manipulating text using different tools in photoshop. In-class Demo</td>
<td>Develop Project 2A Watch the introductory Blender video in preparation for next class.</td>
</tr>
<tr>
<td>Week 6 2/16</td>
<td>Adobe Illustrator Intro Vector Tools</td>
<td>Present Project 2A Adobe Illustrator- In-class Demo: By using the tools we’ve learned so far we will start to develop shapes used for character design.</td>
<td>Watch introductory Blender video in preparation for next class. Read “Searching for the Perfect Beat” in Google Drive. Find 5 notable graphic posters to discuss in class.</td>
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<tr>
<td>Week 7 2/23</td>
<td>Adobe Illustrator Basics Character Design Discuss Project 2B</td>
<td>Adobe Illustrator Week 7 In-class Demo: importing text into 3D space from Illustrator into Blender.</td>
<td>Begin developing Project 2B</td>
</tr>
<tr>
<td>Week 8 3/9</td>
<td>Adobe Illustrator Intermediate Implementing Illustrator in Blender</td>
<td>Adobe Illustrator Week 8 Exercise Discuss typography title assignment</td>
<td>Develop Project 2B Read “Design in Los Angeles” in Google Drive</td>
</tr>
<tr>
<td>Week 9 3/16</td>
<td>Discuss Project 3A –FINAL Adobe InDesign</td>
<td>Present Project 2B Adobe InDesign Exercise In class Demo - Using InDesign to make zines.</td>
<td>Watch Helvetica – Reading Response</td>
</tr>
<tr>
<td>Week 11 3/23</td>
<td>Project 3A Intro Zines History of zine making</td>
<td>Adobe InDesign Exercise In class Demo - Using InDesign to make zines.</td>
<td>Begin conceptual development for final zine project (3A)</td>
</tr>
<tr>
<td>Week 12 3/30</td>
<td>Studio time</td>
<td>One-On-One meetings Discuss final project Adobe InDesign Exercise</td>
<td>Develop Project 3A</td>
</tr>
<tr>
<td>Week 13 4/6</td>
<td>Final Project Check in Studio time</td>
<td>In-class business card InDesign demo Class final project check-in</td>
<td>Develop Project 3A Gather all image material for project 3A</td>
</tr>
<tr>
<td>Week 14 4/13</td>
<td>Final Project Check in Studio Time</td>
<td>Class final project check-in</td>
<td>Develop Project 3A</td>
</tr>
<tr>
<td>FINAL 4/20</td>
<td>Final Zine Presentation</td>
<td>Final Zine Presentation</td>
<td>Final Zine Presentation</td>
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Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298 equity.usc.edu, titleix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298 usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776 dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.
**USC Campus Support and Intervention** - (213) 821-4710  
campusupport.usc.edu  
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

**Diversity at USC** - (213) 740-2101  
diversity.usc.edu  
Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

**USC Emergency** - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call  
dps.usc.edu, emergency.usc.edu  
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

**USC Department of Public Safety** - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call  
dps.usc.edu  
Non-emergency assistance or information.

**Office of the Ombuds** - (213) 821-9556 (UPC) / (323-442-0382 (HSC)  
ombuds.usc.edu  
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.