



1. Overview

This course provides a general understanding of the Adobe Creative Suite as a tool in the visual arts. Students will address technical and creative aspects of Adobe Photoshop, InDesign, and Illustrator applications. In addition, this course will teach students how to effectively work from client briefs.

Art 117 meets the Common Curriculum's Learning Outcome (1) Arts requirement. Students will learn fundamental art and design principles and will apply this knowledge by:

- Developing a working understanding of Photoshop, Illustrator, and InDesign
- Experimenting with design ideation and creative problem solving methods
- Applying an evolving design sense and vocabulary to work analysis
- Practicing proper file extensions, storage, and organization

2. Materials

To complete projects, students must either use the Deming Computing Lab (on campus) or have an Adobe Creative Cloud subscription of their own. Currently enrolled, full-time students can subscribe to Adobe CC at a reduced, monthly student rate. Students should review the system requirements for the software and confirm their computer meets the minimum requirements. To learn more, see the "Adobe Setup" section of this syllabus.

Students are also required to use Google Drive (a desktop application accessible with a Mary Baldwin email address). This application can be used to backup, and, in some cases, submit work. Lost work is not an excuse for late work.

3. Grade Percentages

Coursework will consist of (3) projects, (10) project iteration submissions, and (3) critiques. A student's final grade will be determined by their performance in each area, using the following valuation:

- 66% Projects (3 at 22% each)
- 25% Project Iteration Submissions (10 at 2.5% each)
- 9% Critiques (3 at 3% each)

4. Grade Scale

A	93-100	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
B+	87-89	C+	77-79	D+	67-69	F	0-59

5. Course Goals

a. Developing a working understanding of Photoshop, Illustrator, and InDesign

Photoshop: Students will learn to import photographs, manipulate a photo's levels, curves, color balance, and color scheme, apply filters and halftones, and assemble a multi-layered photo-based document.

InDesign: Students will learn to tackle single-page textual layouts. Emphasis will be placed on typography and typefaces, as students implement principles of typographic composition. Students will also learn how to use alignment, paragraph styles, and the frame tool.

Illustrator: Students will learn how to use the pen tool to generate and manipulate vector graphics. Attention will be given to Illustrator's layers function and how to apply colors and gradients to vectors and strokes.

As students learn each program in the ways described above, they will also learn to integrate their knowledge of these programs, using each in conjunction with another, in service to an efficient, holistic design approach.

b. Experimenting with design ideation and creative problem solving methods

While work in this class is computer-driven, students will still use analog skills in the beginning stages of their work. Sketching and successive revisions ("ideation") are important parts of design, as students generate, re-work, and refine ideas on paper. This revision process will continue on the computer as students translate their solutions to the programs.

c. Applying an evolving design sense and vocabulary to work analysis

It will be helpful for students to have a basic understanding of fundamental design topics before taking this course. If a student has not had a 2D-design (or equivalent) class, the student should take time to research these topics on their own time and ask the professor for helpful resources.

d. Practicing proper file extensions, storage, and organization

Knowing how to use Photoshop, Illustrator, and InDesign, requires, by extension, knowing how to export finished project files. Students will learn the differences between .psd, .indd, .ai, .jpeg, and .pdf file formats. In addition, students will learn how to package files, store and send files via Google Drive, and seamlessly organize files around project parameters.

6. Student Expectations

Students are expected to submit all work in a professional and timely manner.

Students are expected to work approximately six hours per week, divided into two days of three hours (a normal studio class period). If students do not complete assigned work in the calendar's given time frame, students are expected to complete assigned tasks outside of this time period, as homework. Any additional time needed to complete such work will vary based on the type of work to be done.

Students are expected to communicate with one another in a courteous manner. Students should assume that respect will be shown to them and they should show that respect in return. When offering constructive criticism for another student's work, students should follow critical guidelines and focus their feedback. Students should never attack personal difference or attempt to speak to any concerns not inherent to the work. If any student feels they are not being afforded respect, they should reach out to the professor.

7. Late Work Policy

All course deadlines are strictly observed. Late project iterations and critiques are not accepted. A project iteration that does not meet the given criteria will be counted as “missed” and not given credit. A total of (4) missed project iterations will result in the student automatically failing the course. A late project’s grade drops 10% per day until the project is submitted. There is no opportunity to revise or resubmit work after it has been graded. If a student feels they are incapable of meeting a deadline due to an emergency, they should contact the professor immediately.

