

COMM 235: Digital Design

Semester: Spring 2015
 Instructor: Ashley Hinck
 Class Meetings: Tuesdays and Thursdays, 8:30am-9:45am
 Office Hours: Tuesdays and Thursdays, 11:15am-1pm, and by appointment
 Room: McDonald 134

Contact Information:

Office: Schott Hall, Office #310
 Email: hincka@xavier.edu
 Twitter: @hincklet
 Website: www.ashleyhinck.com
 Cell Phone: 608-335-9303

Course Objectives:

Students who complete this course will be able to:

1. Understand design principles;
2. Be proficient in important digital media genres;
3. Understand the ethical and legal issues relevant to digital design;
4. Design digital media for civic, professional, and personal contexts of communication;
5. Effectively use digital design software including Adobe Photoshop and Adobe DreamWeaver;

Textbooks:

1. REQUIRED: Williams, R. (2015). *The Non-Designer's Design Book* (4th ed.). San Francisco: Peach Pit Press.
2. REQUIRED: Duckett, J. (2011). *HTML&CSS: Design and Build Websites*. Indianapolis: Wiley.
3. REQUIRED: one 16 GB flash drive to store your class projects.

Online Contexts:

In this class, in addition to communicating with your classmates during in-class discussions, you will be asked to engage in communication online. If you are uncomfortable with this, or if you require special considerations, please see me as soon as possible.

Assignments:

Major Assignments (125 points total):

GIF Assignment	25 points
Photoshop Meme Assignment	25 points
Poster Assignment	35 points
Website Assignment	50 points

Exams (80 points total):

Midterm	40 points
Final Exam	40 points

Participation (50 points total):

Warm Ups	25 points
Attendance and Participation	25 points

Total points possible: 240 points

Attendance

Attendance: You cannot participate meaningfully in class if you were not present in class. What we do in class is not easily replaced by reading the textbook or reading another student's notes. Students learn from in-class activities, from other students' contributions during class discussions, from other questions they hear, and from engaging the material for during class each day. Make every possible arrangement to attend all class periods. There will be a sign-in sheet for every class period. If you come to class late, it is

your responsibility to make sure you sign your name on the sign-in sheet. Otherwise, you will be counted as absent. My goal is to reward students who engage our course material actively and consistently.

Points: Each student gets three “freebie” days to miss class for being sick, funerals, personal reasons, etc. For every class that you miss beyond your freebie, you lose four points (from your attendance and participation grade). You do not need to email me to let me know you are using one of your freebie days.

Failure in the Class: In order to pass the class, you must attend at least 75% of the class meetings. In a Tuesday/Thursday class, you will automatically fail the course if you miss eight classes or more (the equivalent of 4 weeks of class). If you have extenuating circumstances, you must meet with me ASAP.

Assignments:

Readings due: Readings come from our textbooks, pdfs, and links online. Readings are listed on the day we will discuss them. Be sure to read them before class that day.

Assignments due: All assignments must be turned in electronically via Canvas before class begins.

No late work is accepted: No late work is accepted in this class. You will receive a zero for any assignment not turned in before the deadline. There are two reasons for this policy. 1) I simply cannot accommodate rolling submissions. Having students turn in work on time means that I can grade more effectively and I avoid wasting my time on logistical issues. 2) If you miss project deadlines at work, you won't have a job for long. Deadlines are important whether you are collaborating with colleagues informally, working at a professional job, or in school.

Peer Critiques: Learning how to critique others' work and how to receive that feedback yourself is an important skill in any job. In this class, we will practice peer critiques with every assignment you turn in. You must turn in a final version of your assignment before class begins on each Peer Critique day. However, if you would like make changes based on the feedback you received during the Peer Critique, you may turn in a revised version of your assignment (Version 2.0). Ultimately, peer critiques are an opportunity to share your work with your classmates, talk about the challenges you encountered, and get feedback on ways to make this project and future projects even stronger.

Version 2.0: You may turn in a revised version of your assignment based on the feedback you receive during the in-class Peer Critique. Version 2.0 is optional. You are not required to turn in a Version 2.0 of your assignment. Version 2.0 of your assignment is due within 48 hours of the due date for Version 1.0. In order to be eligible to turn in a Version 2.0 for any assignment, you must have completed and turned in Version 1.0 of your assignment. Version 1.0 must be at a sufficiently “finished” or “final” level. A rough draft will not be accepted.

