Introduction to Digital Art & Design will introduce students to the Adobe Creative Cloud Software (Illustrator, InDesign, Photoshop and Acrobat). Students will explore design ideation, process, and effective design thinking and analysis as it relates to Graphic Design. Students will produce studio design exercises and projects that will increase their technical fluency in industry-standards for Graphic Design software applications. This class will prepare students for lower and upper division Graphic Design courses, and for the next class, Design Thinking & Methodologies.

Course Pre/Co-requisites, Recommended Preparation:
Co-req's: ART 100 or ART 101, or ART 141

Course Materials:
Basic materials provided to the student through lab fees such as the Adobe Creative suite, printing ink, and paper. The student is expected to purchase supplies such as sketchbook, USB thumb drive, pencils, erasers, ruler, Xacto knife, and additional paper as needed.

Course Objectives
Understand the basics of Adobe Creative Suite: time will be spent in Illustrator, InDesign, Photoshop and Acrobat, with corresponding projects/exercises for each program, and a final project incorporating skills learned in all four programs at the end of the semester. Design ideation, process, and analysis will be achieved through various lectures on how to concept, execute, and arrive at a design idea, using the software and skills learned. Students will demonstrate basic skills on how to approach a design problem with creative thinking and technical skills.

Core Curriculum: This course fulfills Core Objective7 (artistic composition, interpretation, and expression). It also develops and reinforces Core Objective 1 (Effective Composition & Communication) and Core Objective 3 (Critical Analysis & Use of Information).

Introduction to Digital Art & Design provides entry level approaches to understanding the basics of Illustrator, InDesign, Photoshop and Acrobat, while also challenging students to analyze their approach to design thinking, making, and executing. Through class critique, studio design projects, and class discussions, students will achieve their first steps in becoming fluent in design language, and process/ideation. Through class lectures, visiting artists, studio visits, museum visits and other industry-related business field trips, students will become fluent in current design-field software skills, as well as the capability to create design pieces from sketch
phase to final printed product. Students will apply craftsmanship and critical analysis to study, interpret, and create design pieces in the context of individual identity, society and culture. Creative design projects, class discussion, and critiques provide context for students to pursue and demonstrate CO7, CO1, and CO3 objectives; the course provides students the opportunity to explore creative expression, apply and integrate practical critical analysis, demonstrate awareness of one’s own beliefs, develop well-supported positions that respectfully consider alternative viewpoints, and synthesize and integrate information from multiple sources.

**Student Learning Outcomes:**

1. Student will be able to use basic introductory level of Adobe Software Suite. (CO7)
2. Student will be able to recognize the consequences of design decisions that impact the end-product. (CO7)
3. Student will be able to learn and use basic design principles, including composition, color theory, hierarchy, and space. (CO7)
4. Student will be able to present work and writing that recognize and demonstrate conceptual understanding and technical facility. (CO1 & CO7)
5. Student will be able to use design vocabulary through production of design projects and critiques. (CO7) (CO3)

**Studio Etiquette:**

No smoking in the building. No friends, children, dogs, etc. No headphones or cell phones in class. This is a shared workspace/lab that must be kept clean and organized at all times. Please leave it cleaner than when you found it, and always allow time for cleanup. Failure to maintain a clean workspace/lab may result in reduced out-of-class studio time.

**Computer Lab Hours:** Students are free to work on projects when there is no class in the computer labs. Open lab hours are T/TH 4:00pm- 10:00pm, F 8:00am-10:00pm, and closed on holidays unless otherwise posted. Students may also work in the @One lab in the knowledge center (hours are 7:30AM-1:00AM).

**Class Critiques:** Critiques give you an opportunity to share thoughts, ideas, experiences, and art historical contexts that surround your own work as well as the work of your peers. You all will be dealing with similar problems through assigned projects. Critiques allow you to see and experience various solutions while creating a forum for the group to present and discuss varying outcomes. Orderly and professional participation in this dialogue is crucial in your development as a visual artist. Therefore, all students are expected to attend and take part in all class critiques. Work should be presented in a professional manner.

**Course Calendar/Topics Outline:**
Specific class calendars are made individually each semester. Deadlines are firm, demonstrations are subject to change based on how far along each class is as a group.

