Sample Syllabi

Dana Potter

Intro to Design

Graphic Design

ART 111-03
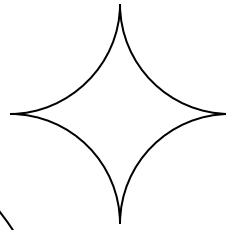
Course Info

Fall 2024
ART 111-03
Mondays and Wednesdays 1:30 – 3:20pm
Lang 213

Dana Potter
dpotter@furman.edu
Roe Art Building
Office hours: Thursdays 1:30 – 3:30

Department of Art
Furman University
3300 Poinsett Highway
Greenville, SC 29613
Phone: (864) 294-2995
Administrative Assistant: Jessica Rosato
Department Head: Sarah Archino

Catalog Description
Fundamentals of two-dimensional design explored through lectures and class projects with an integration of graphic design as a problem-solving tool. Conceptual development and the formal elements of design are introduced which include type, image and creative software. Students will explore design elements and principles through traditional media and software exercises. 4 credits.
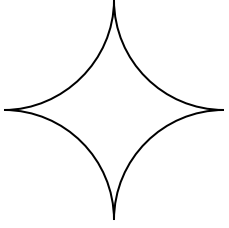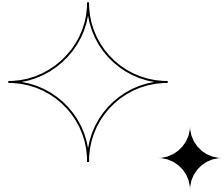
Objectives

- Technical Skills - demonstrate skilled use of a material or method

- Visual Skills – apply a principle or concept

- Ideation - engage critical, human-centered topics

- Communication – practice professionalism and citizenship in the classroom, field of study, and broader community

VISUAL

TECHNICAL

IDEATION

COMMUNICATION
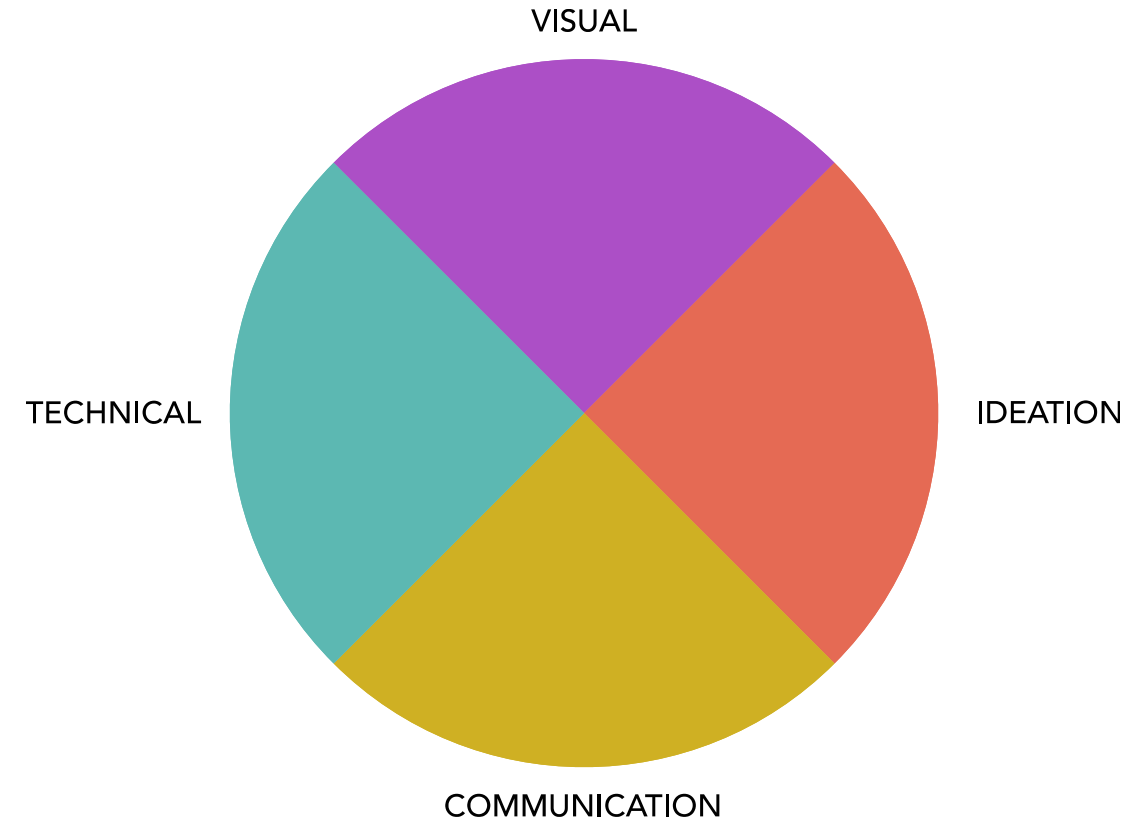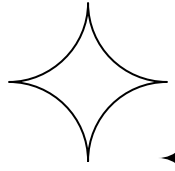
Time Commitment & Participation

- This is a project-based course, good project results take a large time-investment.

- It is vital you attend class for technical demonstrations, discussion of project topics, and building relationships with your peers

- You should expect to work on assignments and projects outside of class every week for 6-8 hours.

- All students are expected to participate in critique and discussions. Participation will not be rewarded, but lack of involvement will be noted. Your ability to analyze and verbally articulate the language of the artist is critical.
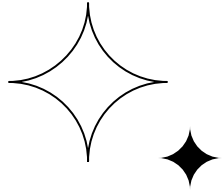
Inclusivity

It is my intent that students from all backgrounds and perspectives are well-served by this course through materials and activities that are respectful of: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. It is expected that some of the material in this course may evoke strong emotions. If something said or done in the classroom, by either myself or other students, is troubling or causes discomfort or offense, there are several ways to voice your experience:

- Discuss the situation privately with me. I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue.

- Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.

- Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Grade Breakdown

23% x 4 units

8% x 1 final project

= 100%

Unit Grades include:

Participation: evaluation of the completion of assignments related to the project (tutorials, sketchbook assignments, or research)

Project Grade:

      Technical - craft in attention to detail, construction of form, and overall presentation of the work

   Visual - applied understand of the design principles specific to each project

      Idea - engagement with the assigned topic/idea and quality of executing it

Critique: attendance to critique, presentation of your completed project contributing to discussion, and completion of any assigned critique activities

The project grade is weighted most heavily, expect that a project will be 70-90% of your unit grade.

Coursework
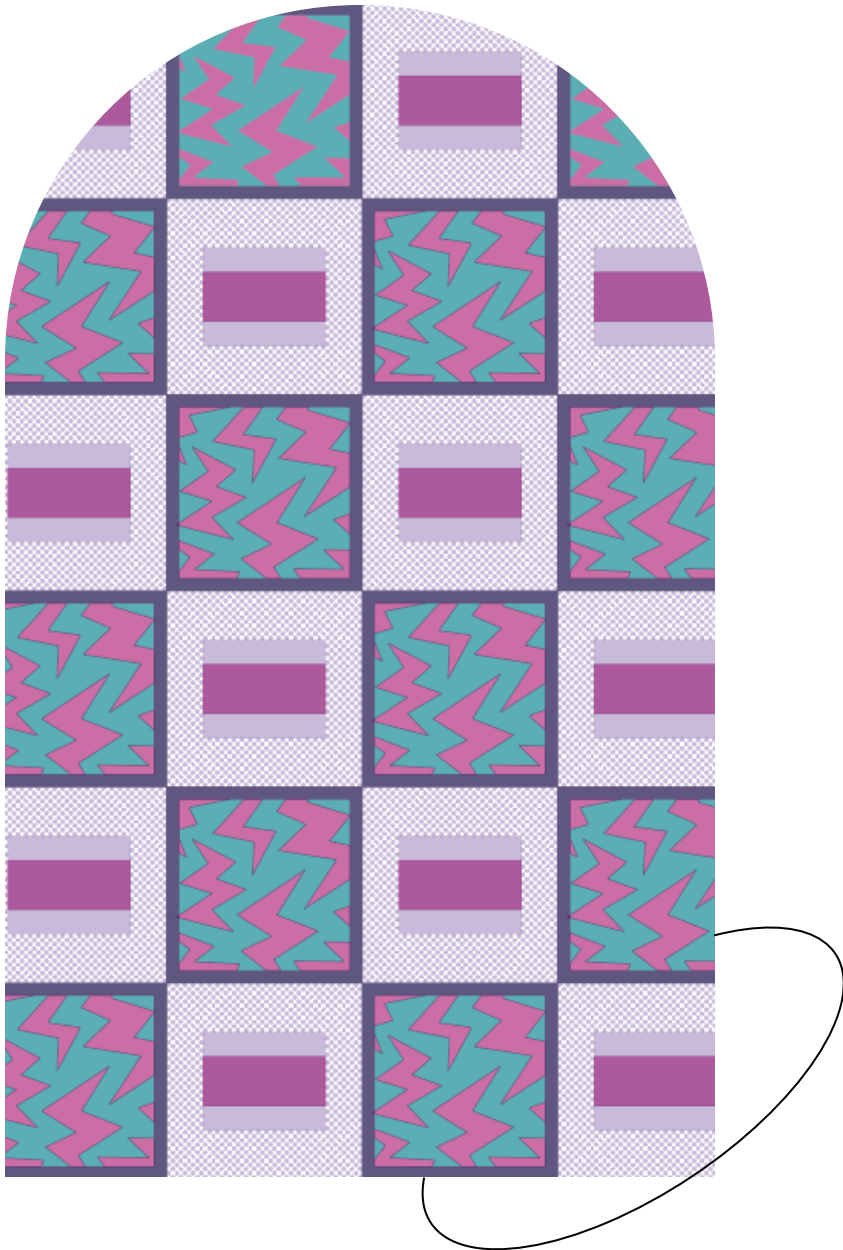
Pattern Design

In this project, you will create your own pattern swatches and envision their use in the world. You will study a designer whose work resonates with you, analyzing their motifs and styles to understand their appeal.

GOALS

- Technical: practice vector-based drawing in Illustrator (and Adobe Fresco or Procreate as desired)

- Visual: utilize restrictions and rules for drawing to generate a pattern which address repetition, space, pattern, and balance

- Idea: learn to identify a graphic style by the popular visual characteristics of historic eras and the graphic details of print and digital media

Image: project example remix of a poster by Aleksandr Rodchenko, 1923

Photoshop Collage

Building on our understanding of visual language from Project 1, we evaluate the hidden meanings, symbolic messages, and moral or political cues of media materials.

GOALS

- Technical: master pixel-based image manipulation using advanced layering techniques, image repairs, and keyframe animation in Photoshop

- Visual: Construct a images from pieces to build up a layered image.

- Idea: Understand contrast, emphasis, and rhythm in design

WHACK
I MADE THIS SITE JUST TO SELL MERCH

WHACK CREWNECK - AK PURPLE

Product Page

Mobile and web-based tools rely heavily on underlying typographic hierarchy to present content in a clear and organized manor. For this project, we will utilize a set of products, such as shirts, cups, or other merchandise to create a product page.