8. Communication with the Professor

On-campus office hours and / or phone conferences are not available for this online course. The professor can be reached via email for general questions, but a student should only email if they have already researched the problem on their own. Google is an invaluable resource, and there are many online platforms to answer common Adobe issues. In cases when an email is necessary, the student’s communication must include a detailed explanation and screen shots and / or screen recordings of the issue(s). When emailing the professor, allow a 48-hour response time. After submitting a project to Canvas, expect to receive a grade approximately one–two weeks after the project has been submitted. If you do not see a grade posted in this time frame, please contact the professor.

9. Project Rubric Criteria

Project grades will be based on the following percentages:

25%	Process	Persistent ideation Iterative process work will be reviewed as a determinate of the student’s creative skills. In process work, both sketching (form) and ideation (abstract thought) will be evaluated. Good process work will evidence extensive experimentation. Formal constraints such as shape, layout, and composition should be manipulated and challenged, as should the content of those ideas, through brainstorming techniques.
25%	Form	Suitable color scheme, visuals, layout This component of the rubric is devoted to the student’s final decision making and application of formal design principles. The use of line, shape, value, color, texture, space, motion, unity and variety, focal point, emphasis, balance, rhythm, scale, and proportion will all be taken into account. The logic behind the relationship of the project’s underlying concept or visual goals to these formal elements must be evident to the viewer and will determine the form’s suitability.
25%	Craft	Technical quality Craft relates to the level of execution and attention to details. Examples of good craft would include perfect alignment, non-pixelated imagery, representational rendering, matched up vector points, etc.
25%	Execution	Meets project requirements / specifications The execution parameter assesses the student’s ability to work within project constraints. Adhering to guidelines is an important lesson to learn for future client / professional work. Should a student deviate from the project overview (not meeting an ideation minimum, not having the set number of forms, having too many typeface sizes, etc.), points will be deducted.

10. Critiques

Feedback is an important part of this course. On a regular basis, students are expected to offer each other feedback on progress iterations submissions. Further, after each project submission, students are required to critique (1) other student's project.

A student will submit a critique by replying the fellow student's project submission post in the discussion board thread. Each student can decide for themselves which fellow student to review, but students should attempt to never critique the same student twice. Do not critique a project for which a student that has already been critiqued by another peer.

Critiques are graded on a pass / fail completion basis. In order to pass, all critiques must:

1. Be submitted on time (late critiques will automatically receive a failing grade).
2. Be at least 150 words in length.
3. Assess the project's form, craft, and execution, as defined by the project rubric.
4. Definitively state whether or not the work is a success (based on the three points of evaluation), with recommendations on how the work and / or student could improve in the future.

11. Preparing Project Deliverables for Submission

When a student completes a project, they must submit a zipped / compressed file of "Deliverables" via Canvas (each project's required deliverables are outlined on each Project Overview sheet). Steps to prepare zipped / compressed files are as follows:

1. Place all specified deliverables into a single file folder.
2. Name the file folder "Last name_Project #" Example: "Smith_Project 1."
3. Right click on the file folder and select "Compress."

12. Submitting Iterations, Projects, and Critiques

For project iterations, project submissions, or critiques of other students' projects, complete the following steps:

1. Open the course in Canvas and go to the current Module or "Discussions" tab.
2. Select the relevant discussion for the item you are trying to submit.
3. Complete your discussion response using the provided instructions for that particular discussion.

13. Plagiarism

If a student has questions about how plagiarism is defined, they should refer to the honor code. For the purposes of this course, plagiarism will be defined in the following way: "The use of someone else's idea or work without acknowledging the source of the idea or work." By this definition, the use of preexistent cartoon characters or other popular, cultural imagery is an act of plagiarism. No student should use any image or work that is not fully their own creation. Note that students will also be held liable for self-plagiarism, which is "submitting an assignment that is the same as or substantially similar to one's own previously submitted work(s) without explicit authorization of the instructor." In the event plagiarism is suspected, the Honor Council will be contacted.

14. Add/ Drop Dates

Students are responsible for registering and verifying their class schedules. Participation in a class does not ensure enrollment. Below are pertinent dates. For more dates and deadlines, visit the MBU Registrar's website.