**Schedule**

| W     | 8/30  | Continue Exercise 1 AI; Start research/ideation for Project 1. |
| M     | 9/4   | Labor Day- no class |
| W     | 9/6   | Exercise 1 AI critique: Individual discussion, Continue Project 1 |
| M     | 9/11  | In Class work time, Exercise 2, Transform sketches using computer aid Project 1 |
| W     | 9/13  | Continue Exercise 2 AI, Project 1 |
| M     | 9/18  | Exercise 2 AI Due, start Exercise 3, continue Project 1 |
| W     | 9/20  | Continue Exercise 3, Project 1 |
| M     | 9/25  | Exercise 3 AI due, continue Project 1 |
| W     | 9/27  | In class work time, make correction based on the feedback from the critique. |
| M     | 10/2  | Final critique (Project I), start Project 2, Exercise 1 PS |
| W     | 10/4  | Continue Project 2, Start research and gather needed information. |
| M     | 10/9  | Individual discussion, Start creating sketch layout, Exercise 1 PS due, start Exercise 2 PS |
| W     | 10/11 | In class work time. Continue Exercise 2 PS |
| M     | 10/16 | Exercise 2 PS due. Start Exercise 3 PS. Roughs for in-class prj 2. |
| W     | 10/18 | In class work time. Crit/review of in-class project 2. Exercise 3 PS due. |
| M     | 10/23 | Final Critique (Project II) |
| W     | 10/25 | Assign (Project III), start Exercise 1 InDD |
| M     | 10/30 | Exercise 1 InDD due, continue Project 3, Start Exercise 2 InDD |
| W     | 11/1  | Continue Project 3, Exercise 2 InDD |
| M     | 11/6  | Exercise 2 InDD due, Start Exercise 3 InDD, Continue Project 3 |
| W     | 11/8  | Individual Discussion, group crits, continue Exercise 3 InDD |
| M     | 11/13 | Exercise 3 inDD due, Continue Project 3 |
| W     | 11/15 | In class work time/finalize digital ideas |
| M     | 11/20 | Final Critique (Project III), Start Project 4 |
| W     | 11/22 | Continue Project 4 |
| M     | 11/27 | Individual discussion, Research, start sketches |
| W     | 11/29 | In class work time, continue Project 4 |
| M     | 12/4  | In class work time, digital by now |
| W     | 12/6  | in-class critiques |
| M     | 12/11 | In class work time; continue Project 4 |
| W     | 12/13 | Last class day: Project 4 due |

*schedule subject to change, additions/subtractions may be made to certain projects & timelines

**Description of Assignments:**
Illustrator Exercise 1

Illustrator Exercise 2
*Masks with Type* Design a $1 bill that incorporates masks, and that utilize outlined type.

Illustrator Exercise 3
*Pathfinder & shape* Re-create 8 supplied objects using the pathfinder tool. B&W, 11 x 8.5

Project 1: Illustrator
Using skills from Illustrator, design a logo for an existing or fictitious business of your choosing and apply to a t-shirt and hat.

Photoshop Exercise 1
*Making selections* Cut out different images, and create a montage using different layers.

Photoshop Exercise 2
*Image Editing* Using tools to color correct, adjust contrast, stamp tool, healing brush, edit a photo of yourself.

Photoshop Exercise 3
*Masks* Using the mask and channels palette, create 2 different masks with subject matter of your choosing.

Project 2: Photoshop
Using skills from Photoshop, create retouched/color-corrected/edited imagery and make a web banner using imagery, text, and vectors.

InDesign Exercise 1
*Vector vs. Raster* Research the difference between vector artwork and raster artwork. Create a 1-page presentation using graphics & text to explain the differences. Color, 11 x 8.5.

InDesign Exercise 2
*Color* Research the differences between RGB, CMYK, and PMS colors. Create a brochure showing all 3 color modes. Define somewhere in layout: Hue, Value, Saturation. Color, 10.5 x 8, create a tri-fold brochure.

InDesign Exercise 3
*Type setting* Choose one typeface: Garamond, Caslon, Palatino, Bembo, or Trajan. Set the text in a pangram of your choosing, using one of the above typefaces on a 17 x 11 page, B&W.

Project 3: InDesign/Acrobat
Using skills from InDesign, create a book cover for a literary classic; print, trim, score and apply to book for presentation.
Project 4: Final Project
Using tools learned in AI, INDD, PS and Acrobat, create a print advertisement for a fictitious brand. Must include vectors, logo, text, and Photoshop imagery. Designed in InDesign.

Grading:
Your final grade is formulated on your overall performance that includes the following: technical proficiency, conceptual and aesthetic development, attendance, participation in critiques/discussions, time management, and progression of the projects. Having a positive attitude in regard to your work and class is very important! Final grades will be given after the project is turned in either digitally or photographed (if a 3-dimensional piece such as a booklet, etc).

