



**New York City College of Technology**  
The City University of New York  
**Department of Communication Design**

## **COMD 1200 Graphic Design Principles II**

### **Course Description**

Bridging digital and analog skills, this course emphasizes conceptual visual thinking and its importance to communication design in multiple disciplines: advertising, graphic design, web design, illustration and broadcast design. Students hone production and high-level craft skills and experiment with image making techniques to develop graphic elements that communicate concepts and ideas. Students develop projects from thumbnails through final presentations in 2-D and 3-D formats.

1 cl hr, 5 lab hrs, 3 cr

**Prerequisites:** COMD 1100, COMD 1127; Pre- or corequisite: COMD 1162

### **Course Objectives**

<b>INSTRUCTIONAL OBJECTIVES</b>	<b>ASSESSMENT</b>
<b>For the successful completion of this course, students should be able to:</b>	<b>Evaluation methods and criteria</b>
Demonstrate a sense of craft through the correct use of traditional hand production tools & processes as well as digital methods.	Students will demonstrate competency in completing all major projects, specially project I, which emphasizes production skills.
Create multiple design solutions for both conceptual and professional problems	Students will demonstrate competency in brainstorming exercises (individual & team) as documented in: - Maintaining sketchbook - Individual & class critiques. - Participation in brainstorming sessions.

Develop design research methodologies to aid in the problem solving process.	Students will demonstrate competency in documenting all project research, including library, internet, textbook & commercial supplier resources, as well as onsite visits, interviews and photo shoots.
Apply design elements & principles learned in Graphic Design Principles I to a client based assignment.	Students will demonstrate competency in completing projects III & IV, which emphasize unique professional communication challenges.
Demonstrate general knowledge of various design disciplines.	Students will demonstrate competency in completing of research paper, focusing on a particular discipline. - Successful completion of quizzes & participation in classroom discussions based on textbook readings.

<b>General Education Outcome</b>	<b>How the outcome is assessed</b>
<b>Information Literacy</b> Research and evaluate information sources..	Assess through class discussion and written tests if students have developed the ability to find information through proper resources.
<b>Oral Communication</b> Prepare and deliver oral communication that promotes knowledge and understanding.	Evaluate how well students absorbed and consequently applied the learning through oral critiques of projects.
<b>Thinking Critically</b> Think critically to evaluate evidence and the perspectives of others before accepting or formulating an opinion	Evaluate through class critique to determine how well students were able to advance their project concepts through creative, critical and technical decisions.

### **Teaching/Learning Method**

- Lectures and readings
- Demonstration
- Project based labs
- Research assignments
- Blackboard
- ePortfolio

### **Required Text**

Graphic Design Solutions  
Robin Landa

**Attendance (College) and Lateness (Department) Policies:**

The COMD BFA and AAS degrees are design studio programs. In-class laboratory activities and engagement with other students is a significant portion of the courses. Absences more than 10% of the total class hours may result in a 10% drop in a grade due to an inability to meet the deliverables of participation. This may be in addition to other penalties that will be imposed for failure to complete in-class academic requirements. Missing more than 25% of total class meetings will not be permitted. Any two 'lates' (15 minutes or more) will be equal to 1 absence.

**Academic Integrity Standards**

Students and all others who work with information, ideas, texts, images, music, inventions and other intellectual property owe their audience and sources accuracy and honesty in using, crediting and citation of sources. As a community of intellectual and professional workers, the college recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension and expulsion. More information about the College's policy on Academic Integrity may be found in the College Catalog.

**Grading**

- 90% = Course projects/assignments
  - Project 1 18.75%
  - Project 2 18.75%
  - Project 3 18.75%
  - Project 4 18.75%
  - Paper 5%
  - ePortfolio 5%
  - quizzes/exercises 5%
- Class preparation/participation/attendance 10%

**Topics**

WEEK	Lecture Topic	Laboratory Exercise	Homework Assignment
1	- Design is defined, including a review of various design disciplines (architecture, industrial, environmental, gaming, etc). - Review of compositional layout including symmetrical & asymmetrical balance, positive & negative space.	- Practice exercise using t-square, ruler & triangle.	Book Project, Part I - 3 realistic pencil drawings of chosen object, following specific format.
2	- Visual Communication disciplines are reviewed including advertising, graphic design, web design,	- Image making techniques: stipple, cross hatch, contour. - Abstraction &	Book Project, Part II - 2 b/w abstractions of realistic drawings, - read Chapter 1 of