Deadline to add a class:	8/28/20	Deadline to withdraw or declare "P/NC":	10/16/20
Deadline to drop a class:	8/28/20	Final grades posted by or before:	12/11/20

15. Course Recordings

Some of the lecture content of this course is made up of Adobe video-recorded tutorials. Any supplementary recordings made by the professor will be made available to registered students. Under no circumstance can such recordings be reproduced or shared without the instructor's prior permission.

16. Academic Honesty

An Honor Code violation is an infraction of the university's stated rules of honor by a student enrolled in Mary Baldwin University. Honor Code violations include plagiarism, lying, cheating, failure to report, exam period misconduct, failure to maintain confidentiality, and other academic misconduct. For more information on Mary Baldwin's Honor Code, visit: <https://tinyurl.com/yalamfor>.

17. Non-discrimination Policy

Mary Baldwin University does not discriminate on the basis of sex or gender (see exceptions for admission to programs within the College for Women), nor does the university discriminate on the basis of race, national or ethnic origin, color, age, disability, religion, veteran's status, sexual orientation, gender identity, or gender expression in its educational programs, admissions, co-curricular or other activities, or employment practices. Inquiries may be directed to the Director of Human Resources, at 540-887-7367. They can also be found at the Student Activities Center room 311, Mary Baldwin University, Staunton, Virginia 24401.

18. Accommodations

To discuss specific needs and / or any religious constraints that could affect student performance, privately contact the professor prior to or within the first week of class. The professor will review concerns and consider options for the student. Note that religious accommodations do not circumvent the attendance policy. For more information, please reach out to relevant campus liaisons and take advantage of campus resources. Any student who faces challenges securing food or housing and believes this may affect their academic performance should contact their school dean for support. The student is also encouraged to notify their professor, if they feel comfortable doing so.

Health & Counseling: go.marybaldwin.edu/student/health-counseling-services/

Accessibility Services: go.marybaldwin.edu/learning-skills/swd/

Any student with documented accessibility needs who feels they may need academic accommodations while taking this course, should first contact Dr. Carey Usher, Associate Provost (cusher@marybaldwin.edu, 540-887-7064) or Accessibility@marybaldwin.edu.

The Academic Resource Center: The ARC is your one-stop-shop for tutoring. Residential students can meet with tutors virtually or face-to-face in the Center for Student Success, on the first floor of Grafton Library. Online and remote students can work virtually with tutors on papers, assignments, and test-taking strategies. Appointments are scheduled through TutorTrac (tutortrac.marybaldwin.edu). For more information, contact Dr. Carey Usher, Associate Provost (cusher@marybaldwin.edu, 540-887-7064) or ARC@marybaldwin.edu.

19. Adobe Setup

In order to complete projects, students must download and install Adobe Creative Cloud on their computer. To do so, complete the following steps:

1. Go to www.adobe.com/creativecloud.html and select "Choose a plan."
2. Select "Students and Teachers." Make sure that this plan says "All Apps - Special Offer" (\$19.99 / month) before purchasing. Choose your subscription option between the annual (paid monthly) or prepaid annual (paid once) plans. **Note: There is no monthly subscription option, so you will have to continue paying for your subscription even after the course is finished.** You may need your student ID to verify enrollment.
3. Record your login information. *Forgotten credentials are not an excuse for late or inaccessible work.*
4. After purchasing a plan, go to www.adobe.com/creativecloud/desktop-app.html and click the blue "Download" button to download the desktop application.
5. Follow the Creative Cloud Installer steps to load the app to your desktop.
6. Log in to the app using your Adobe plan credentials.
7. Open the Adobe application on your desktop and select "Apps."
8. Install InDesign, Illustrator, and Photoshop.
9. Open all programs to ensure they work.
10. (Optional, but recommended) Load the programs onto your computer's dock.