A= (90-100%) Outstanding. Takes the problem beyond assignments to a personal solution through technical ability, creativity and ambition (often working harder than expected), and exerts enthusiastic effort into every project. True critical thinking combined with technical excellence. Employs profound effort in research along with participation in all discussions and critiques, often volunteering thoughtful comments and questions. Student is always prepared for class, pays attention to detail, and manifests quality work (willing to invest whatever time required in order to produce quality work) with an excellent working attitude.
B= (80-90%) Above Average. The student completes assignments on time, but may be lacking in imagination or skill. Sound research and effort combined with above average imagination and creativity, good execution and a good working attitude.
C= (70-79%) Average. Completes all assignments on time but lacks effort, ambition, and skill. Average research and effort combined with ordinary creativity, fair execution and a good working attitude
D= (60-69%) Deficient. Excessive absence or lack of growth in class work. All projects are turned in but work shows little research, effort, imagination, creativity, or poorly executed work with a poor working attitude.
F= (0-59%) Failure. Extreme deficiency in amount of work, excessive absences, lack of growth in studio work. All projects are not turned in and the work that is turned in shows no improvement, imagination, creativity, is badly executed and created without worthwhile effort.
I= Incomplete. Assigned only for those whose circumstances have been extreme (hospitalization, etc.).

Breakdown of Grading
Exercises are worth 10 pts
Projects are worth 20 pts

For exercises: 5 pts each
Concept
Presentation/Participation
For projects: 5 pts each
Hand skills
Presentation/Participation
Concept
Development

Grading scale percentages are as follows:
94-100% = A  90-93% = A-  87-89% = B+  83-86% = B  80-82% = B-  77-79% = C+  73-76% = C
70-72% = C-  67-69% = D+  63-66% = D  60-62% = D-  59 and below = F

Missing work
Missing work may be the result of poor attendance, or missing important information shared in class. Avoid this by making sure you get to class, and on time, and participate in critiques. **Attendance:** Attendance is mandatory and it is **your responsibility to be on time.** It is required that you attend every class. If you miss a class, for whatever reason, you are responsible for making up missed work and collecting missed handouts.

Demonstrations/lectures will not be repeated under any condition. Over three absences (unexcused or otherwise) will result in the lowering of your overall final grade by one full letter. Each successive absence will further lower your grade. Thus, if you have 4 absences, an A will turn into a B and 7 absences is an automatic failure. In case of unexpected emergencies, notify your instructor as soon as possible. Proper documentation must be handed in within a reasonable amount of time. Consideration will be given to legitimate excuses of which include: illness, hospitalization, death in the immediate family, etc. Coming to class ten minutes late will be considered an absence for that day, leaving class early will also be considered an absence. There will be no tolerance for tardiness.

**Remember, after 3 absences your overall grade lowers by a full letter for each additional absence.**

**Deadlines:** All assigned work must be ready for critique at the appropriate deadline. Late projects will be docked a full letter grade for each class period it is late. Incomplete work will not be critiqued. An absence on critique day will count as an F/zero with no chance to make-up the assignment. An A project turned in 4 class periods late will be considered an F. Under no circumstances may anyone miss the final critique! This is the same as missing a final exam in any academic class. If you miss the final, you will be docked a full letter grade from your overall final grade.

**ADDITIONAL POLICIES:**

Statement of Disability Services:
"Any student with a disability needing academic adjustments or accommodations is requested to speak with the Disability Resource Center (Pennington Student Achievement Center, Suite 230) as soon as possible to arrange for appropriate accommodations."

Phone: (775) 784-6000
Fax: (775) 784-6955
Monday - Friday 8:00am to 5:00pm
Thompson Building, Suite 101
Website: http://www.unr.edu/stsv/slservices/drc/

Statement on Academic Dishonesty:
"Cheating, plagiarism or otherwise obtaining grades under false pretenses constitute academic dishonesty according to the code of this university. Academic dishonesty will not be tolerated and penalties can include filing a final grade of "F"; reducing the student's final course grade one or two full grade points; awarding a failing mark on the coursework in question; or requiring the student to retake or resubmit the coursework. For more details, see the University of Nevada, Reno General Catalog."

Statement for Academic Success Services:
Your student fees cover usage of the Math Center (784-4433 or www.unr.edu/mathcenter/), Tutoring Center (784-6801 or www.unr.edu/tutoring-center, and University Writing Center (784-6030 or http://www.unr.edu/writing-center). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student."

Statement on Audio and Video Recording:
Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

Equal Opportunity and Title IX
The University of Nevada, Reno is committed to providing a safe learning and work environment for all. If you believe you have experienced discrimination, sexual harassment, sexual assault, domestic/dating violence, or stalking, whether on or off campus, or need information related to immigration concerns, please contact the University's Equal Opportunity & Title IX office at 775-784-1547. Resources and interim measures are available to assist you. For more information, please visit: https://www.unr.edu/equal-opportunity-title-ix.