GOALS

- Technical: Demonstrate an ability to write and place content onto a webpage

- Visual: Utilize a typographic hierarchy to direct attention around a webpage

- Idea: create an engaging layout that presents a set of related products

Image: process screen-shot from project tutorial

Habit Tracking App

For this project you are going to create a mobile game based on the structure of Rock, Paper, Scissors with new objects. You will follow the design process to empathize, define, ideate, and protype an experience and use creative play to illustrate visuals.

GOALS

- Technical: Implement beginner skills in Adobe XD for creating layouts and connecting prototype screens

- Visual: Complete a series of indirect prompts for drawing lines and shapes to invent individualized graphic styles for iconography and illustration

- Idea: Demonstrate an understanding of user experience through applied use of accessibility standards, user flow, and action cues.

Image: example project for mobile game prototype
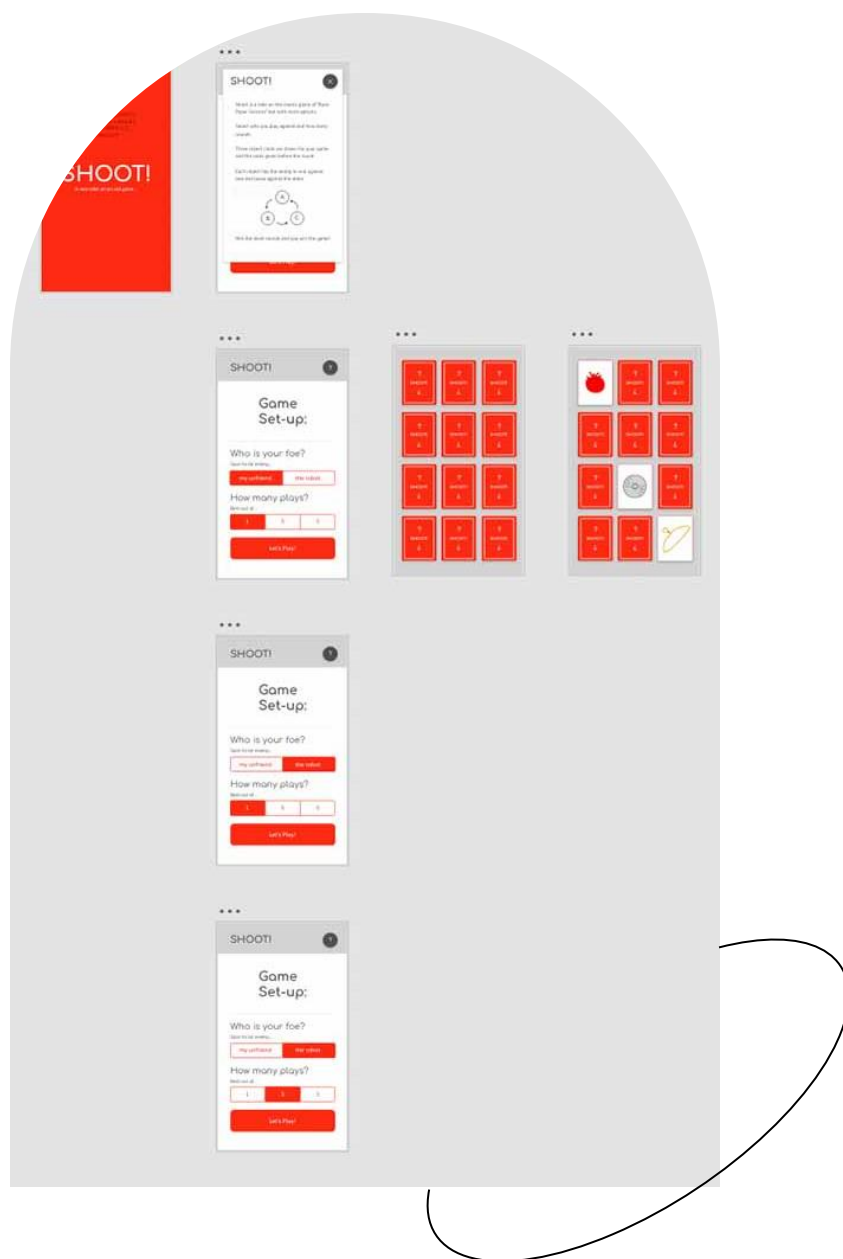
Materials
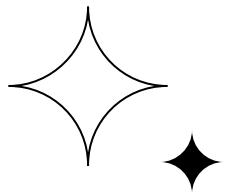
Computer Mouse

- chargeable (not batteries)

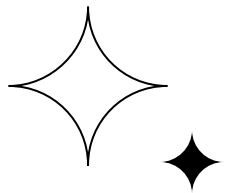- most all mice work with any computer

$10-25

Roll over image to zoom in
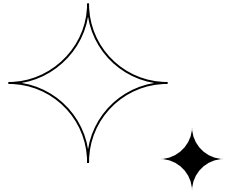
Mouse Pad

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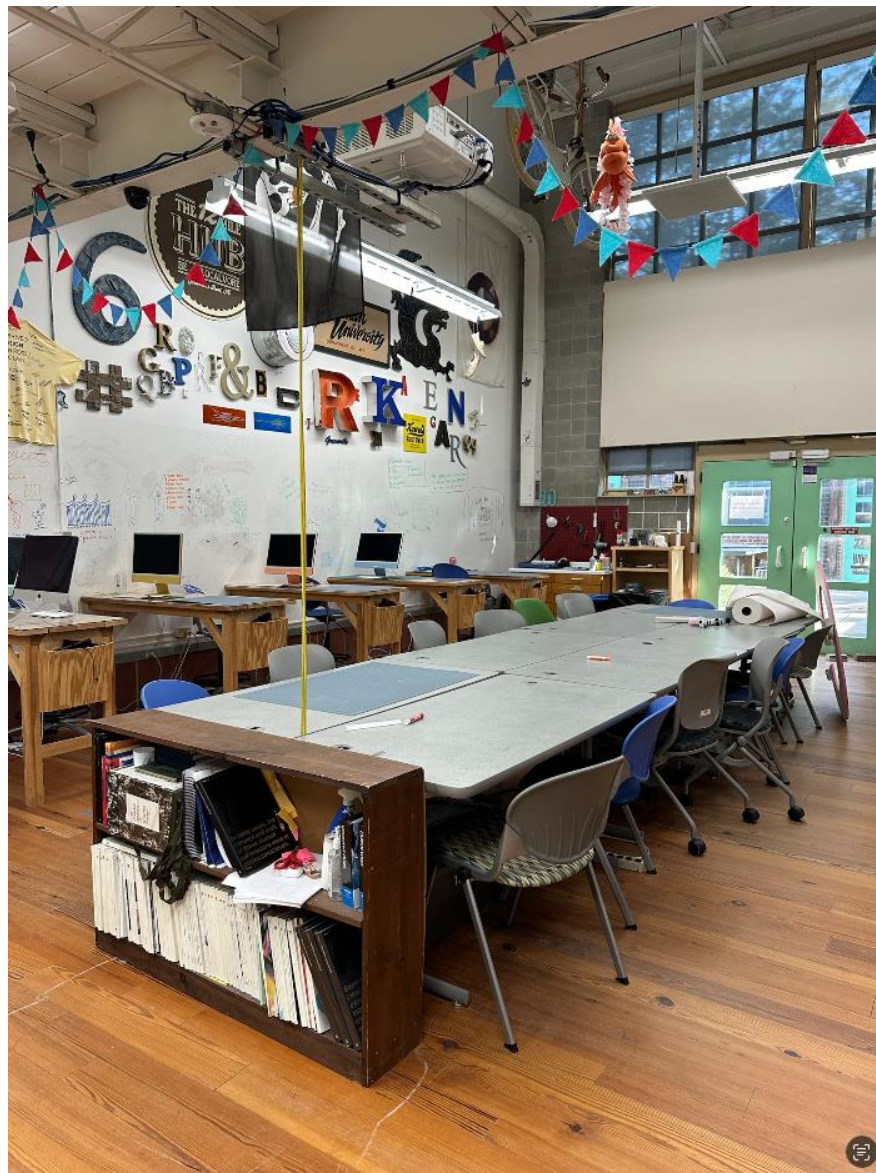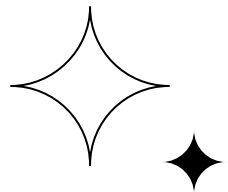
$10-25

Adobe Suite

- Software for design

Included in the course

Classroom Access

Students enrolled in this class have limited access to the Roe Art Building. General building hours are 7a-7p during term, with swipe card access from 7-10p. Swipe card access is only available on the doors facing the parking lot (north side of Roe). The art studios are open for enrolled students to use, though, be mindful of specific tools and power equipment that require faculty presence. Please do not work in a studio if a different class is occurring within it. Please make good decisions that are respectful to yourself and others in and outside of class time. Though the building is generally open to the public, please exercise caution, with safety and respect for others.
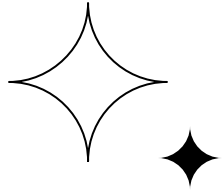
Classroom
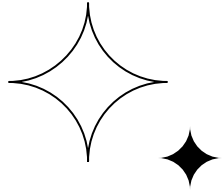
Grade Categories

Grade Description (from the University Catalog)

A	**Excellent. The mark of highest distinction earned by those students whose work represents the best that can be expected of a student at Furman.**
B	Good. The mark of distinction earned by those students whose work represents a high degree of achievement in meeting the characteristic demands of the course.
C	Satisfactory. The mark earned by those students who have attained such familiarity with the content of the course and such ability to apply this knowledge as may be expected of a student who gives to the course a reasonable amount of time, effort, and attention.
D	Marginal. The lowest passing grade representing inferior work. It indicates that the student would be seriously handicapped in attempting subsequent courses for which this work is a prerequisite.
F	Failure. The mark indicates unconditional failure. No credit earned.
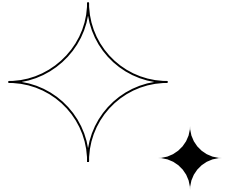
Due Dates

- Deadlines for proposals, labs, readings, are expected. Missed deadlines can quickly lead to falling behind on a project. Feedback will not be given for peer or instructor review when the work is behind schedule.

- Deadlines for projects and presentations are firm and late work will be penalized. For each day it is late, the % of final grade on the project will drop by 1%. That begins at the start of class, so 1% is for the 24 hours until the next day at the same time class normally starts.

- Please let me know ASAP if there are extenuating circumstances.

Attendance

You are responsible for attending classes. You are responsible for finding out--from your peers--what you missed as the first line of inquiry. If you are unable to attend class for any reason (through illness or family emergency, for example), you must notify me.

4 absences is the limit.

Past the limit, your final grade drops by a half letter per missed class (about 2% of your final grade).

8 missed classes is an automatic F. This follows with the Furman University policy of 25% of class meetings.