20. Adobe Tutorial Links

Illustrator Tutorials (138 minutes)

helpx.adobe.com/illustrator/tutorials.html

1. Get to know Illustrator (18 min)
2. Create and edit shapes (17 min)
3. Transform and edit artwork (19 min)
4. Change Color and Strokes (20 min)
5. Create with drawing tools (24 min)
6. Organize content with layers (16 min)

InDesign Tutorials (79 minutes)

helpx.adobe.com/indesign/tutorials.html

1. Get started with InDesign (16 min)
2. Add text (20 min)
3. Format text (18 min)
4. Edit Content (16 min)
5. Align content with guides (5 min)
6. Align and distribute objects (4 min)

Photoshop Tutorials (112 minutes)

helpx.adobe.com/photoshop/tutorials.html

1. Get to know Photoshop (21 min)
2. Change the image size (17 min)
3. Work with layers (20 min)
4. Retouch images (10 min)
5. Use color (10 min)
6. Combine images (15 min)
7. Apply filters (7 min)
8. Improve contrast & brightness...(5 min)
9. Adjust the intensity of colors...(4 min)
10. Save a photo in the best format...(3 min)

21. Course Calendar

Use the provided calendar to complete course work. To understand the calendar colors, use the key below.

Green items – project work to be completed on the corresponding date. This work should take approximately three hours (a normal studio class period) to complete. If you do not complete this work in that time frame, complete the assigned task outside of this time period, as homework.

Red items – project iterations, due as a Canvas assignments. Always check Canvas for the assignment details. ***These assignments must be submitted to Canvas by their due date and time or no credit will be given for their submission.***

The course calendar is divided into Tuesday and Thursday assignments. This organization offers a recommended structure, enabling students to pace their work. Students do not need to follow this recommended pace, but must nevertheless strictly abide by all deadlines.

Introduce Yourself

Take a minute to introduce yourself to the class, answering the questions below. Upload either a short video or PDF with your answers and a current photo of yourself to the relevant Canvas discussion board.

Education: What is your current major and what do you hope to do once you graduate?

Experience: What experience, if any, do you have with art / design?

Interests: Why are you interested in art / design and what other interests do you have?

Encourages: What one quote, phrase, or saying inspires you?

This course: Why are you taking this course and what specifically do you hope to learn or achieve?

Project 1 : Photoshop

Week	Day	Date	Item
1	T	8/25	Read syllabus, download software, complete introduction
	Th	8/27	Watch Photoshop & Project Tutorials Submit Introduction video
2	T	9/1	Project 1: Steps 1-4
	Th	9/3	Project 1: Steps 5-6
3	T	9/8	Project 1: Steps 7-10 Submit Iteration: Photoshop document
	Th	9/10	Project 1: Steps 11-17
4	T	9/15	Project 1: Steps 18-23 Submit Iteration: InDesign document
	Th	9/17	Project 1: Steps 24-25
5	T	9/22	Project 1: Steps 26-27 Submit Project 1 Deliverables

Project 2 : InDesign

Week	Day	Date	Item
5	Th	9/24	Complete Project 1 Critique Submit Project 1 Critique
	T	9/29	Watch InDesign & Project 2 Tutorials
6	Th	10/1	Project 2: Step 1 Submit Iteration: An image of Project 2 thumbnails
	T	10/6	Project 2: Step 2 Submit Iteration: An image of roughs
7	Th	10/8	Project 2: Steps 3-7 for both Layouts Submit Iteration: InDesign document
	T	10/13	Project 2: Steps 8-11 for the Conservative Layout
8	Th	10/15	Project 2: Steps 8-11 for the Experimental Layout Submit Iteration: InDesign document
	T	10/20	Project 2: Steps 12-13 for both Layouts
9	Th	10//22	Project 2: Step 14 for both Layouts Submit Project 2 deliverables

Project 3 : Illustrator

Week	Day	Date	Item
10	T	10/27	Complete Project 2 Critique Submit Project 2 Critique
	Th	10/29	Watch Illustrator & Project 3 Tutorials
11	T	11/3	Project 3: Step 1 Submit Iteration: An image of thumbnails
	Th	11/5	Project 3: Step 2 Submit Iteration: An image of roughs
12	T	11/10	Project 3: Steps 3-4 Submit Iteration: An image of final drafts
	Th	11/12	Project 3: Steps 5-7, begin Step 8
13	T	11/17	Project 3: Complete Step 8 Submit Iteration: The layers worksheet and Illustrator document
	Th	11/19	Project 3: Steps 9-10
14	-	11/24-26	Thanksgiving Break
15	T	12/1	Project 3: Steps 11-12 Submit Project 3 deliverables
	Th	12/3	Complete Project 3 Critique Submit Project 3 Critique