

## **DES 203: Digital Tools for Design**

**Units: 2.0**

**334441R**

**Mon—Time: 6:00 – 8:40 pm**

**Location: Online & WAH 6**

**Aug 21 – Nov 27, 2023**

**Final: Dec 11, 6 – 8 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

**IT Support:** Hayk M Avetisyan, [havetisy@usc.edu](mailto: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](mailto: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 assess 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](mailto: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 Drive 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

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

Types of work include: 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.

Assessments: 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
<b>TOTAL</b>	<b>1000</b>	<b>100</b>

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.

## Course Schedule: A Weekly Breakdown

Hands-on Tutorials, *Orange* – Challenges, *Green*- Design Projects

Date	Topics/Daily Activities	In-Class Activities	OYO (On-Your-Own) Asynchronous Learning	Deliverable/ Due Dates
<b>Week 1</b> Aug 21 WAH 6	Introductions Syllabus Blackboard Setup New Tools: Mural, Adobe Creative Suite, Express, Procreate <b>Design Thinking</b> <b>CH01 Mind Map</b>	<b>Mural: Team Race (30 min)</b> <b>Mind Map (15-30 min)</b> <b>AI Policy In Class</b>	<i>Mural Introductions</i> <b>01_Illustrator</b> 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)	
<b>Week 2</b> Aug 28 Online - Zoom	<b>Design Thinking</b>  <b>DP01 Illustrated Interview</b>	<b>Design Thinking: Build a Chair (15 -20 min)</b> <b>What's for Dinner?: Reframing, Design &amp; Context (45 min) complete in class</b>	<b>02_Illustrator Drawing</b> a. <a href="#">Get to know Drawing Tools</a> (4 min) b. <a href="#">Create artwork with the Paintbrush &amp; Pencil Tools</a> (6 min) c. <a href="#">Start creating with the Pen Tool</a> (7 min) d. <a href="#">Practice creating with the Pen tool</a> (6 min) – Pen Tool Exercises e. <a href="#">Edit paths you draw</a> (5 min) f. <a href="#">Create artwork behind &amp; inside with drawing modes</a> (5 min) g. More Help: <a href="https://helpx.adobe.com/illustrator/using/drawing-basics.html">https://helpx.adobe.com/illustrator/using/drawing-basics.html</a>	<input type="checkbox"/> <b>Mural Introductions – completed in Mural</b>  <input type="checkbox"/> <b>CH01 Mind Map posted in Mural WK 01 WIP</b>  <input type="checkbox"/> <b>01_Illustrator Deliverables</b> <ul style="list-style-type: none"><li>• Combining shapes</li><li>• Drawing shapes</li><li>• Gradients</li><li>• Recolor artwork</li></ul>
<b>Week 3</b>	<b>Labor Day-NO CLASS</b>			
<b>Week 4</b> 09/11 Online- Zoom	<b>DP02: Your First Social Media Campaign: Introduction to Adobe Express</b>	<b>Sustainability Quiz</b> <a href="#">The New World Envisioning Life After Climate Change</a> , by David Wallace-Wells,	<b>03_Illustrator</b> 5. <a href="#">Add text to your designs</a> (17 min) 6. <a href="#">Create with drawing tools</a> (23 min) 7. <a href="#">Organize content with layers</a> (16 min) 8. <a href="#">Optional Work with artboards</a> (12 min)	<input type="checkbox"/> <b>DP01 Illustrated Interview – posted to Mural &amp; uploaded to Blackboard</b>

	<b>Design for Sustainability</b>  <b>DP03 Minimal Vector Portrait (60 min)</b>	Illustrations by Anui Shrestha <a href="#">Inoex, Brand for a Company that Designs Sustainable Products</a> , Pentagram	9. <a href="#">Add images and artistic effects</a> (16 min) 10. Optional <a href="#">Share artwork</a> (11 min)	<input type="checkbox"/> <b>02_Illustrator: Deliverables – a through f</b>
<b>Week 5</b> 09/18 Online - Zoom	<b>Visual Design Systems – Iconography</b>  <b>CH 02 Pixel Art Flower (30 -60 min)</b>  <b>Feedback: Minimal Portrait</b>	<b>DP04: Create a Set of Icons in Teams: Project Brief &amp; Development</b>  Present ideas for sustainability social media campaign	<b>04_Photoshop</b> 1. Get to Know Photoshop (21 min) 2. Change the Image Size (17 min) 3. Work with Layers (20 min)	<input type="checkbox"/> <b>DP03 Minimal Vector Portrait</b>  <input type="checkbox"/> <b>03_Photoshop Deliverables</b>
<b>Week 6</b> 09/25 Online- Zoom	<b>Presentation: <a href="#">Social Media Campaign</a></b>  <b>Feedback: Pixel Flower Art</b>  <b>CH 03 Edit Your First Photo</b>		<b>05_Photoshop</b> 4. <a href="#">Adjust the image quality</a> (16 min) 5. <a href="#">Make selections</a> (14 min) 6. <a href="#">Retouch images</a> (10 min) 7. <a href="#">Use color</a> (10 min) 8. <a href="#">Add text and shapes</a> (17 min) 9. <a href="#">Combine images</a> (15 min) 10. <a href="#">Apply filters</a> (7 min)	<input type="checkbox"/> <b>DP 02: Social Media Campaign – Sustainability</b>  <input type="checkbox"/> <b>CH02: Pixel Art Flower</b>  <input type="checkbox"/> <b>04_Photoshop Deliverables</b>
<b>Week 7</b> 10/02 WAH 6	<b>DP05: Infographic (Design &amp; Data Visualization)</b>  <b>Collage: Compositing in Photoshop</b> <b>DP 06: Composite Self Portrait – Molly Scannell, “Taken”</b>	<b>Collage Techniques/Explorations</b>  <b>Adobe MAX Oct 10 – 12</b> <b>Fall Break Oct 12 - 15</b>	<b>06_InDesign -</b> <a href="https://helpx.adobe.com/indesign/tutorials.html">https://helpx.adobe.com/indesign/tutorials.html</a>	<b>DP 04: Creating Web Icons: Collaboration</b>  <input type="checkbox"/> <b>CH 03: Edit Your First Photo</b>

