

Digital Design and Senior Project
Master Syllabus: Traditional, Blended, and Virtual Learning Options
Pike Road High School
Graphic Design (Career Tech)
Mrs. Morris
Room 302/ 5th Period Planning
(334) 420-5380

E-mail: michelle.morris@pikeroadschools.org

Course Description (from ALSDE)

Digital Design is a yearlong course designed for students who have successfully completed the Introduction to Advertising Design course or have completed credits in Visual Arts. Digital Design provides students with hands-on experiences addressing a variety of components of information design. Instruction includes information regarding various computer operations, applications and procedures, type styles, desktop publishing, layout and design techniques, mechanical production files, formats, and technology in the workplace. Skills gained in this course prepare students for the Graphic Illustration course, the next level of study in the Advertising Design program.

Prerequisite(s)

Foundations of Art, Audio-Video Technology, and Communications
Advertising Design

Text and Required Materials

- Adobe training resources will be provided
- Access to Google Classroom
- Charged MacBook
- Earbuds/Headphones
- Pen/Pencil
- SD Card (at least 16 GB)
- Jump Drive (at least 8 GB)
- 1 inch 3-ring binder (with a clear front pocket) for Portfolio
- Page Protectors

Course Fee

none

SKILLSUSA Dues

\$40.00 (For local, state, and national dues) (***) Also, includes a t-shirt if paid by Sept. 30th)

CTSO

Career and technical learner organizations are an integral, co-curricular component of each career and technical education course. These organizations serve as a means to enhance classroom instruction while helping learners develop leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth. Membership qualifies learners to compete with learners from across the nation and state-wide for scholarships and other business-related opportunities. **Our CTSO is SkillsUSA!**

Course Goals (from ALSDE)

Solve communication problems with effective graphic design solutions using principles, elements, and current theories of design.

Learner Expectations

Learners are expected to be punctual, prepared, positive, and persistent. Learners will be treated as employees in the business world and should demonstrate efficient work habits. Learners should have **good attendance**, should be respectful of both the teacher and the other learners in the classroom, should be diligent in completing their work, and should demonstrate responsibility as they maintain their notebooks and personal records.

Classroom Policies

- Be prompt to class, seated at desk before the bell rings.
- Be prepared to work EVERYDAY with ALL necessary materials.
- Be polite at ALL times.
- Be respectful of people and property.
- Keep food, candy, and drinks out of the classroom unless given permission
- Follow rules/guidelines outlined in the Code of Conduct and Learner—Parent Handbook.

If a learner chooses to break one of the above policies, the following disciplinary action will result:

1st Consequence: Verbal reprimand

2nd Consequence: Learner/Teacher Conference,

3rd Consequence: Call to parent

4th Consequence: Referral to Principal's office or detention and call to parent

Severe problems such as fighting, deliberately destroying school property, verbal abuse, or other situations deemed severe by the teacher will be sent directly to the Principal's office. **Cheating or copying another learner's work as your own will result in a zero "0" for that grade, possible loss of computer rights, and your parents being contacted.**

Tardy Policy

All learners should be in the classroom before the tardy bell rings. When the tardy bell rings, classroom activities will begin. If you are not in the classroom when the tardy bell rings, you are considered tardy to class.

Make-up Work

Attendance is extremely important in Audio-Video Technology. However, if you are absent, it is YOUR responsibility to make up work within THREE days of the absence. If you are absent the day a project is due, the project is due the day you return from your absence. All other make-up work, including tests, must be made up within three days of your absence. **IT IS YOUR RESPONSIBILITY TO GET YOUR MAKE-UP WORK!!**

Assessment Procedures

All assignments will be assigned, submitted, and assessed through Google Classroom. For Digital Design, the class code is: exrhabr

***** For blended and virtual learners, each Tuesday, I will send out a video of my lecture, and your assignments will be due the following Tuesday. Also, we will have a question and answer Zoom session each Thursday. Besides that, feel free to email me any questions you have. For blended learners who need more assistance, email me to schedule an in-person classroom session.*****

Major (Assessments & Projects)	60%
Minor (Classwork/Homework)	40%

Grading Scale

A = 90 – 100

B = 80 – 89

C = 70 – 79

Not passing = 69 and below

Tutoring

Extra help will be available to learners every Wednesday after school from 3:15-3:45 p.m. or by appointment.

Course Topics

NOTE: These course topics are the minimum amount of content and information that will be covered in this course. These topics may not be followed step-by-step; use it as a guideline and reference only. Refer to Google Classroom for more detailed information of what will be covered. Basic drawing skills will be incorporated in the course, yet no previous knowledge is needed.

Students will:

Safety

1. Apply personal and shop safety rules, regulations, and procedures for using media in a safe and responsible manner, including cleaning, storing, and replenishing supplies.

Computer Technology

2. Demonstrate various computer operations using industry standard software for word processing, illustrating, photo manipulating, and scanning.