Extra credit papers can be completed up to 2 times for up to 4% of your final grade.
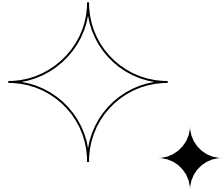
Critique

Critique days are required attendance days. Consider this the same as having a test or a presentation. If you take a personal day do not take it on critique day.

Academic Honesty

In generating ideas for your projects you will need to cite reputable sources for your research in art and design. While we can draw inspiration from all manors of life and all levels of artistic peers/creators, you will be excepted to draw upon sources within the researched and reviewed cannon of this discipline.

You may only work with AI or tutorial examples in a project if asked to do so.

You are expected to be aware of the work your peers are making and not copy or take from their work unless it is a part of a group project or exercise.

Content Warnings

Throughout the history of art and design, the human form has been a central subject, often depicted in various states of undress. Nudity in art has served purposes in art in design to explore human anatomy, express beauty, and symbolize broader cultural, philosophical, or spiritual themes. In this course, you may encounter works that include nudity, both in historical and contemporary contexts. These works are studied for their artistic, cultural, and historical significance.

Art and design frequently engage with complex and challenging themes, including, but not limited to, identity, race, gender, sexuality, power, violence, and social justice. Our discussions may involve examining works that address these topics. While these discussions are intended to foster critical thinking and a deeper understanding of the role of art and design in society. The works may present a one-sided view from the perspective of the creator. We as a class are expected to define, dissect, and form opinions about the success of that work for its intended audience regardless of our own views and to cultivate a sense of who our own intended audiences are in making work.
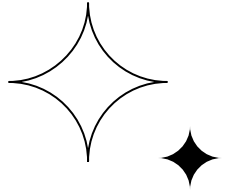
Grading Scale

A+ (99-100)

A (93-98)

A- (90-92)

B+ (88-89)
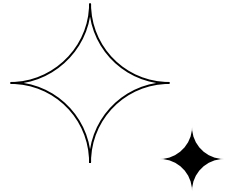
B (83-87)

B- (80-82)

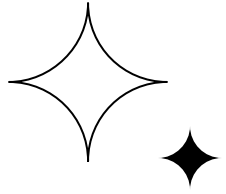C+ (78-79)

C (73-77)

C- (70-72)

D+ (68-69)

D (63-67)

D- (60-62)

Moodle

This is where project descriptions and our schedule can be accessed.

When we reach the end of a project. All related materials should be turned in with that project as one large zip (compressed) folder.

Schedule

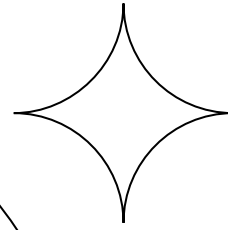The schedule is accessible through Moodle.

The rough deadlines are listed.

The schedule is subject to change as needed for the course.

Motion Graphics & 2D Animation

Interactive Digital
Visualization

COMM 3558

Course Info

Spring 2023
COMM 3558-01
Tuesdays and Thursdays 2:00PM - 3:15PM
Innovative Teaching-Tech 028

Dana Potter
dana.potter@uni.edu
Lang Hall, Room 355
Office hours: TuTh 3:30-5:00 or by appointment

Department of Communication and Media
https://cm.uni.edu/
Office: 326 Lang Hall
Phone: (319) 273-2217
Department Head: Ryan McGeough

University of Northern Iowa
Land of the Ioway, Sauk and Meskwaki, Wahpeton,
and Souix People

Catalogue description
Explore data through storytelling and visualization.
Experiment with emerging digital tools, techniques,
and applications. Apply critical analysis and creative
problem solving to digital project work.

Prerequisites
COMM 2555; junior standing. Prerequisite(s) or
corequisite(s): COMM 3555.

Credit Hours (3)
This course is a three-credit hour course. It meets the
Course Credit Hour Expectations outlined in the
Course Catalog. Students should expect to work
approximately 2 hours per week outside of class for
every course credit hour (6 hours).

Course Description

Over 35,000 years ago, we were painting animals on cave walls, sometimes drawing four pairs of legs to show motion. Viewed through the changing light of flames on a torch, the drawings could be viewed in fragments and sequenced over time. When we blend multiple images together quickly our minds see the illusion as fluid motion. This simple idea of rapidly viewing related images over time is how we create animations.

In this course, we will sequence images using historic/analog tools, stop motion, and digital processes. Student's will develop fundamental skills within each of these three disciplines as well as demonstrate an understanding of animation principles.
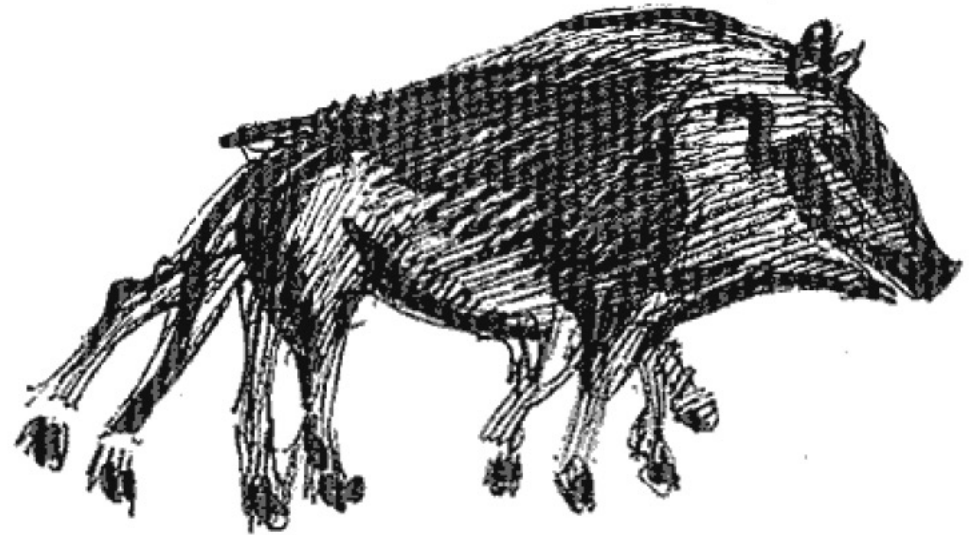
Illustration of early cave paintings depicting motion from "The Animator's Survival Kit" by Richard Williams
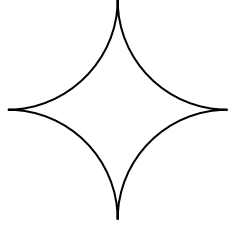
Course Objectives

- Technical Skills - demonstrate skilled use of a material or method

- Visual Skills – apply a principle or concept

- Ideation - engage critical, human-centered topics

- Communication – practice professionalism and citizenship in the classroom, field of study, and broader community
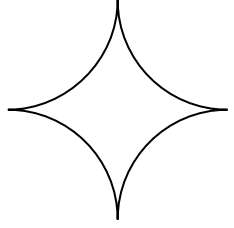
VISUAL

TECHNICAL

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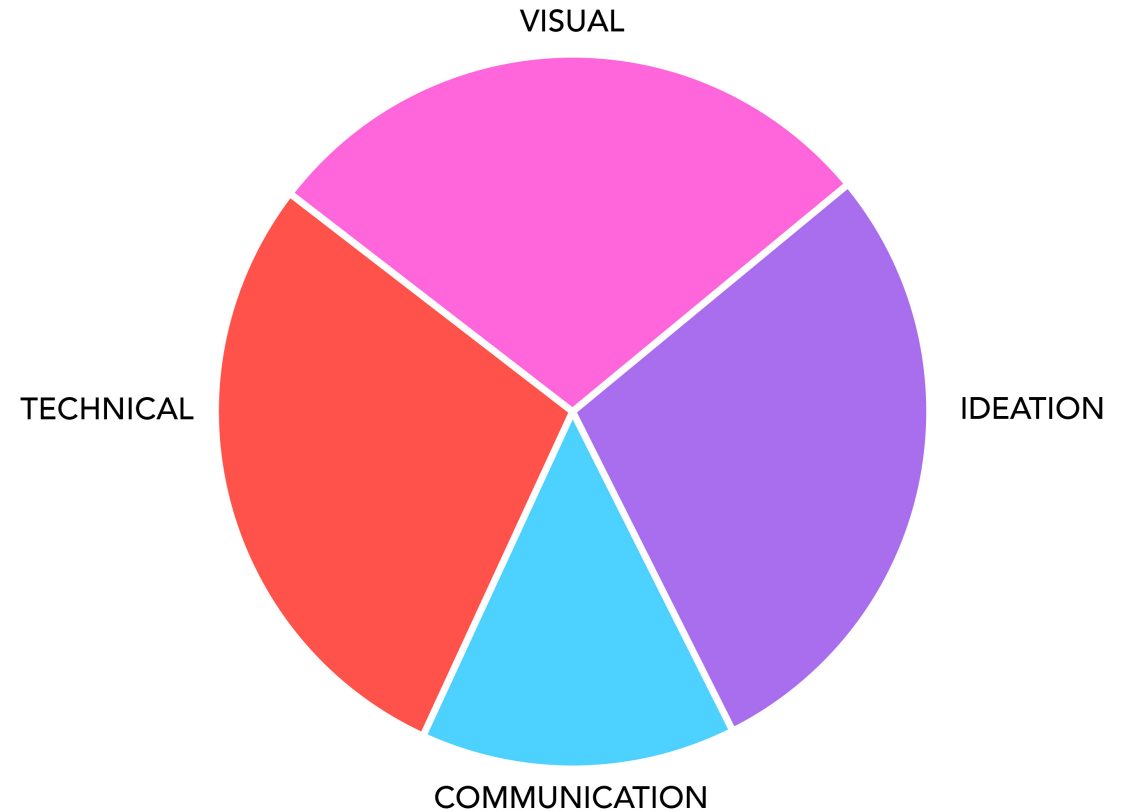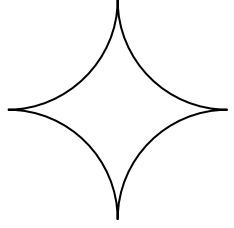
Visual Concepts

- Master the understanding of basic 2d-concepts (color, line, shape, etc.) through media in motion.

- Refine intermediate drawing techniques using analog and digital tools.