	<b>Presentation: Web icons as team</b>			
<b>Week 8</b> 10/09 Online-Zoom	<b>Presentations – DP 05: Composite Self Portrait – Molly Scannell, “Taken”</b>  Digital Storytelling, Illustration, Typography & Layout  <b>DP 07: Storytelling, Pt 1 - 3</b>	<b>Your Own Teaching Story</b> from your family, culture, or experiences  Choosing Fonts – Hierarchy  Choice of National Park & 3 images  Feedback Composite Portrait	<b>07_Patterns – Create &amp; Apply –</b> <ul style="list-style-type: none"> <li>• <a href="https://helpx.adobe.com/illustrator/how-to/create-pattern.html">https://helpx.adobe.com/illustrator/how-to/create-pattern.html</a></li> <li>• <a href="https://www.linkedin.com/learning/drawing-vector-graphics-patterns-16589351/creating-patterns?u=2273618">https://www.linkedin.com/learning/drawing-vector-graphics-patterns-16589351/creating-patterns?u=2273618</a></li> <li>• <a href="https://www.linkedin.com/learning/illustrator-2021-essential-training/creating-a-pattern?u=2273618">https://www.linkedin.com/learning/illustrator-2021-essential-training/creating-a-pattern?u=2273618</a></li> </ul>	<input type="checkbox"/> <b>DP 06: Composite Portrait – Molly Scannell, “Taken”</b>
<b>Week 9</b> 10/16 Online-Zoom	<b>Presentation – DP05: Infographic /Data Viz</b>  Digital Storytelling Illustration, Typography & Layout - Zines  <b>DP 07: Autobiographical Storytelling, Pt 1 - 3</b>	<b>CH04: You Tube/You Teach Teach Me Something – Pitch Ideas</b>	Use <u>LinkedIn Learning</u> for Additional Tutorials & Hands-on Training	<input type="checkbox"/> <b>DP05: Infographic/Data Viz</b>
<b>Week 10</b> 10/23 Online-Zoom	<b>Presentations - CH04: You Tube/You Teach Teach Me Something Digital Storytelling</b>	<b>Pitch Personal Autobiographical Story and 3 sketches for illustration – any tools</b>		

	<p>Illustration, Typography &amp; Layout</p> <p>DP 06: Storytelling, Pt 1 – 3</p>			
<p><b>Week 11</b> 10/30 Online-Zoom</p>	<p><b>Presentations: DP 06 Storytelling Illustration &amp; Animation</b></p> <p>CH05 Animated GIF Tutorial</p>	<p>Trouble shooting Feedback: Plussing Pixar</p>		<p>CH 04: YouTube/YouTeach Video</p>
<p><b>Week 12</b> 11/06 Online-Zoom Optional: F2F WAH 6</p>	<p><b>Presentation: DP07 Autobiographical Storytelling Layout in InDesign</b></p> <p>Creating an Interactive Book (eBook) – PDF vs Web</p>	<p>Team Feedback &amp; Assessments</p>		<p>DP 07 Autobiographical Storytelling Illustration &amp; Animation PT II</p> <p>CH05 Animated GIF Tutorial</p>
<p><b>Week 13</b> 11/13 Online-Zoom</p>	<p><b>Presentations FINAL DP07 Autobiographical Storytelling</b></p>	<p>3 teams assigned to present 3 ways to create interactive book – PDF, Keynote (movie) &amp; URL Online</p>		<p>DP 07 Autobiographical Illustration &amp; Animation PT III</p>
<p><b>Week 14</b> 11/20 Online-Zoom</p>	<p><b>Presentation FINAL - DP05: Infographic/Data Viz</b></p>	<p>Troubleshooting in teams</p>		<p>DP05: Infographic/Data Viz</p>
<p><b>Week 15</b> Apr 17 Apr 19</p>	<p>Upload book to Blurb and online testing as PDF,</p>	<p>Book completed for publishing to Blurb and online</p>		<p>DP 06 Autobiographical Illustration &amp; Animation PT III</p>