Feedback: As an instructor, I work hard to give students useful feedback on their assignments. I want students to fully understand the feedback I give them. Therefore, I hope you will come talk to me about the feedback you receive on papers, projects, and other assignments. Receiving your grade shouldn't be a signal that our conversation is over. I encourage you to bring any questions to me during office hours—I love talking with students about their work.

Grade Disputes: If you would like to dispute a grade, you must do two things. 1) Meet with me face-to-face during office-hours. Email is a time-consuming and difficult way to engage in a dialogue about student projects. 2) Ask questions first. Try to understand the feedback you received and why it warranted a particular grade. After we talk for a bit, if you still feel like your grade doesn't accurately reflect your project, you may explain your argument. But you must ask questions first.

Extra Credit: There may be opportunities for extra credit throughout the semester. The number and types of opportunities will vary depending on the semester and class. The maximum amount of extra credit any single student may earn is 2%.

Office Hours: Office hours are a great opportunity to get specific questions answered, to talk about the concepts and readings, and to get help with projects/papers. However, bringing a project/paper to office hours does not mean I can “pre-grade” your project/paper. It would be far too time-consuming to do that for every student. Rather, think about office hours as a chance to talk through your project/paper. Tell me about what you think is really strong, what you're unsure about, and what you're struggling with. We can talk through these issues together, helping you identify revisions you might want to make before you turn in your final copy on the due date. I strongly urge students to take advantage of office hours for this purpose. NOTE: You do not need to email me to tell me you are coming to office hours. However, if you have class during my regularly scheduled office hours and would like to set up an appointment to meet, please do not hesitate to email me.

Assumptions and Expectations:

Spend 8-10 hours per week on this course: Most college classes assume that you will spend 8-10 hours outside of class for a 3-credit hour course. Because this is a 3-credit hour course, I assume that you will spend 8-10 hours each week completing the work for this course.

Do the readings and take notes: I assume you will complete the assigned readings and use whatever study strategies work best for you, including outlining the readings, taking notes, making flash cards, or joining study groups.

Adults: I assume that you all adults, capable of managing your own time and your own learning. I will treat you like an independent and capable adult. You are responsible for determining when you do not understand the material and responsible for remedying that by asking questions in class, asking a friend, or stopping by during office hours.

Course Policies

Final Exams: All students must take the Final Exam during the designated time. This is required of all faculty members by the Dean's Office. No exceptions can be made for travel or any other reasons.

Respect: Learning about communication involves risks. We will talk about political communication, interpersonal communication, organizational communication, and more. When we share stories about our communication experiences, try to understand, not judge, other people. Our classroom needs to be a safe place to explore communication contexts and an open place to reconsider our preconceptions of communication, its power, and its use in our everyday lives.

Gender-Inclusive Language: Everyone should be referred to by the name they prefer, the correct pronunciation of their name, and the pronoun they prefer (like she, ze, he, or they). Please be respectful throughout the course. If you feel uncomfortable, do not hesitate to talk to me privately during office hours.

Title IX and Gender-Based Violence: Xavier (and my classroom specifically) should be a safe place for you to be and for you to learn. That's why Xavier takes gender-based violence (including sexual violence, intimate partner violence, stalking, and sexual harassment) seriously. There are lots of gender-based violence prevention and response resources on campus, including Xavier's Title IX director, Kate Lawson. She can help you find the right resources and information (including your rights and legal options). You can contact Kate Lawson at lawsonk1@xavier.edu or 745-3046. There are also confidential services you can access if you are not yet ready to report any gender-based violence you may be experiencing. Confidential resources include: Women Helping Women, counselors, physicians, and nurses at McGrath Health and Wellness and Psychological Services, clergy, and private mental health counselors. You can find more information here: <http://www.xavier.edu/titleix/index.cfm>

Disability: I work to make sure that my classroom and my course are not ableist—making sure that everyone can easily access my course. Xavier takes that goal seriously as well, and Disability Services provides resources for both Xavier students and faculty. If you have a disability that requires accommodation, please see Disability Services to obtain a letter specifying the particular accommodations you require. If you have any questions at any point throughout the semester, please feel free to talk with me and/or Disability Services. You can find more information here: <http://www.xavier.edu/learning-assistance-center/Disability-Services.cfm>