- Apply animation and motion graphic principles (easing, framing, action, etc.).
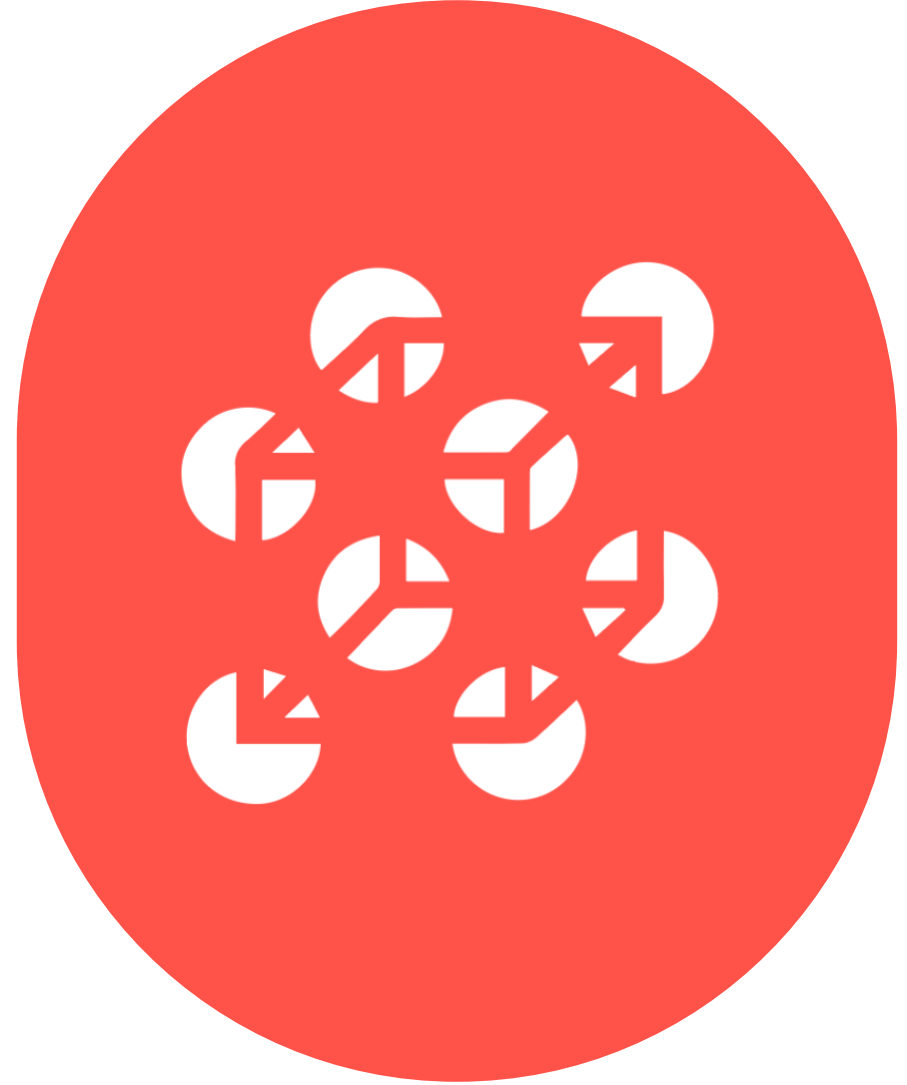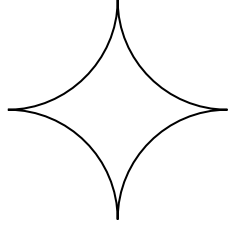

Example of Gestalt

Technical Skills

- Develop a proficiency in constructing analog, rotoscoping, and digital animations.

- Apply basic skills in video editing and projection installation.

- Prepare project work for professional portfolios through documentation and critique.
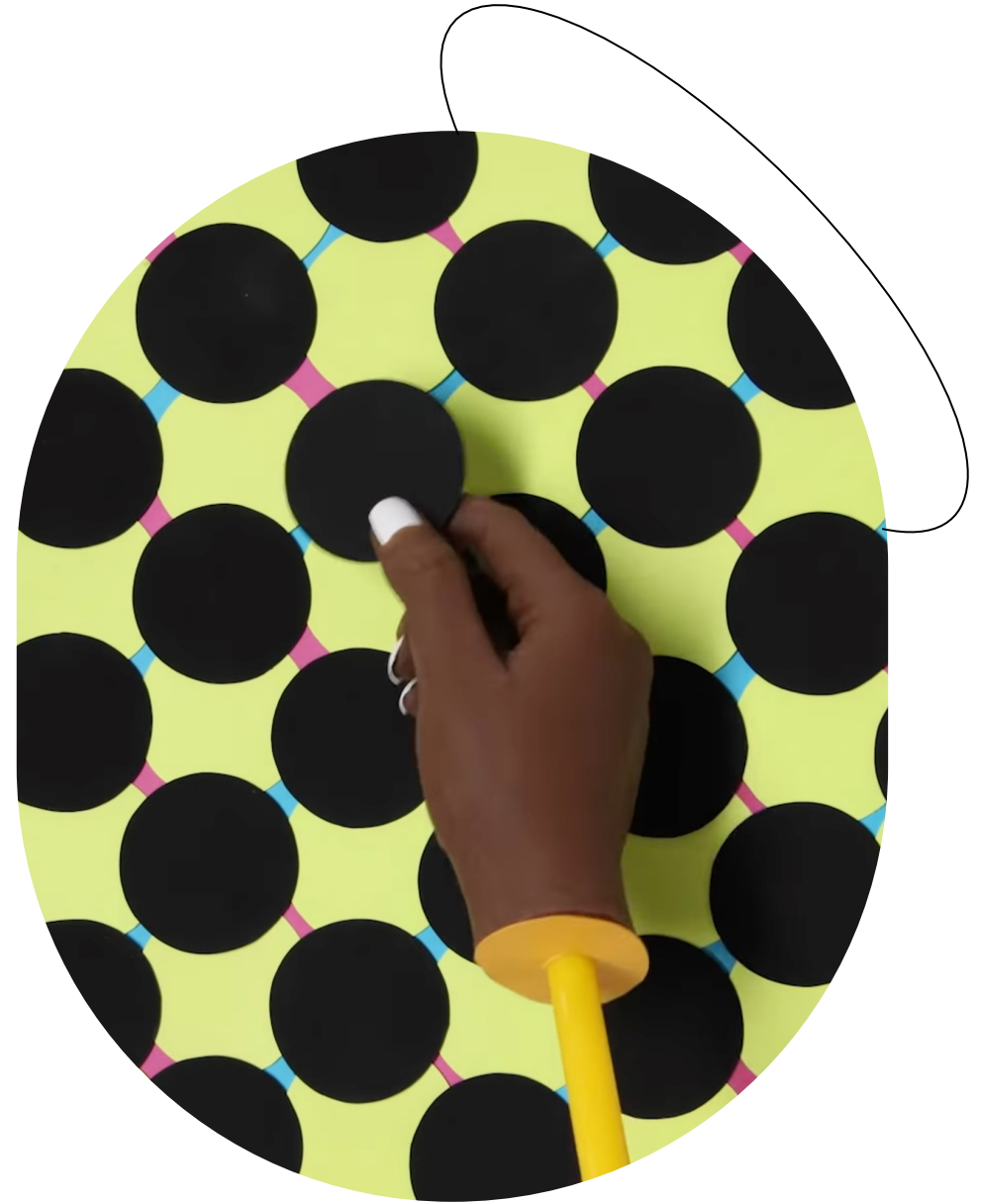
Music Video for "Dora" by Tierra Whack
Directed by Alex Da Corte, 2020

Ideation

- Understand the history of and contemporary practices in animation.

- Interpret contemporary approaches to aesthetics, drawing, and motion.

- Author project ideas which extend between self and contemporary society, for example ecology, digital culture and communication, history, storytelling, etc.

Eadweard Muybridge.
Animal Locomotion: Plate 765 (Crow in Flight), 1887
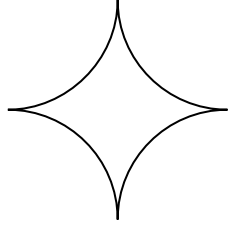
Communication

- Engage in communal, critical discourse on course topics.

- Cultivate collaboration skills through a community-partnered, group project.

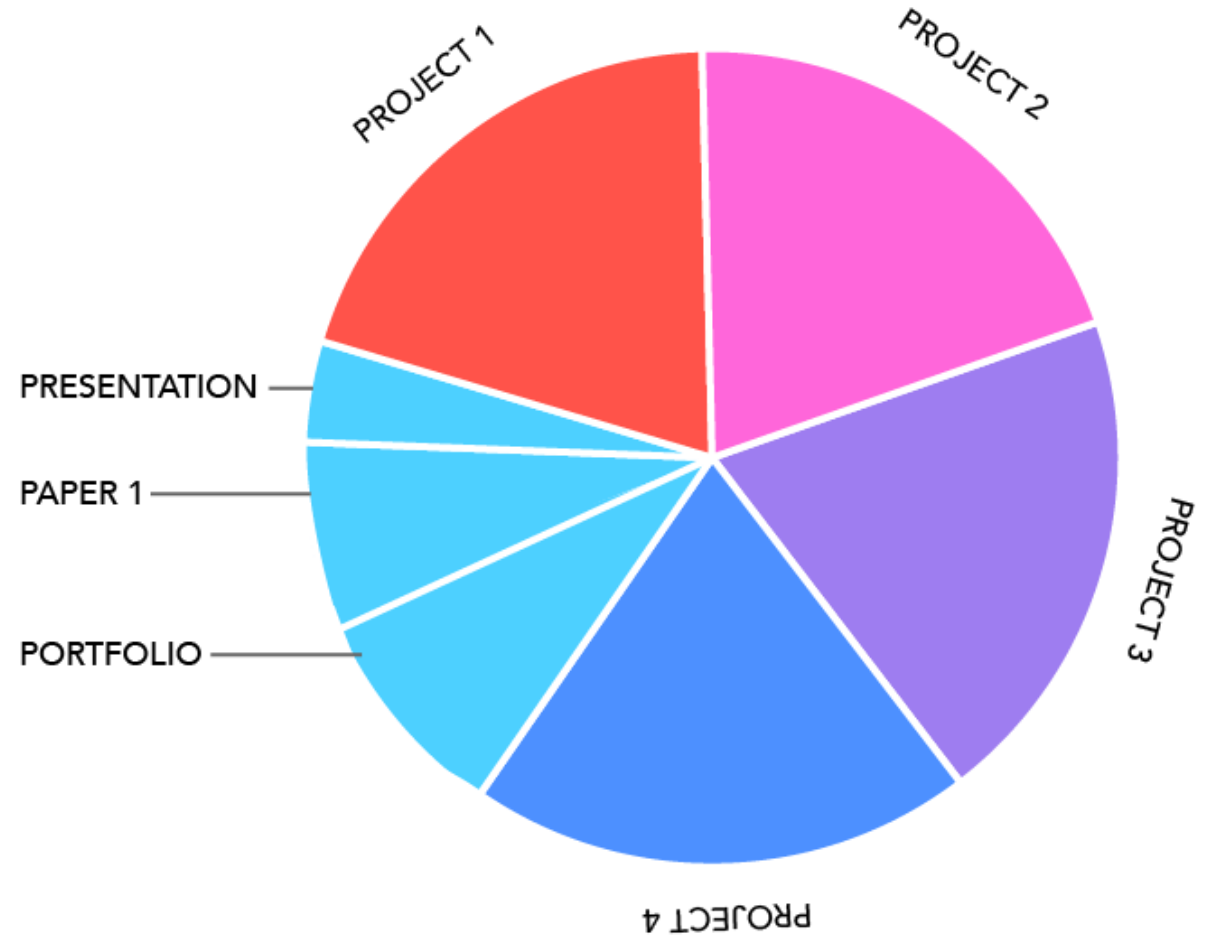"Guster" by John Christopher Kelley, short film, 2019

Course Breakdown

4 Projects	~3.5 Weeks each
1 Presentation	Part of Project 4
1 Paper	Semester Goal
Portfolio Review	Finals Week
Total	**16 weeks**

Transformations

The Thaumatrope and Zoetrope are analog animation toys which use scientific and optical principles to create the illusion of motion. For this project you will illustrate a cycle of transformation using the looping structure of these tools.

