DES 203: Digital Tools for Design

Units: 2.0
33439R
Online—Mon—Time: 3:00 – 5:40 pm
Jan 09 – Apr 24, 2023 Final: May 08, 3 – 5 pm

33442D
Online—Wed—Time: 3:00 – 5:40 pm
Jan 11 – Apr 26 2023 Final: May 03, 3 – 5 pm

Contact Hours:
2 hrs 50 min contact hours per week
Average 4 - 6 hr outside of class per week. (For each unit of in-class contact time, the university expects two hours of out of class student work per week.)

Program: USC Roski MFA in Design - 33329R
Location: Online
IT Support: Hayk M Avetisyan, havetisy@usc.edu, 213-821-1414.

Instructor: Laurie Burruss

Office: By appointment on Zoom
Office Hours: M/W 5:40 pm – 6:00 pm, Fri. 9:00 am -12 pm
Contact Info: Email *lburruss@usc.edu*, cellphone (626-485-3325). Timeline for replying to emails/calls (24 hrs)

Course Description

Digital Tools for Design explores the processes of design in terms of development, ideation and application/execution of design solutions integrated with computer design skills. It is essentially a painting, drawing and layout course using digital tools. Other key topics include basic computer design skills, with a focus on the Adobe Creative Suite – Photoshop (painting and compositing), Illustrator (drawing and typography), InDesign (layout) and Express (a free online and mobile design app used to create images, videos, webpages and social media). Course projects and activities focus on concept development, ideation, collaboration, and other applied skills critical to design. In addition, examples of artists and designers who use these tools provide context for problem solving, defining the problem, and developing processes for content. Synchronous instruction includes class lectures and small group interactive activities. Asynchronously, various creative software is incorporated to support understanding the processes and strategies involved in the foundations of design. Ultimately, you learn how to apply these tools and concepts throughout the semester to a variety of projects.

The breakdown of the course is as follows:
*   50% - Designing, creating, and presenting projects.
*   35% - Exposure to design tools, techniques, strategies, and research.
*   15% - Design thinking, ideation and research skills.

Recommended Prerequisite(s): DES 102 Design Fundamentals, concurrently with DES 202 Design II

Learning Objectives

Upon completion of Design 203: **Digital Tools for Design** students will be able to:

1. Identify a variety of current design practices.
2. Propose, research, conceptualize, design, and develop effective design compositions
3. Evaluate and asses a variety of relevant computer design tools in terms of processes and current practices.
4. Demonstrate functional competency across a wide spectrum of tools including digital curation, digital image manipulation software, vector graphic software, and mobile design applications.
5. Complete a design project incorporating illustrations, typography, and book layout that advances their design practice and expands their portfolio.

Course Notes

1. **Projects:** This is a project and skills-based class. Instruction covers a range of processes and software skills appropriate to the design industry.
2. **Group Critiques:** Group critiques and class discussions are a vital part of this course. They allow students to practice the formal vocabulary necessary to communicate visual ideas, as well as provide feedback on the work. Participation in-group critiques factors into the grade for each project.
3. **Collaboration:** Students will be required to work in teams to address research, case studies and design process. Group strategy is a core requirement for the course.
4. **Research:** This class requires that students explore the software on their own in addition to classroom instruction. In addition, students research experiences relevant to the project's goals.
5. **Homework:** On average, you will spend a minimum of 4 - 6 hours a week completing projects outside of class time. Students are expected to schedule additional time outside of class to complete assignments.

Grading Type: Letter Grade
Blackboard URL: All copies of lecture slides and other class information will be posted on Blackboard.

Technological Hardware/Software covered but not limited to:

- Adobe Creative Suite – (Provided by Roski including programs: Illustrator, Photoshop, Express). **IT Support**: Hayk M Avetisyan, havetisy@usc.edu, 213-821-1414.
- Other design software: Procreate, Mural.
- Integrated application of various software programs.
- Presence on various digital platforms like Instagram, YouTube, etc.

Additional Supplies

- Personal Laptop plus mouse and/or tablet
- Drawing Pad/Sketchbook 11" x 14"
- Various Drawing Supplies: Pencils, Pens, Markers, et
- X-acto Knife & Scissors
- Metal Straight Edge
- Flash Drivve or Portable Hard Drive (500MB or more)

Required Readings and Supplementary Materials

Required readings and supplementary materials: Posted on Blackboard and in project briefs.

Description and Assessment of Assignments

<u>Class activities</u>: Lecture/Discussion, Instruction/Demonstration, Critique, Studio Time, Lab

<u>Types of work include</u>: Exercises (short, timed), Challenges (problem-solving & discovering principles, 1-3 hours timed) and Projects (long, 2 – 4 weeks, complex, project-based problem-solving for "real world" contexts). Research and data gathering through observation, collection, and reflection as well.