	illustration, broadcast design, information design, experience design, publication design, digital multimedia and production.	simplification of realistic images utilizing positive/negative and figure/ground concepts.	textbook.
3	<ul style="list-style-type: none"> <li>- Design Process is explained.</li> <li>- Integration of type &amp; image, and type as image.</li> </ul>	<ul style="list-style-type: none"> <li>- Continued image making experimentation.</li> </ul>	<p>Book Project, Part III</p> <ul style="list-style-type: none"> <li>– 2 b/w abstractions redesigned to include integration of text.</li> <li>- Online quiz based on textbook readings</li> </ul>
4	<ul style="list-style-type: none"> <li>- Designer vs. Fine Artists.</li> <li>- Collaboration's importance in the design process.</li> <li>- Scale &amp; proportion</li> </ul>	<ul style="list-style-type: none"> <li>- Paper/surface materials as design elements.</li> <li>- Demonstration and review of production skills including trimming, scoring and folding.</li> <li>- measure/trimming exercise.</li> </ul>	<p>Book Project, Part IIIb</p> <ul style="list-style-type: none"> <li>– 2 scaled templates of abstract designs.</li> <li>- research &amp; purchase paper stock for inside pages &amp; cover</li> <li>- read chapter 2 of textbook.</li> </ul>
5	<ul style="list-style-type: none"> <li>- Production and craftsmanship: bookbinding options, working with vendors.</li> <li>- Die cutting/laser cutting explained.</li> </ul>	<ul style="list-style-type: none"> <li>- Die cut cover exercise.</li> </ul>	<p>Book Project, Part IV</p> <ul style="list-style-type: none"> <li>- Create die cut cover</li> <li>- Print scaled templates on purchased paper stock.</li> <li>- Final assembled book due week 7.</li> </ul>
6	<ul style="list-style-type: none"> <li>- Developing a strategic approach to solving visual communication problems by the development of the creative brief.</li> <li>- Idea generation: brainstorming.</li> </ul>	<ul style="list-style-type: none"> <li>- Hypothetical design brief is created.</li> <li>- Brainstorming exercise.</li> </ul>	<ul style="list-style-type: none"> <li>- Brainstorming exercise.</li> <li>- Read Chapter 3 of textbook.</li> </ul>
7	<ul style="list-style-type: none"> <li>- Idea generation: literal vs. symbolic design solutions</li> <li>- Elements &amp; principles of design used in visual communications context.</li> <li>-Linear vs. non linear design solutions explained.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction of Word project: visually express the essence of word, brainstorming emphasized.</li> </ul>	<ul style="list-style-type: none"> <li>- Word project: thumbnail sketches</li> <li>- Read Chapter 4 of textbook.</li> <li>- Online quiz based on textbook readings.</li> </ul>
8	<ul style="list-style-type: none"> <li>- Typography review</li> <li>- Type as image</li> <li>- Layout: visual hierarchy,</li> </ul>	<ul style="list-style-type: none"> <li>- Word project: continued development.</li> <li>- Experimentation with</li> </ul>	<ul style="list-style-type: none"> <li>- Word project: continued development, focusing on production.</li> </ul>

	emphasis, unity, format and the grid.	production methods. - Research paper: introduced.	- Read chapter 5 of textbook. - Research paper: due week 11.
9	- Logos, symbols & pictograms. - Visual Identity & branding.	- Introduction of pictograph project (rest room signage).	- Pictograph project: select & research location. Create thumbnail sketches and begin researching format/materials. - Read chapter 6 & 7 of textbook.
10	Posters: brief history, function of posters, type & image, format, etc.	- Pictograph project: continued development, emphasizing conceptual solution.	- Pictograph project: continued development, focusing on production. - Read chapter 8 of textbook.
11	- Posters: continued. - Illustration and Animation introduction - Publication design: book jackets & covers, magazines, newspapers, etc	- Pictograph project: final refinements.	- Pictograph project: final due week 12. - Read chapter 9 of textbook.
12	- Advertising design: introduction. - Idea generating techniques: image integration, nostalgia & appropriation. - Broadcast Design Introduction	- Introduction of poster project, including design journal. - Research papers: presentations.	- Poster project: selection/ research of topic and thumbnail sketches. Also begin documentation of research in design journal. - Read chapter 11 of textbook.
13	- Web design: introduction.	- Poster project: continued development. - Review of appropriate production methods.	- Poster project: continued development, focusing on image creation. Also continued updating of design journal. - Read chapter 14 of textbook.
14	- Portfolio & job search.	- Poster project: final refinements.	- Poster project: due week 15.
15	Final Project	- Poster project: critique.	

## Bibliography

Visual Literacy: A conceptual Approach to Graphic Problem Solving

Judith and Richard Wilde  
Watson-Guptill  
ISBN-10: 0823056201  
ISBN-13: 978-0823056200

Visual Workout: Creativity Workbook  
Robin Landa  
OnWord Press  
ISBN-10: 0766813649  
ISBN-13: 978-0766813649

Thinking Creatively: New Ways to Unlock your Visual Imagination.  
Robin Landa  
How Design Books  
ISBN-10: 1581803389  
ISBN-13: 978-1581803389

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