- Utilizing vector and raster graphics, Universal Serial Bus (USB), fire wire, digital camera, printers, data video projector, digital video recorder (DVR)

Typography

3. Explain the history and development of typography, including the classification of type families, the historic evolution of type, type selection, spacing, and the manipulation of the letterform.

- Explaining styles, selection, production, and psychology of typography
- Demonstrating knowledge of manuscripts, spacing, proofreading, headlines, and copy fitting

Advanced Design

4. Demonstrate advanced application of the digital design process.

- Using proper procedures and theory in composition for digital design
- Examples: elements, principles, marketing strategies, color theory, audience identification, cost analysis

Advanced Visualization

5. Utilize drawing and rendering techniques and advanced illustration skills for digital design.

Advanced Digital Imagery

6. Create digital designs while refining desktop publishing skills.

- Determining appropriate files and file formats for various digital imagery

Examples: Tagged Image File Format (TIFF), graphic interchange format (GIF), Joint Photographic Experts Group (JPEG)

- Creating entrepreneurship desktop publishing projects

Examples: creating a business, producing a school newspaper or newsletter

Advanced Conceptual Process

7. Formulate ideas from a concept to a marketable digital design product

****Credentials:** This is the second course in the program. After completing this course, learners are able to test for certification in Adobe Photoshop. After completing the third course, learners can test for certification in Adobe Premiere Pro.

Course Outline

Weekly Online Discussion & Engagement (minor grades)

Sometimes there is not enough time for us to have an in-depth discussion where everyone is equally engaged in the discussion. Therefore, we will have a discussion topic in google classroom each week on Tuesday. Learners are required to contribute one original post by the following Thursday and two responding posts by the following Tuesday by 11:59pm CT. This format allows us to thoroughly discuss the core topics of graphic design in depth. The grading rubric is below:

- 90+% - Always well prepared and has something insightful and relevant to contribute to the discussion. Typically, three to four substantive comments over the course of the week that critically evaluate course concepts, apply them to a personal narrative (Design class experience), introduce new external information relevant to the topic with summary/ explanation for its connection to the course, or help a fellow classmate with understanding the material over the course of the week.
- 80-89% - Well-prepared and contributes relevant content during the majority of discussions. Typically, two to three comments over the course of the week that critically evaluate course concepts or apply them to a personal narrative (Design class experience) or introduce new external information relevant to the topic with summary/ explanation for its connection to the course over the course of the module discussion period.

Please note the above two levels of the engagement rubric include a statement of engagement "over the course of the week" which is meant to reward students that focus on creating an engaging/ interactive discussion environment.

- 70-79% - Adequately prepared and contributes to discussions on an occasional basis. Typically, one to two comments per week that somewhat evaluate course concepts.
- 60-69% - Adequately prepared but seldom to speak and/or engage. Typically, one comment per week that evaluates course concepts or comments without evaluation of course concepts but provide a personal narrative that is tangentially related (e.g., I like this concept... but no real discussion).
- Below 60% - Inadequately prepared and rarely contributes to the discussion. Typically, comments are infrequent and lack substance.

Project Proposals, Research, and Reports (minor grades) Students will use a template and receive approval before beginning a project for their final portfolio.

Presentations (Major Grades)

Each nine weeks, each learner is required to complete a 15-minute presentation on a key graphic design topic. Presentations due dates and rubrics can be found in Google Classroom and on the school website on my teacher pages.

Project

Portfolio (Major Grades)

Learners will create a portfolio throughout the course. The portfolio needs to have an overall theme, demonstrate graphic design techniques, and include the strongest 12-16 related projects for the year. Each nine weeks, students must submit their strongest 3-4 projects for one major grade. Portfolio due dates and rubrics can be found in Google Classroom and on the school website on my teacher pages.

Dear Parents/Guardians:

Welcome to a new school year! I am so excited to have your child in my class this year! This is my ninth year as a teacher, but my second year at Pike Road High School. I am excited to be here. I really enjoy teaching and feel that, together, we can make a difference.

Thank you for taking the time to read this course syllabus. After reading, please detach the last page. It requires signatures from you and your child. Virtual learners can send the signature page by email.

I look forward to working with each of you. If you have any questions, please let me know. I can be reached at michelle.morris@pikeroadschools.org or (334) 420-5380.

Sincerely,

Michelle Morris
Graphic Arts Lead Learner
SkillsUSA Co-Advisor

Class Period _____
SYLLABUS SIGNATURE PAGE

Tear off this back page, sign, and return to your child's class by August 31, 2020. Please keep the rest of the syllabus for your reference throughout the year. For virtual and online learners, Parents please email me that you received the syllabus and provide the information below.

PLEASE PRINT

Learner's Last Name

First Name

I have read the syllabus for this course, and I understand it.

Learner Signature

Date

Parent/Guardian Signature

Date

Parent Contact Information

Name _____

Best Phone Number(s) to Contact _____

E-mail _____

I prefer to be contacted:

Telephone Text E-mail No preference

In the space below, please feel free to share any information that would help me assist your child to have a successful school year.