To design is much more than simply to assemble, to order, or even to edit; it is to add value and meaning, to illuminate, to simplify, to clarify, to modify, to dignify, to dramatize, to persuade, and perhaps even to amuse. Design broadens perception, magnifies experience, enhances vision.

Design is both a verb and a noun. It is the beginning as well as the end, the process and product of imagination. Content is the raw material of design. Form, in turn, is the reorganization and manipulation of content.

Design is the fusion of form and content. There is no formula for good design; each problem is unique, as is each solution.”

—Paul Rand

*Rand was an American Modernist and one of the pioneers of graphic design from the 20th century. He is known for his corporate logos (IBM, ABC, UPS) and helped shape the discourse of graphic design through his work and his writing.*
This is the required graphic design course for application into the graphic design BFA professional program. This course will focus on the development of the designer's visual language, dealing with formal (composition) and conceptual (thinking skills and ideation) issues, honing one's basic graphic design skills by focusing on structure, variation, and expression. We will also introduce and use critical expressive vocabulary that relates to the graphic design field.

The course will focus on the development of a final portfolio to be reviewed by the graphic design faculty at the end of the spring term. This course will continue with building on your knowledge from DHE160 and DHE161 and work from DHE161 and GD126 will be part of your final portfolio for submission and the decision in entering the professional graphic design program.

There will be only 5 in-class meetings during the term: Weeks 1, 4, 7, 9 and 10. You will need to work at least 2-3 hours out of class each week, for every hour of in-class time. In other words, this class should take a high priority in your time management this term! The projects and process for each project will be included in your portfolio review for entrance into the Graphic Design BFA Professional program. Portfolios are due on Monday, June 9th and notification of acceptance into the program will occur no later than June 20th.

**Computer Resources on Campus**
- Milne Computer Lab
- Valley Library (Learning Commons)
- Milam 218 Computer Lab room

* If accepted into the Professional Graphic Design program, it is necessary to purchase a laptop with Adobe Creative Suite (a MAC is preferable, but a PC with Adobe CS can work).

You can receive up to 100 points in this class. There are 3 Design Projects (Challenges) over the course of the term. You need to get at least **70 points** in the class to be considered for acceptance into the Graphic Design Professional Program, which equals a C-.

**Due Dates**
- Design Challenge 1 due Week 3 = 20 points  {Due April 22}
- Design Challenge 2 due Week 5 = 20 points  {Due May 6}
- Design Challenge 3 due Week 8 = 30 points  {Due May 20}
- Final Portfolio due Week 10 = 30 points  {Due June 10}

* Each Design Challenge will have its own handout explaining the project. The final portfolio will contain the 3 design challenges AND work from DHE161.

- **Design Challenge 1:** Generating and Activating Ideas
- **Design Challenge 2:** Icon Index Symbol
- **Design Challenge 3:** Book Cover

**Office Hours**
This is a self-driven class and office hours are to be used for specific questions about the projects. We want to see how each of you independently come up with your ideas and solutions and try your best to trust your judgment and make decisions on your own. We have created “peer groups” for you to ask questions and get feedback from. Office hours are NOT intended to give personal feedback on each project (this is good, this is not, etc.) If you need clarification that you are understanding the project intent correctly, in terms of requirements, than I or the TA’s are happy to answer that.
The learning outcomes fall into 3 distinct areas: **Process, Realization and Written Reflection.** Process refers to the development phases of your project -- we evaluate your ability to show tangible evidence of these phases through writing, sketching and prototyping. Realization is the success of the project in its final presentation -- each project will have a clear set of attributes for evaluation. Written Reflections should indicate that you are able to address questions about the process and realization of your projects in a thoughtful and articulate way.

**Process**
- Demonstrate an understanding and implement appropriate design process methods
- Demonstrate the ability to generate multiple concepts for each project
- Demonstrate the ability to edit and organize a project design process
- Demonstrate the ability to employ divergent and convergent thinking with your design process
- Demonstrate the ability to analyze, select and produce a strong design solution from initial sketches.

**Realization**
- Demonstrate organization of your design process into a coherent portfolio
- Demonstrate an understanding of the basics of design fundamentals including scale, composition and hierarchy
- Demonstrate the ability to complete assignments on time
- Demonstrate ability to craft work in a professional manner
- Demonstrate the ability to evaluate and articulate your work in writing

**Written Reflection**
- Demonstrate the ability to evaluate and articulate your work in writing
- Demonstrate ability to craft work in a professional manner
- Demonstrate the ability to complete assignments on time
- Demonstrate an understanding of the basics of design fundamentals including scale, composition and hierarchy
- Demonstrate organization of your design process into a coherent portfolio

Failure to meet any class project deadline will result in a no pass for the course, (unless there is an acceptable, documented excuse). Every individual has an obligation to attend all 5 in-class sessions and to pro-actively participate in the class. Attendance will be taken for each class. We expect you to be smart about getting to class on time (If you tend to not hear your alarm clock, then set 2 or 3 clocks or have someone call you.) **Coming into an hour-long class 15 minutes late counts as an absence.**

This class is an exercise in time management techniques; make sure you are actively developing your time management skills. Project deadlines are to be adhered to and if you are sick when there is a deadline, make arrangements to get the work to the instructor through a classmate. One unexcused absence results in a loss of 10 points in your class percentage.

You will be working primarily out of class to complete the design challenge problems. You should keep your process organized. It is suggested you get a 3-ring binder or folder to neatly collect your process from each project. It will be much easier for you to go back to that, when you are editing pages to hand in.

**Diversity Statement**
The School of Design and Human Environment strives to create an affirming climate for all students including underrepresented and marginalized individuals and groups. Diversity encompasses differences in age, color, ethnicity, national origin, gender, physical or mental ability, religion, socioeconomic background, veteran status, sexual orientation, and marginalized groups. We believe diversity is the synergy, connection, acceptance, and mutual learning fostered by the interaction of different human characteristics.

**Religious Holidays**
Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see me immediately so that we can make alternative arrangements.

**Disability access Services**
Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

**Family and Personal Issues Statement**
Students who have family responsibilities and those for whom English is not a primary language are especially invited to make the instructor aware of their status at the beginning of the term. If an emergency situation presents itself during the term, please contact the instructor as soon as possible so that we can work together to ensure that you have every opportunity to succeed.

**Honesty in Academic Work**
You are expected to be honest and ethical in your academic work. Academic dishonesty is subject to the disciplinary process outlined in the Student Conduct Regulations. OSU provides clear definition and sanctions for academic dishonesty. I follow these guidelines in defining and handling dishonest behavior in this class. As a result, academic dishonesty of any kind is not tolerated. Students are expected to be honest and ethical in their academic work.

Visual plagiarism is as dishonest as verbal plagiarism and it is dishonest to look at work online or in books and publications and copy it. This will be discussed in the first class lecture.

Academic dishonesty is defined as an intentional act of deception in one of the following areas: cheating, plagiarism, fabrication, assisting, and tampering. For suspected academic dishonesty, a meeting with the student will take place and a formal report to the Chair of the Department, to the student’s Dean, and to the Student Conduct Office may follow. Students found cheating, plagiarizing, or participating in any form of academic dishonesty may receive an “F” or other penalty on the assignment or test, and possibly in the course. If you have any questions about the definition of academic dishonesty or the extent of sanctions that may result from dishonest behavior, it is important to access information on the OSU student Conduct Website at http://oregonstate.edu/studentconduct/offenses