<u>Assessments</u>: Rubrics, 1:1 desk critique, weekly feedback, formal critiques.

Grading Breakdown

Including the above detailed assignments, how will students be graded overall? Participation should be no more than 15%, unless justified for a higher amount. All must total 100%.

Assignment	Points	% of Grade
Design Projects	500	50
Design Theory, Research & Practices	250	25
Digital Tools for UX Design	250	25
TOTAL	1000	100

Quality of work will be the most important criterion. This includes resolution and presentation of ideas, attention to detail, level of craftsmanship, and overall presentation.

A. Commitment to the work and the creative process as shown by mastery of the materials used and processes completed to finish the project.

B. Participation in class discussion, group critiques and completion of all assigned project sketchbooks.

C. Understanding of terms and issues relating to the specific projects.

D. Completion of all the projects and the required accompanied materials is required to pass the class.

E. The level of experimentation and risk taking demonstrates the level of commitment to the field of Design and the student's desire to be a better designer.

Grading Scale
Grading Scale (Example)

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 Rubrics

Project rubrics will be posted and handed out with projects and challenges as presented.

Assignment Submission Policy

All projects and challenges will have due dates. Material may be delivered electronically to Blackboard by email (including sending me a URL for Dropbox or Google Drive).

Grading Timeline

I grade and give on-going feedback throughout the semester as projects are completed.

Additional Policies

Please inform me (email or text) regarding the following: late assignments, missed classes, attendance expectations, use of technology in the classroom, etc.

Date	Topics/Daily Activities	In-Class Activities	OYO (On-Your-Own) *Asynchronous Learning*	Deliverable/ Due Dates
Week 1 Jan 09 Jan 11	Introductions Syllabus Blackboard Setup New Tools: Mural, Adobe Creative Suite, Express, Procreate **Design Thinking** **CH01 Mind Map**	**Mural: Team Race** *(30 min)* **Mind Map** *(15-30 min)*	*Mural Introductions* 01_Illustrator 1. Get to Know Illustrator (17 min) 2. Create & Edit Shapes (19 min) 3. Transform & Edit Artwork (19 min) 4. Change color & stroke (22 min)	
Week 2 Jan 16 – No class MLK Jan 18	**Design Thinking** **CH02 Illustrated Interview – Video recording/live** **DP01 Illustrated Interview**	**Design Thinking: Build a Chair** (15 -20 min) **What's for Dinner?: Reframing, Design & Context** *(45 min) complete in class*	02_Illustrator Drawing a. Get to know Drawing Tools (4 min) b. Create artwork with the Paintbrush & Pencil Tools (6 min) c. Start creating with the Pen Tool (7 min) d. Practice creating with the Pen tool (6 min) – Pen Tool Exercises e. Edit paths you draw (5 min) f. Create artwork behind & inside with drawing modes (5 min) g. More Help: https://helpx.adobe.com/illustrator/using/drawing-basics.html	❑ **Mural Introductions – completed in Mural** ❑ **CH01 Mind Map posted in Mural WK 01 WIP** ❑ **01_Illustrator Deliverables** • **Combining shapes** • **Drawing shapes** • **Gradients** • **Recolor artwork**
Week 3 Jan 23 Jan 25	**DP03: Your First Social Media Campaign: Introduction to Adobe Express Design for Sustainability**	**Sustainability Quiz** **The New World Envisioning Life After Climate Change**, by David Wallace-Wells, Illustrations by Anui Shrestha **Inolex, Brand for a Company that Designs**	03_Illustrator 5. Add text to your designs (17 min) 6. Create with drawing tools (23 min) 7. Organize content with layers (16 min) 8. Optional Work with artboards (12 min) 9. Add images and artistic effects (16 min) 10. Optional Share artwork (11 min)	❑ **DP01 Illustrated Interview – posted to Mural & uploaded to Blackboard** ❑ **02_Illustrator: Deliverables – a through f**

		DP02 Minimal Vector Portrait (60 min)	Sustainable Products, Pentagram		
Week 4 Jan 30 Feb 01	Visual Design Systems – Iconography

CH 03 Pixel Art Flower (30 -60 min)

Feedback: Minimal Portrait | | CH04: Create a Set of Icons in Teams: Project Brief & Development

Present ideas for sustainability social media campaign | 04_Photoshop
1. Get to Know Photoshop (21 min)
2. Change the Image Size (17 min)
3. Work with Layers (20 min) | ❑ DP02 Minimal Vector Portrait