Academic Dishonesty: Like any course at Xavier, academic dishonesty will not be tolerated in this class. I expect you to cite your sources completely and appropriately. Penalties for academic dishonesty range from a zero for the assignment to an F for the course. You can find more information about Xavier's Academic Honesty policy here: <http://www.xavier.edu/handbook/standards/Academic-Honesty.cfm>

The Grading Scale:

94%-100%	A
90%-93%	A-
87%-89%	B+
84%-86%	B
80%-83%	B-
77%-79%	C+
75%-76%	C
70%-74%	C-
67%-69%	D+
65%-66%	D
60%-64%	D-
0%-59%	F

COURSE SCHEDULE			
Day	Date	Topic	Readings and Assignments due
Design in Photoshop			
1	T 1/12	Syllabus	
2	R 1/14	GIFs	*PBS, "A Short History of GIFs:" http://video.pbs.org/video/2207348428/ *Mashable, "The History of GIFs:" http://mashable.com/2012/10/19/animated-gif-history/#FqZhojsaxGqU *TIME, "The 15 Most Popular GIFs of 2015.:" http://time.com/4165466/gifs-most-popular-year-2015/
3	T 1/19	GIFs	*PBS Ideas Channel, "The GIF's Visual Language in Music Videos": https://youtu.be/lwtCgSRGVSI *How Will the Animated GIF Affect The Presidential Election?: https://youtu.be/2amSQyhPOMg *Buzzfeed, "14 Emotional Stages of Applying for Financial Aid": http://www.buzzfeed.com/discoverstudentloans/emotional-stages-of-applying-for-financial-aid?utm_term=.aQLXIG4dB#.ib99jrQel *Buzzfeed, "17 Dogs Who Just Need a Day Off": http://www.buzzfeed.com/chelseamarshall/dogs-who-just-need-a-day-off#.efz0GYPDO
4	R 1/21	Adobe Photoshop Demonstration	
5	T 1/26	Peer critique GIF	<i>GIFs due</i> *How to Critique: https://youtu.be/9neybpOvjaQ
6	R 1/28	Memes	*SourceFed, "What is a meme?!": https://www.youtube.com/watch?v=CCPit9lrohE *PBS Idea Channel, "When do memes stop being funny?": https://youtu.be/hitCISdp4Jg *PBS Idea Channel, "Are memes and internet culture creating a singularity?": https://youtu.be/eNB0kp346G8
7	T 2/2	Memes	*Milner, "Memes are dead; Long live memes": http://culturedigitally.org/2015/10/01-memes-are-dead-long-live-memetics-by-ryan-m-milner/ *Miltner, "The Challenges of Defining Meme Culture": http://culturedigitally.org/2015/10/memeology-festival-02-from-feels-to-structure-of-feeling-the-challenges-of-defining-meme-culture/
8	R 2/4	Photoshops	*Peck, "A Laugh Riot" (pdf)
9	T 2/9	Adobe Photoshop Demonstration	
10	R 2/11	Photoshop Meme Peer Critique	<i>Photoshop Meme due (version 1.0)</i>
11	T 2/16	The Big 4	*Williams, Ch. 1-5
12	R 2/18	Color	*Williams, Ch. 6-7, Ch. 8 (pg. 125-128)
13	T 2/23	Typography & Copyright	*Williams, Ch. 9-12
14	R 2/25	Photoshop Tutorial	*Williams, Pg. 219-220
15	T 3/1	Posters Work Time	*Bring poster materials to class for work time
16	R 3/3	Poster Peer Critique	<i>Posters due (version 1.0)</i>
	T 3/8	Spring Break	[No class]
	R 3/10	Spring Break	[No class]
Design in Websites			
17	T 3/15	Midterm Review	
18	R 3/17	Midterm	<i>Midterm Exam</i>
19	T 3/22	Web Design	*Ankerson (pdf)
	R 3/24	Easter Break	[No class]
20	T 3/29	Portfolios	*Satterthwaite (pdf) *Nelles (pdf)
21	R 3/31	HTML	*Duckett, Introduction and Ch. 1-2
22	T 4/5	HTML	*Duckett, Intro, Ch. 3-5
23	R 4/7	CSS	*Duckett, Ch. 10-12
24	T 4/12	CSS	*Duckett, Ch. 13-14
25	R 4/14	CSS Layout	*Duckett, Ch. 15-16

