Design Thinking & Methodologies | GRC 200
M/W 1:00 PM- 3:45 PM
Instructor: TBA
Contact: TBA
Office Hours: TBA, Rm # 143

Course Description
Design Thinking & Methodologies will build upon skills and processes learned in GRC 116, Introduction to Digital Art & Design. Adobe Creative Cloud Software (Illustrator, InDesign, Photoshop and Acrobat) will be further investigated, and more advanced techniques will be explored. Students will broaden their techniques for ideation, process, and effective design thinking and analysis. Students will produce studio design exercises and projects that will increase their technical fluency in Graphic Design industry-standard software applications. This class will prepare students for lower and upper division Graphic Design courses, and will increase conceptual thinking and improve their technical skillset.

Course Pre/Co-requisites, Recommended Preparation:
Pre-req: GRC 116

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
Adobe Creative Suite (Illustrator, InDesign, and Photoshop) will continue to be explored, with more advanced tools and techniques introduced. Design ideation, process, and analysis will be further investigated and applied to projects and exercises. Students will demonstrate more advanced skills on how to approach a design problem with creative thinking and technical skills, and be able to execute these ideas with professional processes and understanding.

Core Curriculum: This course fulfills Core Objective 7 (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).

Design Thinking & Methodologies provides continued attention to understanding and applying skills learned in Illustrator, InDesign, Photoshop and Acrobat, while also building on students approach to design thinking, making, and executing with advanced and new techniques. Through class critique, studio design projects, and class discussions, students will achieve a higher level of fluency 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 familiar in current design-field software skills, as well as industry standard practices for producing graphic design work. 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 design thinking in response to visual communication problems that lead to well-grounded and creative conclusions. (CO7)
2. Student will be able to produce well-supported positions that thoroughly and respectfully consider alternative viewpoints in class discussion, critique, and written assignment. (CO1, CO3, & CO7)
3. Student will be able to recognize the design process from sketch phase to final printed product. (CO7)
4. Student will become familiar with historical achievements, current major issues, processes, and directions in graphic design. (CO7)
5. Student will be able to build upon their basic design software skills. (CO7)

**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 (TBD)**

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<tr>
<th>Date</th>
<th>Monday</th>
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<tr>
<td>8/30</td>
<td>Continue Exercise 1</td>
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<td>9/4</td>
<td><strong>Labor Day- no class</strong></td>
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<td>9/6</td>
<td>Exercise 1 due</td>
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<td>9/11</td>
<td>In Class work time, Continue Exercise 2</td>
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<td>Exercise 3 due, Start Project 1</td>
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<td>In class work time, make correction based on the feedback from the critique.</td>
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<td>Final critique (Project I), start Exercise 4</td>
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<td>Individual discussion, Start creating sketch layout, Exercise 4 due, start Exercise 5</td>
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*schedule subject to change, additions/subtractions may be made to certain projects & timelines*
Description of Assignments:

Exercise 1 1 week
*Research* Logo re-design: choose an existing brand that needs an update. Research company by collecting imagery, articles, data, typography, and your notes and present as a storyboard/visual presentation. What do they do, brand positioning, audience, etc.

Exercise 2 1 week
*Brainstorming/Mind Mapping* Compile a list of words that describe ideas for logo/company. Write down words, simplistic imagery, and icons and present findings in a visual presentation.

Exercise 3 1 week
*Collection/Color* Gather data, drawings and findings from Exercises 1 & 2 and begin sketches. Begin color research (pms, cmyk). Show sketches in presentation.

Project 1: Logo Re-design 2 weeks
Refine sketches from exercise 3, and digitize. Explore and choose typefaces, and color (pms/cmyk). Present logo, in color, and black & white. Apply to 2 objects of your choosing.

Exercise 4 1 week
*Writing* Building on research from exercises 1-3, write a brand story about your existing or fictitious company. Include who/what/where/when/why/how in description. Present story.

Exercise 5 1 week
*Image creation* Create imagery using paint, pastels, shadow, ink, paper, clay, etc. and scan in and use as elements for the brand. These will be your brand elements. Present outcomes.

Exercise 6 1 week
*Grids* Using 3 different grids, layout 3 different print advertisement layouts. 8” x 10”. Present sketches/rough digitals.

Project 2: Branding + Elements 2 weeks
Using elements/logo/layouts/brand story you created from exercises 4-6, create promotional pieces (postcard + outdoor billboard), and refine/finalize print advertisement. Present final pieces.

Exercise 7 2 weeks
*Wire-frames* Create (draw) wire frames for an app (fictitious-existing). Design app icon, home page, hamburger navigation, and at least 2 pages. Present sketches.

Exercise 8 1 week
*Color* Research color, meanings behind color in current branding, UI/UX and web design. Present findgins

Exercise 9 1 week
*Testing* Show rough layouts of UI/UX for app to 2 outside sources & get feedback. 2 outside sources must not be enrolled in the class. Report findings.
**Project 3: Mobile App** 2 weeks
Present app you designed: app icon, home page + 2 additional pages

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**Project 4: Final Project: Logo + Branding + App**
Present all 3 projects, with revisions you have made along the way

**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.).

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**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.