❑ 03_Photoshop Deliverables |
| Week 5 Feb 06 Feb 08 | Presentation: Social Media Campaign

Feedback: Pixel Flower Art

CH 05 Edit Your First Photo | | | 05_Photoshop
4. Adjust the image quality (16 min)
5. Make selections (14 min)
6. Retouch images (10 min)
7. Use color (10 min)
8. Add text and shapes (17 min)
9. Combine images (15 min)
10. Apply filters (7 min) | ❑ DP 03: Social Media Campaign – Sustainability

❑ CH03: Pixel Art Flower

❑ 04_Photoshop Deliverables |
| Week 6 Feb 13 Feb 15 | DP05: National Park Postcard/Poster

Collage: Compositing in Photoshop
DP 05: Composite Self Portrait – Molly Scannell, "Taken"

Presentation: Web icons as team | | Collage Techniques/Explorations | 06_InDesign -
https://helpx.adobe.com/indesign/tutorials.html | CH 04: Creating Web Icons: Collaboration

❑ CH 05: Edit Your First Photo |

Week 7 Feb 20 – No class Pres Day Feb 22	**Presentations – DP 04: Composite Self Portrait – Molly Scannell, "Taken"** **Digital Storytelling, Illustration, Typography & Layout** **DP 06: Aesop's Fable, Pt 1 - 3**	Your Own Teaching Story from your family, culture, or experiences Choosing Fonts – Hierarchy Choice of National Park & 3 images Feedback Composite Portrait	07_Patterns – Create & Apply – • https://helpx.adobe.com/illustrator/how-to/create-pattern.html • https://www.linkedin.com/learning/drawing-vector-graphics-patterns-16589351/creating-patterns?u=2273618 • https://www.linkedin.com/learning/illustrator-2021-essential-training/creating-a-pattern?u=2273618	❑ **DP 04: Composite Portrait – Molly Scannell, "Taken"**
Week 8 Feb 27 Mar 01	**Presentation – DP05: National Park Postcard/Data Viz** **Digital Storytelling Illustration, Typography & Layout** **DP 06: Aesop's Fable, Pt 1 - 3**	**CH06: You Tube/You Teach Teach Me Something** – **Pitch Ideas**	Use LinkedIn Learning for Additional Tutorials & Hands-on Training	❑ **DP05: National Park Postcard/Data Viz PT I**
Week 9 Mar 06 Mar 08	**Presentations - CH06: You Tube/You Teach Teach Me Something** **Digital Storytelling Illustration, Typography & Layout** **DP 06: Aesop's Fable, Pt 1 – 3**	Pitch Aesop Fable choice and 3 sketches for illustration – any tools		❑ **CH 06: YouTube/YouTeach Video**
Mar 11 - 19	**No Class**	**Spring Break**		

Week 10 Mar 120 Mar 22	Presentations: DP 06Aesop Fable Illustration & Animation	Trouble shooting Feedback: Plussing Pixar		❑ DP 06Aesop Fable Illustration & Animation PT I
Week 11 Mar 27 Mar 29	Presentation: DP06 Aesop Fable Layout in InDesign Creating an Interactive Book (eBook) – PDF vs Web	Team Feedback & Assessments		❑ DP 06Aesop Fable Illustration & Animation PT II
Week 12 Apr 03 Apr 05	Presentations FINAL DP06 Aesop Fable	3 teams assigned to present 3 ways to create interactive book – PDF, Keynote (movie) & URL Online		❑ DP 06Aesop Fable Illustration & Animation PT III
Week 13 Apr 10 Apr 12	Presentation FINAL - DP05: National Park Postcard/Data Viz	Troubleshooting in teams		❑ DP05: National Park Postcard/Data Viz PT II
Week 14 Apr 17 Apr 19	Upload book to Blurb and online testing as PDF, Keynote (movie) & Web URL	Book completed for publishing to Blurb and online		❑ DP 06Aesop Fable Illustration & Animation PT III
Week 15 Apr 24 Apr 26	Presentations FINAL DP06 Aesop Fable with Guest Designer			Class Book Design: Aesop's Fables – Print (Blurb), PDF & Online
Finals	Final: Portfolio Presentation of Projects (online)		203- M May 08 – 3-5 pm	203 – W Apr 03 – 3 -5 pm

Course Schedule: A Weekly Breakdown

Orange – Hands-on Tutorials, Blue – Challenges, Green- Design Projects
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, http://policy.usc.edu/scientific-misconduct.

Support Systems:
Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

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

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs
Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.
Provides overall safety to USC community. dps.usc.edu