GOALS

- Technical: output digital illustrations to laser-cutter and digital printer

- Visual: create a well-paced and seamlessly looping frame-by-frame Zoetrope animation using simple, abstract shapes

- Idea: symbolize two opposing forces within your animation (dark and light, near and far, greed and generosity)

Image: student project example from Fall 2021

Time-Travel

For "Memories in Flight", Sampology digitized his Grandad's super 8 films and rotoscoped over the family snapshots. For our project we will enact a similar process and use animation to travel from a present location to a different time.

GOALS

- Technical: rotoscope a figure in motion as a silhouettes cut from personal, borrowed, and AI generated photographs in Photoshop

- Visual: perform and record a series of imagined and unnatural actions which evoke a figure traveling from one point to another

- Idea: identify a place of significance (historical, personal, or environmental) and connect it's current state to a real past or imagined future

Image: "Memories in Flight" official music video, Sampology, 2021

Civic Trust

"When we live in an information environment that is full of angry, hateful, polarizing content, it erodes our civic trust..." - Frances Haugen, Facebook Whistleblower

For this project we will design a typographic and animated social media messaging campaign which uses simple phrases to inspire empathy and enact care for each other.

GOALS

- Technical: learn the basic timeline tools for keyframe animations in Adobe Animate

- Visual: design a typographic, animated post which employs timing principles for natural and emotive motion (easing, arcs, exaggeration, and stretch)

- Idea: select a mantra or phrase which evokes civic trust, provides a positive social outlook, and/or aims to inspire a broad cross-cultural audience

Image: "Unite" 1969, screenprint, Barbara Jones-Hogu

Sensory Garden

The familiarity of smell, sound, and sight from herbs and edible plants can reduce stress and stimulate memory. For this project you will visit a sensory garden and create a collaborative animation about your experiences for a projection display at the Hartman Nature Reserve.

GOALS

- Technical: learn to combine videos in Premiere Pro, output for projection installation

- Visual: evoke experiences of non-visual senses and memory through hand-drawn, expressive add-ons to photo and video documentation of the garden

- Idea: Create a visually stimulating and relaxing space for visitors to the Hartman Nature Reserve to experience a sensory garden through alternative media

Image: "Field" by Design I/O for the Franklin Park Conservatory and Botanical Gardens

Presentation

This presentation is tied to project 4 and will be recorded as a video and put on view with the final project at the Hartman Nature Preserve. Each student will give a short, formal talk about their contribution to the final group project: share what you made, detail your inspiration, reflect on the sensory garden experience, and explain what you hope a viewer will take away from the project.

"Living Library" by Design I/O

Paper

Opportunities, inspiration, and personal connection come from active participation in your local professional field. For this paper you need to attend a event that is related to your area of study and write a reflection. This can be an exhibit, performance, lecture, tour, installation, etc.

Instructor approval for the event is required before it can count for this paper. It can be completed at anytime and is due in Week 14.
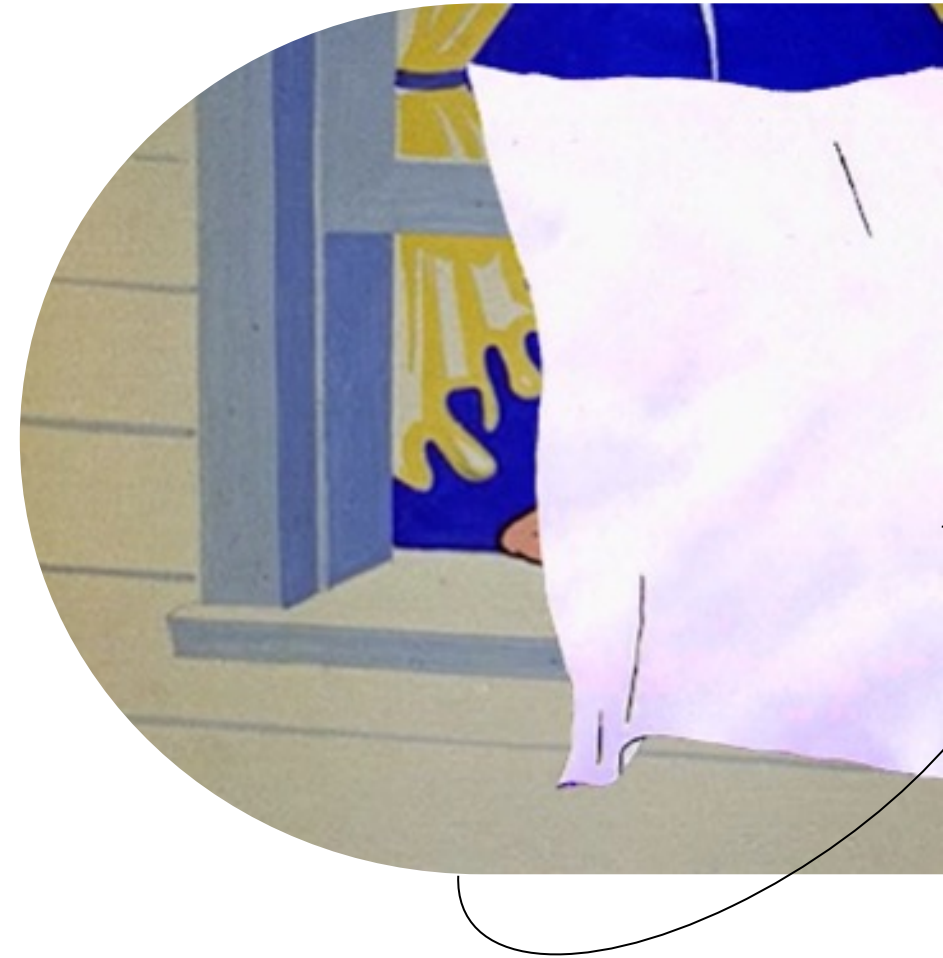
"Untitled (Cooling Pie)" by Nora Rodriguez, Hand-drawn animation, 33 second continuous loop

Portfolio

For each project you are expected to present your work to the class for review, but through different media: physical animation tools, digital video, and projection installation. To help practice documentation skills and develop your professional portfolio you will create and curate photos, frame stills, and videos for each work. Workshops on how to document will be incorporated into each project. For this portfolio assignment you must add the documentation to your existing personal website or create a webpage to put the works on. This is due at the end of the semester.

"Dusty Stacks of Mom: the Poster Project (TR)" by Jodie Mack (2013, 41m, 16mm/DV, col., sound.)
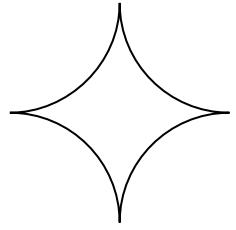
Points Breakdown

Project 1	100	20%
Project 2	100	20%
Project 3	100	20%
Project 4	100	20%
Presentation	20	2%
Paper	40	4%
Portfolio	40	4%
Total	500	100%
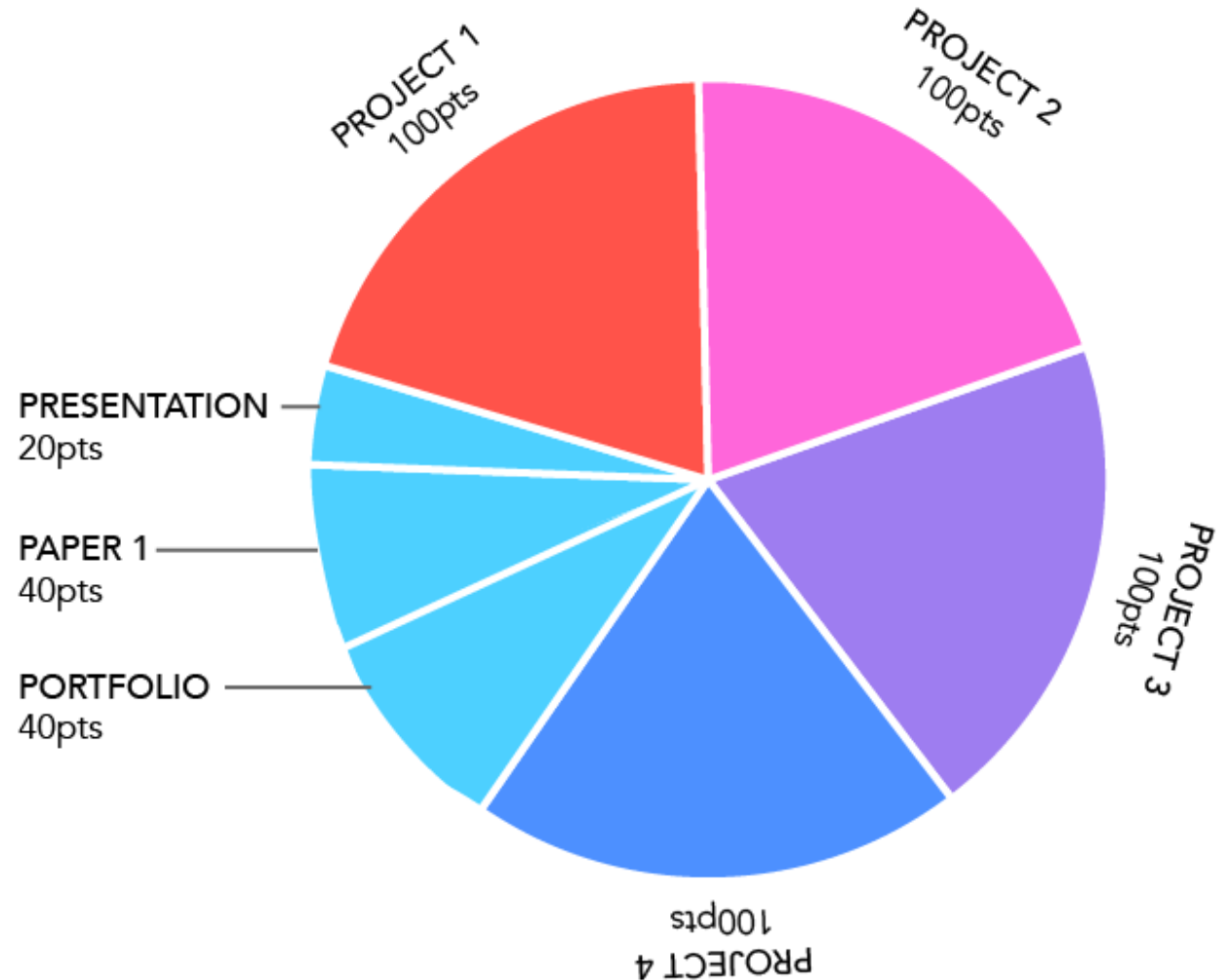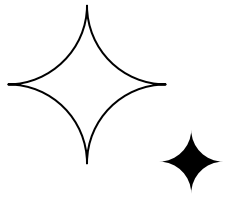
Computer Mouse