	Keynote (movie) & Web URL			
Week 15 11/27 Online- Zoom	Presentations FINAL DP07 Autobiographical Storytelling with Guest Designer			Class Book Design: Autobiographical Storytelling – Print (Blurb), PDF & Online
Final 12/11 WAH 6	Final: Portfolio Presentation of Projects		6 – 8 pm	

## 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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://dps.usc.edu)

### AI Policy in Class: Option C—encouraged use

I expect you to use AI (e.g., ChatGPT and image generation tools) in this class. Learning to use AI is an

emerging skill, and I welcome the opportunity to meet with you to provide guidance with these tools during office hours or after class. Keep in mind the following:

- AI tools are permitted to help you brainstorm topics or revise work you have already written.
- If you provide minimum-effort prompts, you will get low-quality results. You will need to refine your prompts to get good outcomes. This will take work.
- Proceed with caution when using AI tools and do not assume the information provided is accurate or trustworthy. If it gives you a number or fact, assume it is incorrect unless you either know the correct answer or can verify its accuracy with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining how (and why) you used AI and indicate/specify the prompts you used to obtain the results.
- Failure to do so is a violation of academic integrity policies.
- Be thoughtful about when AI is useful. Consider its appropriateness for each assignment or circumstance. The use of AI tools requires attribution. You are expected to clearly attribute any material generated by the tool used.

Tools such as ChatGPT, DALL-E, Bard, and others are now part of the cultural landscape. As in your professional lives, there will be times when using these tools is appropriate and others when there is more benefit to not using them. We will work together to determine the opportunities and responsibilities of using these tools.

Some guiding principles in this class include:

- All work should be original and created specifically for the given assignment. You are responsible for the accuracy and originality of any material submitted.
- You should be the authors of all text submitted. In assignments that are collaborative in nature, that group of students will be the co-authors and have all associated responsibilities.
- Academic integrity policies regarding the use of generative AI tools will apply to every assignment.
- The extent to which using a generative AI tool is appropriate will be identified for each assignment. Please note that such use will differ for each assignment.
- Any generative AI text should be treated as source material and should be appropriately cited. In other words, if someone else (or something else) wrote the text, a citation is necessary. You will be asked to further cite not just the source, but how you used these tools. This extra step is reflective of future professional standards and responsibilities.
- Any generative AI image or graphic should be appropriately cited.

The appropriate citation style for each assignment will be provided by me. How to cite AI-generated text differs among the various methodologies, so please consult the latest version posted online.

**Please Note:** I will not be using any AI tools in writing the feedback I provide you. All comments will be mine and I will take full responsibility for their content.

*For any assignment/project that uses AI, please include the following document:*

## **AI & LLM USAGE:**

Student Full Name:

Assignment:

Class:

Date:

Tools used:

*Please identify Generative AI and LLMs application in this assignment (Check **all** that applies):*

\_\_\_\_\_ **IDEA GENERATION:** One of the common challenges in writing research papers, essays, or projects is coming up with a compelling and relevant title or topic. An AI model can help generate ideas based on a few keywords or an abstract of your work.

\_\_\_\_\_ **RESEARCH AND STUDYING:** These tools can provide additional information and clarification on various topics. They can provide succinct summaries of complex materials or help you explore diverse perspectives on a topic. However, it's important to remember that AI should be used as a supplementary tool and not replace primary sources or thorough research.

\_\_\_\_\_ **WRITING ASSISTANCE:** They can also help in drafting essays or other writing assignments by generating ideas or helping you structure your thoughts. This can be particularly useful for generating outlines or brainstorming ideas.

\_\_\_\_\_ **PROOFREADING AND EDITING:** Some language models can provide grammar and style suggestions for your writing. They can spot potential errors and suggest improvements. While not perfect, they can be a useful tool in refining your work.

\_\_\_\_\_ **CODING HELP:** Some advanced LLMs, like GPT-4, have been trained on a variety of coding languages and can assist in debugging or suggesting code snippets. This can be a helpful resource when you're stuck on a coding problem or need to understand a new concept.

Language Learning: If you're studying a foreign language, LLMs can be helpful tools for practice. They can generate phrases in the language you're learning or even offer translations. This can provide a valuable supplement to your traditional language study.

\_\_\_\_\_ **SIMULATION AND ROLE-PLAYING:** In subjects such as history or philosophy, generative AI can help you simulate dialogues with historical or fictional characters, providing an engaging way to learn and understand their perspectives.

\_\_\_\_\_ **DATA ANALYSIS AND VISUALIZATION:** Generative AI can help automate some aspects of data analysis, and can assist in creating visual representations of data. This can be especially helpful in fields that involve heavy data analysis, such as economics, sociology, or any of the sciences.

\_\_\_\_\_ **GROUP STUDY** (Study Partner, Teammate): LLMs can also assist in a group study scenario by serving as a neutral entity answering questions or facilitating discussions.

1. In a few sentences write why did you decide to incorporate AI in your assignment?
2. How did AI help you with accomplishing your assignment objective?
3. Could you have completed this assignment without use of AI?
4. Include prompts used (copy & paste):