26	T 4/19	CSS Layout	*Duckett, Ch. 17-19
27	R 4/21	Work Time	*Bring all files with you to class for work time
28	T 4/26	Website Peer Critique	<i>Website due (version 1.0)</i>
29	R 4/28	Final Exam Review	
	T 5/3	Final Exam: 8:30am-10:20am	<i>Final Exam</i>

Bibliography

- Ankerson, Megan Sapnar. "Historicizing Web Design." *Convergence Media History*, 2009, 192.
- A Short History of Animated GIFs*. PBS: Off Book, 2012. <http://video.pbs.org/video/2207348428/>.
- Buck, Stephanie. "The History of GIFs." *Mashable*, October 19, 2012. <http://mashable.com/2012/10/19/animated-gif-history/>.
- Discover Student Loans. "14 Emotional Stages Of Applying For Financial Aid." *BuzzFeed*, December 23, 2015. <http://www.buzzfeed.com/discoverstudentloans/emotional-stages-of-applying-for-financial-aid>.
- Duckett, Jon. *HTML & CSS: Design and Build Websites*. Indianapolis, IN: Wiley, 2011.
- Green, Sarah. *How to Critique*. PBS Digital Studios: The Art Assignment, 2014. <https://www.youtube.com/watch?v=9neybpOvjaQ&feature=youtu.be>.
- Marshall, Chelsea. "17 Dogs Who Just Need A Day Off." *BuzzFeed*, January 2, 2016. <http://www.buzzfeed.com/chelseamarshall/dogs-who-just-need-a-day-off#.wc8NDVPLE>.
- Milner, Ryan. "Memes Are Dead; Long Live Memetics." *Culture Digitally*, October 27, 2015. <http://culturedigitally.org/2015/10/01-memes-are-dead-long-live-memetics-by-ryan-m-milner/>.
- Miltner, Kate. "From #Feels to Structure of Feeling: The Challenges of Defining 'Meme Culture.'" *Culture Digitally*, October 29, 2015. <http://culturedigitally.org/2015/10/memeology-festival-02-from-feels-to-structure-of-feeling-the-challenges-of-defining-meme-culture/>.
- Nelles, Rick. *Proof of Performance Portfolio*. Manassas Park, VA: Impact, 2001.
- Peck, Andrew. "A Laugh Riot: Photoshopping as Vernacular Discursive Practice." *International Journal of Communication* 8 (2014).
- Pullen, John Patrick. "The 15 Most Popular GIFs of 2015." *Time*, January 2, 2016. <http://time.com/4165466/gifs-most-popular-year-2015/>.
- Rugnetta, Mike. *Are Memes & Internet Culture Creating a Singularity?* PBS Digital Studios: PBS Idea Channel, 2012. <https://www.youtube.com/watch?v=eNBokp346G8&feature=youtu.be>.
- . *How Will the Animated GIF Affect the Presidential Election?* PBS Digital Studios: PBS Idea Channel, 2012. <https://www.youtube.com/watch?v=2amSQyhp0Mg&feature=youtu.be>.
- . *The GIF's Visual Language In Music Videos*. PBS Idea Channel, 2014. <https://www.youtube.com/watch?v=lwtCgSRGVSI&feature=youtu.be&list=PLtHP6qx8VF7c5eKFgqu8bLZywG-Upy0bh>.
- . *When Do Memes Stop Being Funny?*, 2014. <https://www.youtube.com/watch?v=hitCISdp4Jg&feature=youtu.be>.
- Satterthwaite, Frank, and Gary D'Orsi. *The Career Portfolio Workbook: Using the Newest Tool in Your Job-Hunting Arsenal to Impress Employers and Land a Great Job*. New York: McGraw-Hill, 2003.
- What Is A Meme!?*, 2014. <https://www.youtube.com/watch?v=CCPIt9IrohE>.
- Williams, Robin. *The Non-Designer's Design Book: Design and Typographic Principles for the Visual Novice*. Berkeley: Peachpit Press, 2008.