

## **5360:001 Topics in Art History and Design** *History of Graphic Design: Then & Now*

***\*Syllabi are subject to change.***

### **COURSE REGULATIONS**

#### **Instructor**

Lisa Graham  
Office: 369b  
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#### **Time and Place of Class Meetings**

Due to the advanced nature of the class and the unique, multi-part assignments, we will meet by appointment, as necessary.

#### **Email Class Policy**

Grad students should feel free to email me with questions and comments as they arise. Please be aware that due to the quantity of email I receive, it may take several days for a reply during the week, longer if the question is received near the weekend or over a holiday.

#### **Electronic Communication**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

#### **Course Description**

Special seminar/topics course focusing on enhancing the art and design knowledge base of MFA candidates in the area of film/video, visual communication, intermedia-expanded studio, and glass as art.

#### **Active Learning**

The University of Texas at Arlington is committed to engaging students in Active Learning activities. Drs. Chuck Bonwell and James Eison, two of the foremost experts in this field of research, define active learning as “instructional activities involving students in doing things and thinking about what they are doing.” Active learning involves reading, writing, discussion, and engagement in solving problems, analysis, synthesis, and evaluation.” Just what qualifies as active learning depends, in part, on the concepts covered in individual classes. Therefore, active learning in a visual communication studio course may involve developing creative briefs, thumbnails, constructing packaging, presenting their work to their studio mates in critique, quick one-day technology demos, or taking a test. In a painting course, it may mean hands-on work painting an artwork, presenting and defending work in critique, and hanging a show of one’s own work.

#### **Student Learning Outcomes**

- Students will learn about the extensive History of Graphic Design.
- Students will be able to identify visual work as originating during certain time-periods and movements.
- Students will review work by important graphic designers, and gain an understanding of what is required for a designer to be judged historically “great.”
- Through visual review, students will access the greater visual vocabulary of the graphic design field, for use and adaptation in their own maturing work.
- Paper/presentations will provide experience in research; information organization; the use of current

presentation software; presenting to groups (depending upon the semester); and engage the student through active learning.

### **Required Textbook**

Meggs, Purvis, *Meggs' History of Graphic Design*, fifth edition, Wiley.

### **Grading Weights**

Paper/presentation 1= 50%

Paper/presentation 2=50%

### **Tests**

Graduate students enrolled in this section will not participate in tests.

### **Extra Credit**

None available at this time.

### **Grading**

Papers and presentations will receive a letter grade: 90 and above is an A, 80 and above is a B, 70 and above is a C, etc.

Papers and presentations will be gauged according to a letter scale (A, B, C, D, F), as discussed below:

**A: Excellent** – Extraordinarily well-coordinated, well-researched visual paper/presentation that draws conclusions and explores beyond the standard texts. Material is covered comprehensively. The paper/presentation itself is attractive with a designerly sense of typography, layout, and visual organization. When presenting, student speaks loud and clear so that the information is conveyed to colleagues. All assignment requirements must be met and exceeded.

**B: Good** – Well-coordinated, well-researched visual paper/presentation that explores beyond the standard texts. Material is covered adequately, with few gaps. When presenting, student speaks loud and clear so that the information is conveyed to colleagues. All assignment requirements must be met and exceeded.

**C: Average** – A good solid paper/presentation that shows evidence of research effort and comprehension. All assignment requirements must be met and to some degree, exceeded. When presenting, student makes consistent effort to be heard by all in the room.

**D: Poor** – Work that does not fulfill all the assignment requirements, is of extremely poor conceptual, research, or visual quality will earn this grade. In order for a student to achieve a D grade or higher, ALL problem requirements must be met as set forth in the problem statement *and* in announcements.

**F: Unacceptable** – Work not completed on time, does not fulfill all assignment requirements, and or is of general poor quality will earn this grade.

*Completion of all assignments is required to pass this class.*

### **Grading Sheets**

Papers and presentations will have an “Instructor’s commentary” sheet returned to each student, that will discuss effectiveness of presentation, research thoroughness, image selection, visual styling assessment, and suggestions for improvement (if necessary).

### **Course Final Grades**

The final grade is an average of all graded activities.

### **Attendance**

Graduate students do not have an official attendance policy for this advanced course.

It will be necessary to work outside of class.

### **Due Dates**

Work not completely ready at the beginning of the class on the due date automatically loses one letter grade.

Late assignments will drop one letter grade for each class day late. **Organize your time and plan ahead!**

### **Drop Policy**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/ses/fao>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule 50101*, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

### **Americans With Disabilities Act**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability). Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

### **Academic Integrity**

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

### **Student Support Services Available**

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

### **Final Review Week**

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabi. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. Classes are held as scheduled during this week and lectures and presentations may be given.

## Course Theme

*Graphic Design History: Then & Now*

## Research Modules

*There are two research modules assigned for the semester.*

One research module must focus on a historical topic from *Then*, one research module must focus on a historical topic from *Now*. Time frame for *Now* is variable, and may be considered as *recent, contemporary, developing, or future* history. Consider that the *Now* of graphic design might encompass individual designers; regional design styles and trends; be impacted by design movements (such as sustainable design and emotionally durable design); and be profoundly affected by the growth of design in developing countries such as India, Turkey, China, and Hong Kong (as evidenced by the international participants at [www.crowdprng.com](http://www.crowdprng.com)).

Given the instructor is interested in innovative proposals that challenge the notion of “history” or “criticism”, students are encouraged to propose significant and highly creative projects. Students will propose topics for approval before commencing work.

**Each research module will yield minimally the following (or its equivalent, as discussed with instructor):**

**Part A)** *Formal 8-10 page paper.* There must be 8-10 pages of text. . .title and footnotes not included in text page count. . .images will add extra pages so that the entire paper text and images will be considerably longer than 10 pages. Text must be double-spaced; 1.25” page borders; Times New Roman 12 point text; text and images properly cited in footnotes (try [www.easybib.com](http://www.easybib.com)).

**Part B)** *45-60 minute PowerPoint presentation based on the above paper.* Citations must be included for text and images. I want to know where every image was acquired. Not only must the presentation be clear, but so elegantly constructed that you could hand the speaking notes to another lecturer and they could present on your behalf (**which very well may happen!**). *Note: a 4-page paper will yield a comfortable 20 minute PowerPoint lecture. So an 8-10 page paper, with images, will easily stretch into the 45-60 minute range.*

**Part C)** *A designed InDesign booklet containing your text and images.* This should be beautiful, readable, and visually express the spirit of your topic. For instance, if your topic is on Russian Constructivism, design the booklet as if it was formulated by a Russian Constructivist (but in English, please). Make 4 copies of this designed booklet. Booklet must be bound. This booklet will be placed in the VRC; in the graduate student space; and in the instructor’s office. Retain a copy for yourself.

**Part D)** *Include a CD with a .pdf of Part C, and a fully functional copy of the PowerPoint lecture at the back of each copy of the booklet.* Test your CD on more than one platform to ensure it works. Partially functional or completely non-functional .pdfs and powerpoint lectures will result in a project grade reduction.

**Part E)** *To be determined by individual student topics and proposals.*

## Project Due Dates:

*Research Module 1 (word .doc):* October 4, by 5 p.m.; remaining components to be flowed in during office hours the following week.

*Research Module 2 (word .doc):* November 27, by 5 p.m.; remaining components to be flowed in by Dec 6<sup>th</sup> 12 noon.