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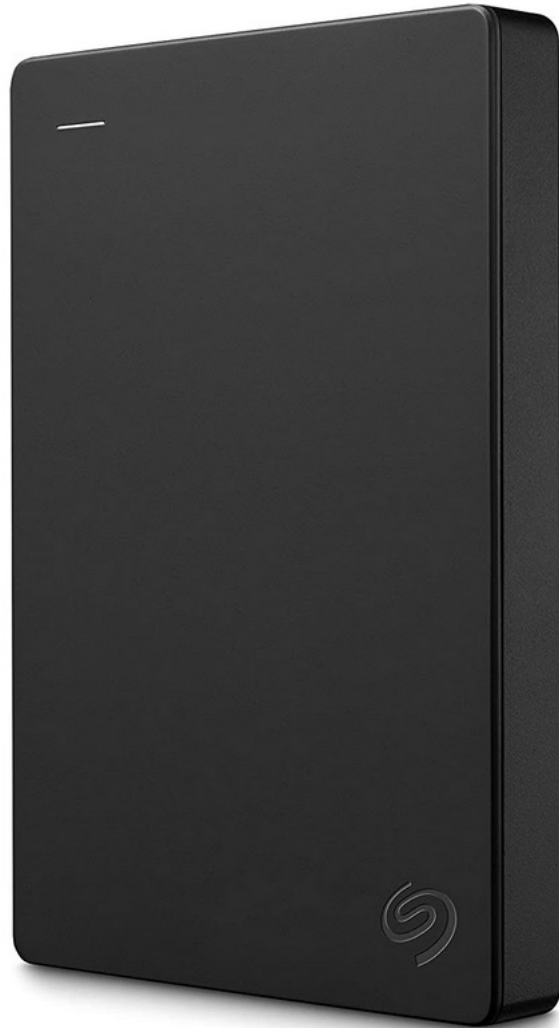
hard-drive

- we will work with large files and you will want to learn to keep and store files for later use

$70-100

Roll over image to zoom in
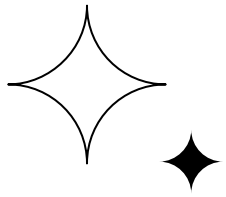
MDF

- For Project 1 – group order in class

$10-15

Due Dates

- Deadlines for proposals, labs, readings, are expected. Missed deadlines can quickly lead to falling behind on a project. Feedback will not be given for peer or instructor review when the work is behind schedule.

- Deadlines for projects and presentations are firm and late work will be penalized. For each day it is late, the % of final grade on the project will drop by 1%. That begins at the start of class, so 1% is for the 24 hours until the next day at the same time class normally starts.

- Please let me know ASAP if there are extenuating circumstances.

Attendance

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An excused absence is if you tell me you are going to miss class before the start of class. I will tell you on a personal level if I think the excuse is not a solid, but I will always mark it excused.

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Blackboard

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All assignments must be turned in through the Blackboard website.

✦ Interactive Coursework & Schedule

interactive schedule can be access here:

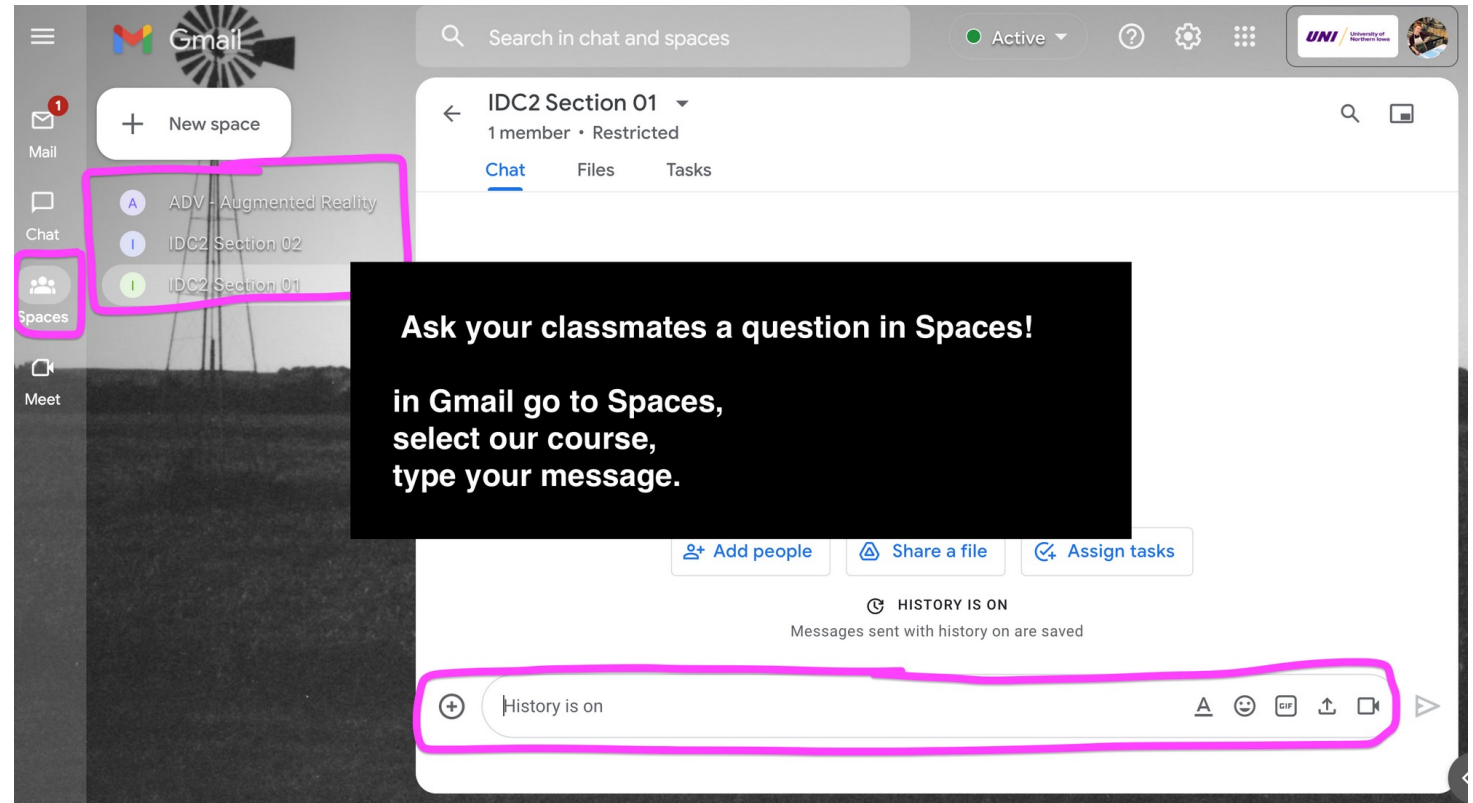https://weblab.uni.edu/pottedaa/idv.html

You can access the files and schedule for this course on Blackboard. Upon opening this course, you will see an interactive schedule. You can either scroll or click on a date to get to the current day/week. Each day says what exactly is due, what we are working on in class, and what is newly assigned. Hard deadlines are in red. Buttons (circled in magenta below) are interactive. Click the button and it takes you to the exact step in the project we are working on.

Week 4   Review

Tues 2/7	What's Due	In Class	Assigned
	Project 1	👓 Project 1: Peer Review	

Th 2/9	What's Due	In Class	Assigned
		Project 2	💻 Install Adobe Photoshop
		📄 Visual Analysis & Narrative	P2:2 Narrative
		P2:1 Image Selection	
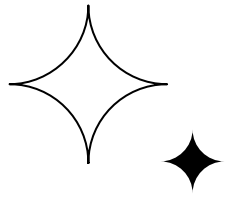
Need Help?

Message the group chat in Google Spaces

or message me directly

Ask your classmates a question in Spaces!

in Gmail go to Spaces,
select our course,
type your message.

Augmented Reality

Interactive Digital Visualization
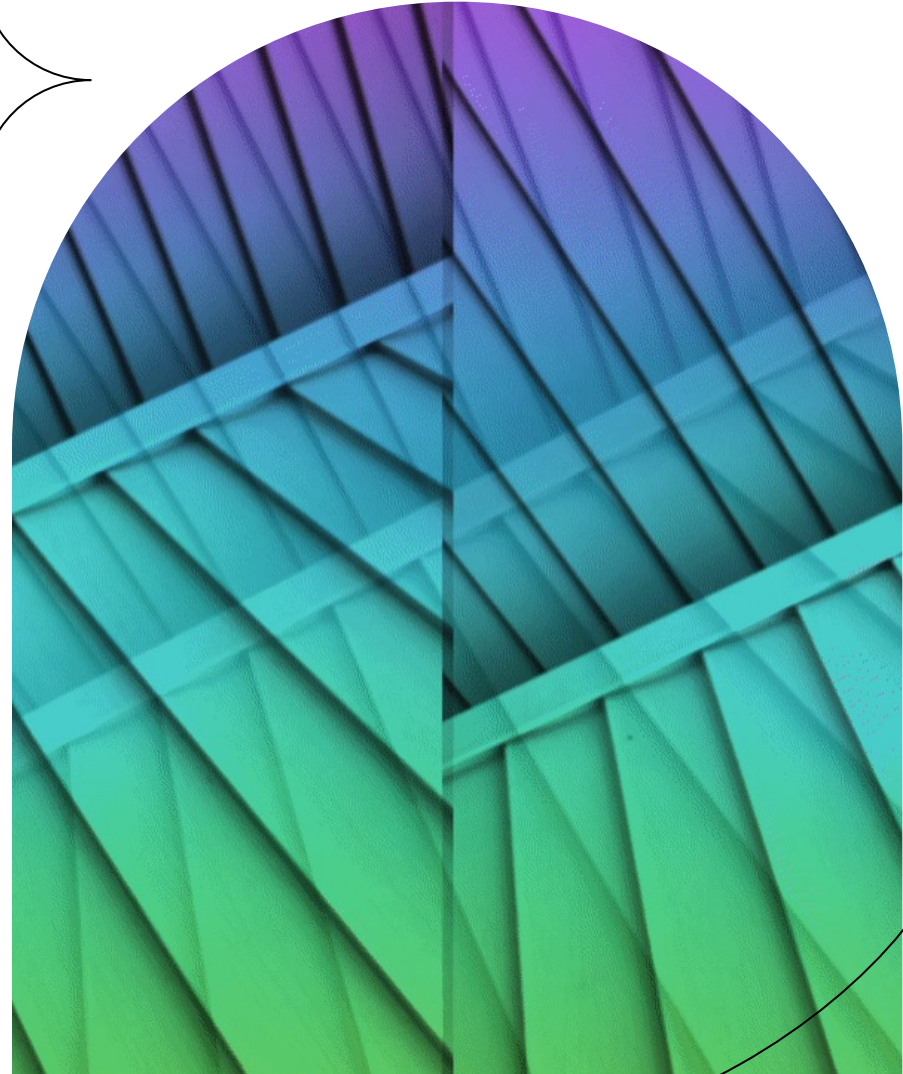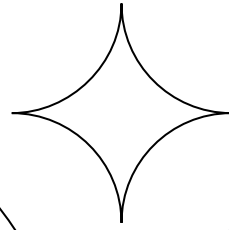
COMM 3558

Course Info

Fall 2023
COMM 3557
Tuesdays and Thursdays 12:30-1:45PM
Lang 213

Dana Potter
dana.potter@uni.edu
Lang Hall, Room 355
Office hours: TuTh 2:00-3:15 or by appointment

Department of Communication and Media
https://cm.uni.edu/
Office: 326 Lang Hall
Phone: (319) 273-2217
Department Head: Ryan McGeough

University of Northern Iowa
Land of the Ioway, Sauk and Meskwaki, Wahpeton, and Souix People

Prerequisites
COMM 2555; COMM 3555; junior standing

Prerequisite(s) or corequisite(s):
COMM 3558

Credit Hours (3)
This course is a three-credit hour course. It meets the Course Credit Hour Expectations outlined in the Course Catalog. Students should expect to work approximately 2 hours per week outside of class for every course credit hour (6 hours).

Catalog Description
Intensive work in specialized digital visualization concepts and practices. Work with advanced digital tools, techniques, and applications. Develop independent and group critical analysis and creative problem solving to digital project work. No single topic may be repeated although the course may be repeated for maximum of 6 hours, with only 3 hours applied to the Interactive Digital Studies major or minor.

Augmented Reality

As members of a post-digital human society, our daily reality is augmented. Every mundane and sensory experience is intensified and oversized because it is integrated with social media, data collection, and advertising. In this course, you will explore the latest digital tools in augmented reality and create projects which hypothesis what the augmented future looks and feels like. You will learn to use Meta Spark AR to create an Instagram filters and interactive projection installations. We will explore art and design projects.

RSC exhibition: Collaboration with Magic Leap on Shakespeare AR project
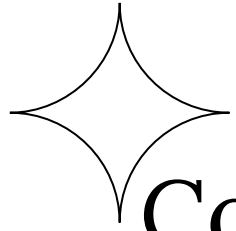
Course Objectives

- Ideation - engage critical, human-centered topics

- Visual Skills – apply a principle or concept

- Technical Skills - demonstrate skilled use of a material or method

- Communication – practice professionalism and citizenship in the classroom, field of study, and broader community
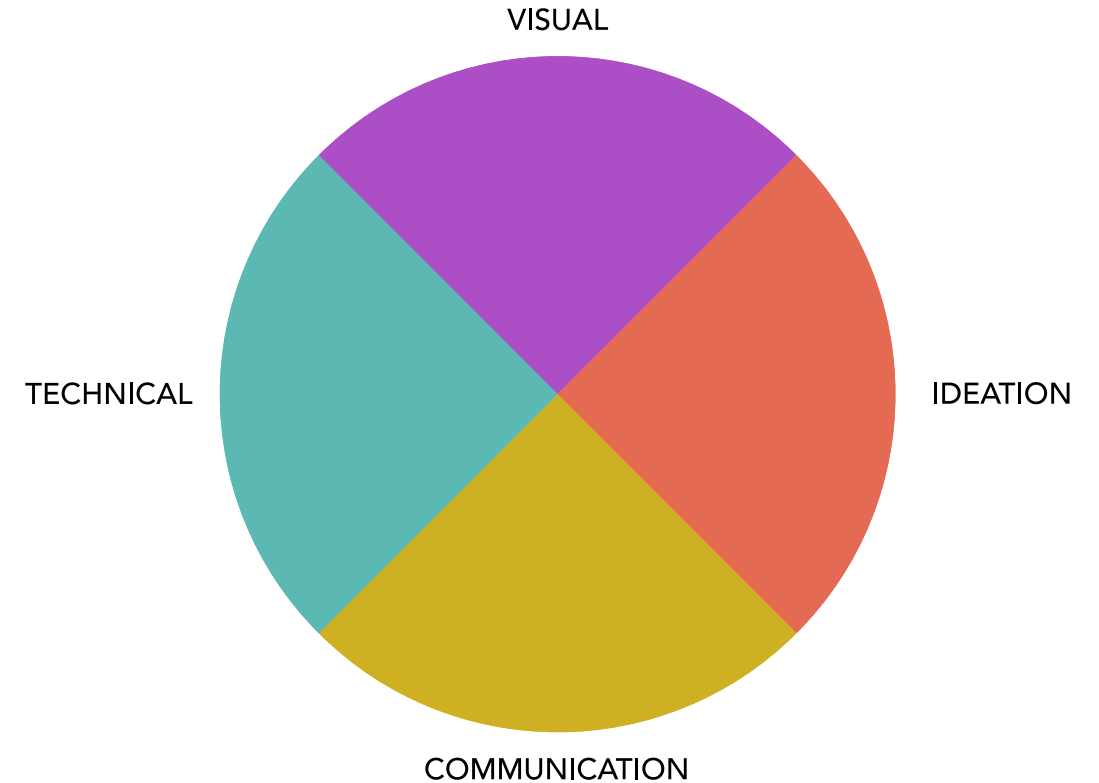
Course Breakdown

4 Projects	4 weeks each
Event	Outside of class
Total	**16 weeks**
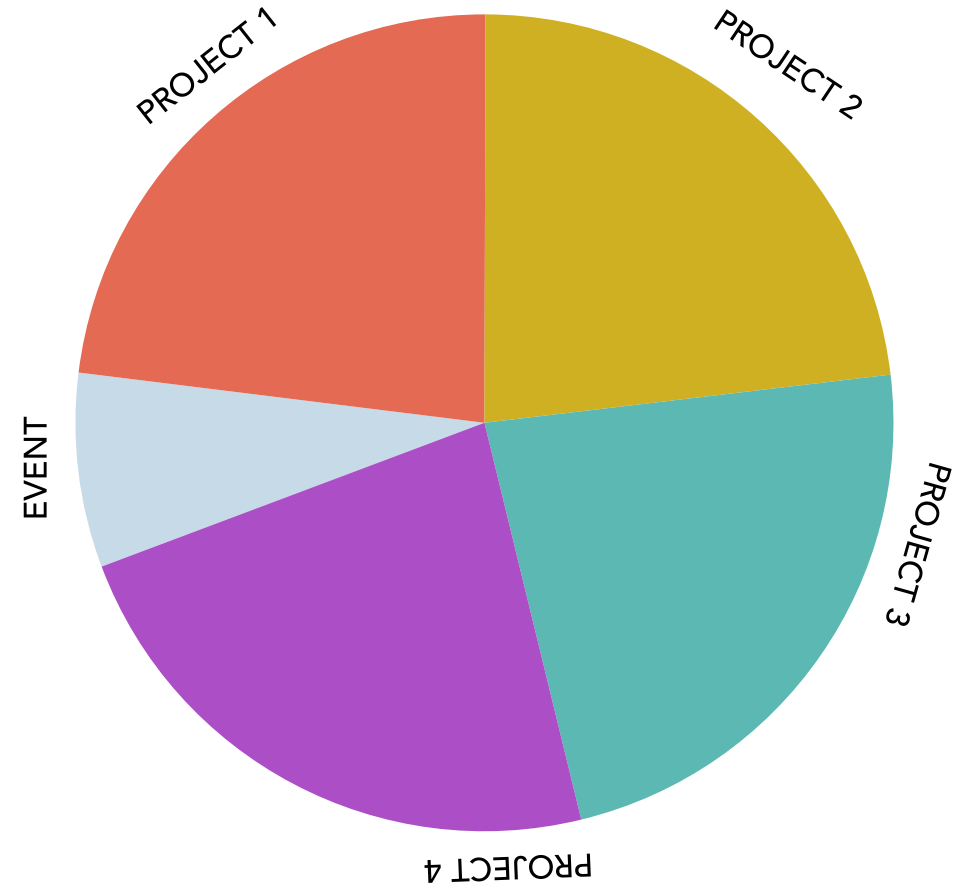
Tunnel Book

Augmented reality ties together the physical and digital world. For our first project, you will create a physical postcard and connect it into AR. The digital version of the postcard will reimagine the layout as a tunnel book in augmented reality.

GOALS

- Idea: capture the essence of a place in the form of a printed postcard with an AR experience

- Visual: foreground and background, depth, layering

- Technical: target tracker, 3D plane, materials & textures, viewport controls, XYZ placement

Image: project example remix of a poster by Aleksandr Rodchenko, 1923
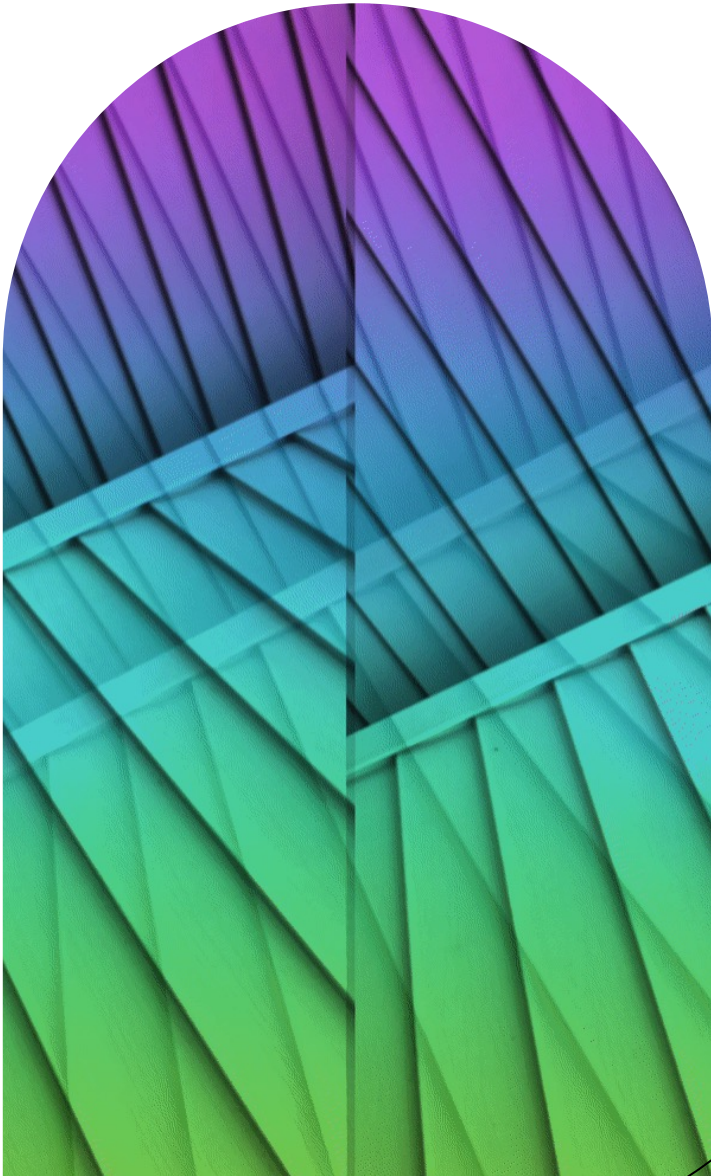
Animal Vision

We will imagine what it might be like to experience the world through the eyes of a worm, bird, or fish as a starting point for creating new visual experiences. To get started working in Spark AR we will focus on simple alterations of light and color.

GOALS

- Idea: Create an AR experience allows a viewer to experience an altered experience of their own surroundings

- Visual: lighting design, point of view, mood

- Technical: 2D objects, light, color, camera

Image: Cover of 1984 Magazine, 1983

Diorama

We are going to use symbolic objects and set design to re-imagine a myth, legend, or fairytale. In this project we will represent characters and plot with symbolic objects, and position them within a set design to best tell a story.

GOALS

- Idea: narrative storytelling and symbolic objects

- Design Visual: set design, lighting, and prop design

- Technical: learn to navigate in 3D and position, scale, and rotate items in 3D

Image: example project for mobile game prototype

Portrait

For this project you will select an individual designer/artist of two-dimensional portraiture as a source of stylistic inspiration for an Augmented Reality portrait. You will create an AR filter that uses face tracking, hand tracking, and motion to bring two-dimensional visuals into a four-dimensional space.

GOALS

- Idea: design an interactive display

- Visual: translate a graphic style from 2d to augmented reality

- Technical: learn to use body tracking tools and cause and effect

Image: process screen-shot from project tutorial

Portfolio

Augmented Reality is a mixute of real and digital experience, therefore, it has an added difficulty when it comes to sharing your work. At the end of every project you will document your AR project in the form of a video. We will view this video for peer review. At the end of the semester all 4 project videos represent your portfolio, which you must add to your personal website.

Discussion

For each project you be assigned a selection of example projects in the form of reading, video, or websites. Before a discussion day, review these materials, take notes in response to the questions, and participate in our group conversations.

"Cranbrook Academy of Art Event Poster" by Katherine McCoy, Offset lithograph, 28 x 22", 1945

Event Reflection

Opportunities, inspiration, and personal connection come from active participation in your local professional field. For this paper you need to attend a event that is related to your area of study and write a reflection. This can be an exhibit, performance, lecture, tour, installation, etc.

Instructor approval for the event is required before it can count for this paper. It can be completed at anytime and is due by the end of the semester

Illuminate Art & Light Festival, Cedar Falls, IA 2021

Assignment Structure

- Example, Files, and Grading Rubric
  - necessary items to download for the completion of the project

- Project Description
  - the narrative explanation for why we are doing this project

- Requirements
  - a checklist to refer to while working which outlines the items and methods which need to be included in the project files or used in the project before turning it in

Example: https://weblab.uni.edu/pottedaa/2023fall/idc2/project1.html

Points Breakdown

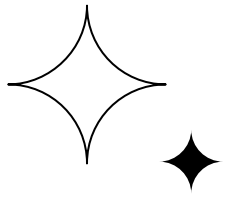|	Base	Discussion	Documentation	
Project 1	100	10	10	24%
Project 2	100	10	10	24%
Project 3	100	10	10	24%
Project 4	100	10	10	24%
Event	20	x	x	8%
Total			500	100%
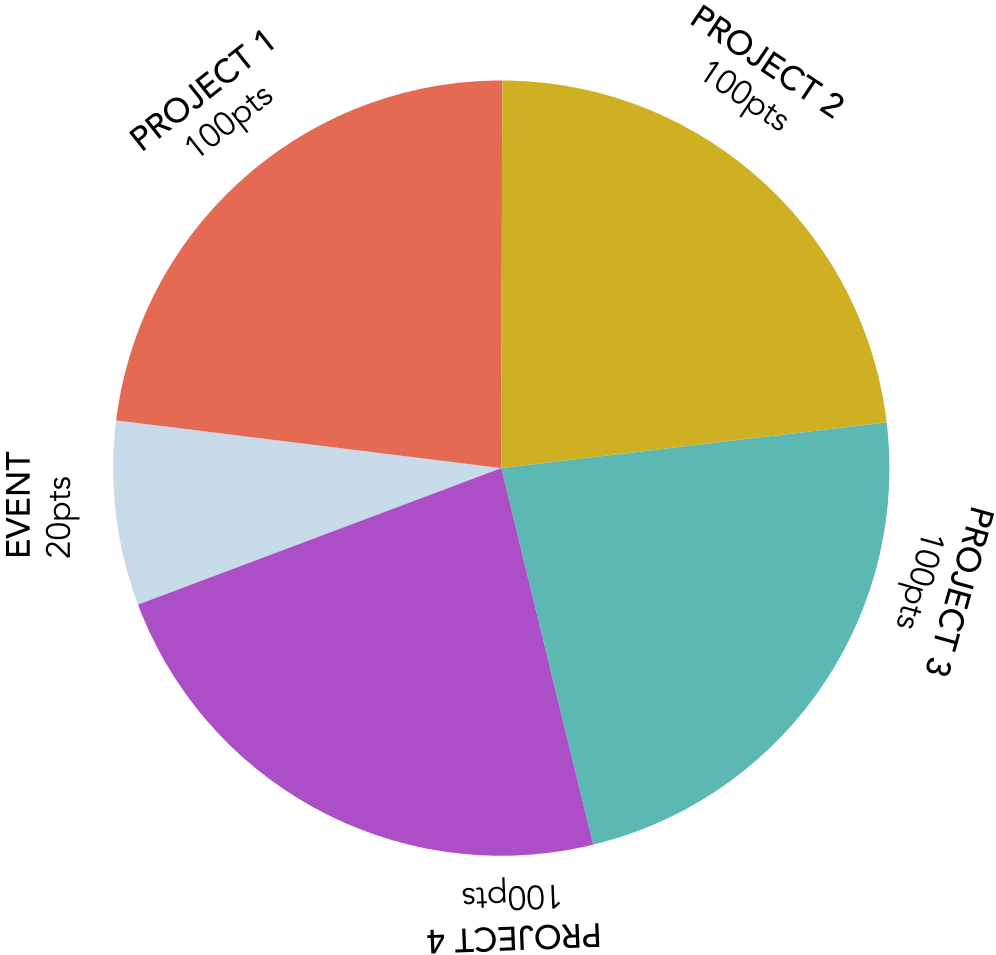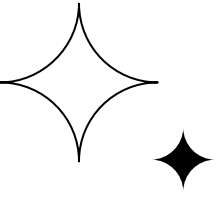
Camera phone

- If you do not have a camera phone, please see me immediately after class so we can assign one to you.
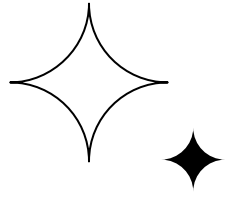
Computer to phone transfer

- You will need to send files from your computer to your phone regularly. It is important that you have the right cord and converter and bring it with you every class.
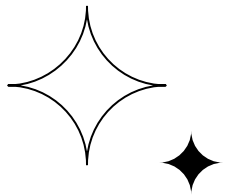
Computer Mouse

- chargeable (not batteries)
- most all mice work with any computer

$10-25

Roll over image to zoom in
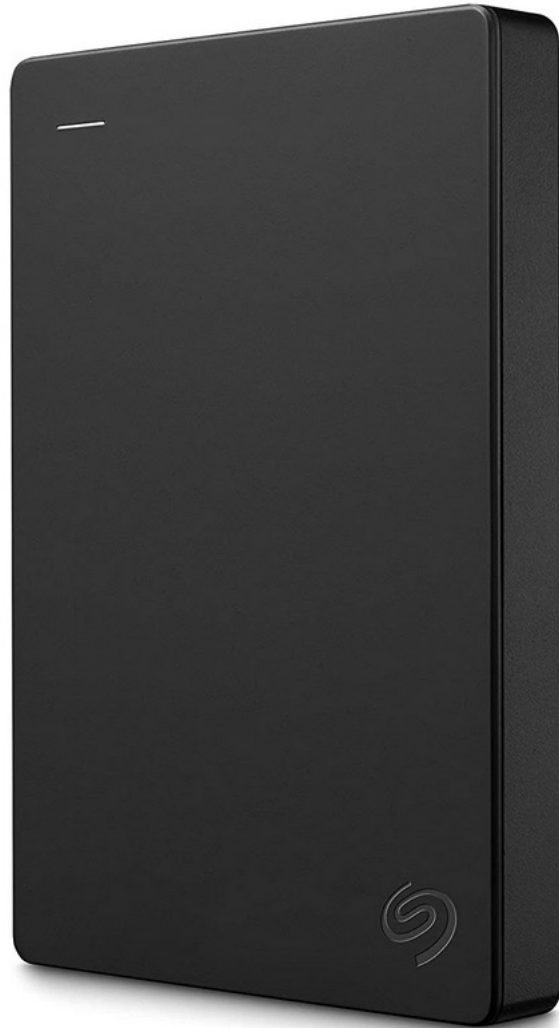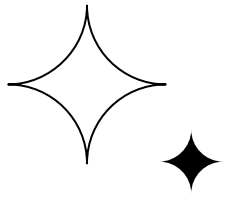
Mouse Pad

- computer mice use a laser-light to sense a surface and it really doesn't work well without a good surface like a mouse pad
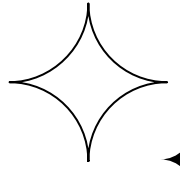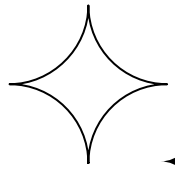
$10-25

hard-drive

- we will work with large files and you will want to learn to keep and store files for later use

$70-100

Roll over image to zoom in

Due Dates

- Deadlines for proposals, labs, readings, are expected. Missed deadlines can quickly lead to falling behind on a project. Feedback will not be given for peer or instructor review when the work is behind schedule.

- Deadlines for projects and presentations are firm and late work will be penalized. For each day it is late, the % of final grade on the project will drop by 1%. That begins at the start of class, so 1% is for the 24 hours until the next day at the same time class normally starts.

- Please let me know ASAP if there are extenuating circumstances.

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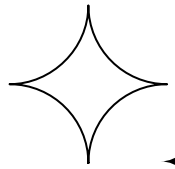
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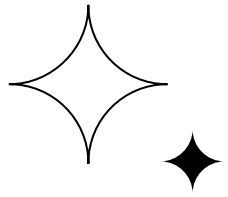
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