

****Disclaimer****

This syllabus is to be used as a guideline only. The information provided is a summary of topics to be covered in the class. Information contained in this document such as assignments, grading scales, due dates, office hours, required books and materials may be from a previous semester and are subject to change. Please refer to your instructor for the most recent version of the syllabus.

GRA 590

Topic: Core Visual Communication
Design Studio I

Fall 2020

Visual Communication Design
The Design School
Herberger Institute for Design and the Arts
Arizona State University

Faculty: Andrew Weed
Office: <https://asu.zoom.us/j/9614237523>
Hours: Tuesdays 12:00-1:00pm and
Wednesdays 10:00-11:00am or by appointment
Email: andrew.weed@asu.edu

Overview

This class will introduce students to fundamental principles of visual communication in preparation for further study. Students will explore and discover largely unknown phenomena in looking and adjusting form to make space. Concurrently, digital technical skills will be developed for digital display.

Catalog Description

"Independent study in which a student meets regularly with a faculty member to discuss assignments. Course may include such assignments as intensive reading in a specialized area, writing a synthesis of literature on a specified topic, or writing a literature review of a topic."

Deadlines

Deadline to complete projects at the end of semester. Submissions are mandatory. Late submissions result in failure of class. It is required to present work to graphic design faculty at midterm and end of semester.

Incomplete

A mark of 'I' (incomplete) is given by the professor only when a student who is otherwise doing acceptable work is unable to complete a course because of conditions beyond personal control. An incomplete requires verification such as a physician's letter. Incomplete must be discussed with the professor at least two weeks before reviews. If at reviews work is incomplete with no prior discussion the grade will be a 'D'.

Overview
Continued

Course Objectives:

This course is empirical. The work made directly by the student will hopefully increase understanding of theories in aesthetics including relationships and proportion.

The basic nature of this course will prepare students for further study in the MVCD program.

Learning Outcomes:

The specific learning outcomes of this course are based in the understanding of basic visual communication theories. Along with this understanding a high level of development will be gained in the understanding of form and the relationships between form, otherwise known as space. Students who have completed this course will be able to describe ideas with the computer.

Religious Observances and ASU Sanctioned Events/Activities:

Excused absences related to religious observances/practices that are in accord with ACD 304-04, Accommodation for Religious Practices; and

Excused absences related to university sanctioned events/activities that are in accord with ACD 304-02, Missed Classes Due to University-Sanctioned Events/Activities.

Face Coverings on ASU Campuses

Effective immediately at Arizona State University, face coverings will be required for all employees, students and visitors while in buildings. Face coverings will also be required in outdoor community spaces where social distancing isn't possible. Examples of outdoor community spaces include garages and parking lots, ASU shuttles, bicycle racks and sidewalks.
<https://eoss.asu.edu/health/announcements/coronavirus>

Overview
Continued

Academic Integrity:

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>. If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

Note: Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

Overview
Continued

Student Conduct:

Learning takes place best when a safe environment is established in the classroom. Students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

Students are required to adhere to the behavior standards: • Student Services Manual on Disruptive Behavior: www.asu.edu/aad/manuals/ssm/ssm104-02.html • Dean of Students Policy on Student Rights and Responsibilities: <https://eoss.asu.edu/dos/srr>; and • Academic Affairs Manual, ACD 125: Computer, Internet, and Electronic Communications www.asu.edu/aad/manuals/acd/acd125.html

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate. Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

Overview
Continued

Sexual Discrimination:

(ACD 401) Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Uploading of Material (Copyright):

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement (see ACD 304-06 Commercial Note Taking Services).

Special Accommodations

To request academic accommodations due to a disability, please contact the ASU Disability Resource Center (<http://www.asu.edu/studentaffairs/ed/drc/#> Phone: (480) 965-1234; TDD: (480) 965-9000). If you have a letter from their office indicating that you have a disability which requires academic accommodations, in order to assure that you receive your accommodations in a timely manner, please present this documentation to instructor no later than the end of the first week of the semester so that your needs can be addressed effectively.

Overview
Continued

Instructor Absence:

Students should wait for an absent instructor 15 minutes in class sessions of 90 minutes or less, and 30 minutes for those lasting more than 90 minutes, unless directed otherwise by someone from the academic unit.

Withdrawal:

If you are unable to complete the course, it is your responsibility to arrange for withdrawal from the class. You will not be automatically withdrawn and unless you are officially withdrawn from the course you will receive a final grade based upon the total points you have earned for the semester. Students are required to pay all tuition and fees for any registered course unless enrollment is officially cancelled during the 100% refund period. Please visit the Academic Calendar to review the withdrawal deadlines for this semester. For more information on Drop/Add and Withdrawal visit: <https://students.asu.edu/drop-add>

University Academic Success Programs:

UASP has four ASU Graduate Writing Centers and two centers offering appointment-based writing and statistics assistance for graduate students as well as space to read, write, and discuss their graduate research and writing projects. This assistance allows enrolled ASU students to meet with a graduate writing or statistics consultant to receive feedback on their writing or research projects at any stage in their development and writing process.

<https://tutoring.asu.edu/student-services/online-graduate-support>

Appointments can be scheduled either online or by calling (480) 965 9072.

Overview
Continued

ASU Sync:

This course is delivered through Sync. ASU Sync is a technology-enhanced approach designed to meet the dynamic needs of the class. During Sync classes, students learn remotely through live class lectures, discussions, study groups and/or tutoring. You can find out more information about ASU Sync for students here, <https://provost.asu.edu/sync/students> and <https://www.asu.edu/about/fall-2020>.

To access live sessions of this class go to myASU and click the Attend via Sync button next to this class on your schedule. The "Attend via Sync" button in the students' myASU schedule will direct to the instructor's PMI. If you would like them to attend via a different room, you should specify here and send out a communication before class begins.

Technology Requirements:

ASU Sync classes can be live streamed anywhere with the proper technology. We encourage you to use a PC or Apple laptop or desktop equipped with a built-in or standalone webcam. You will need an internet connection that can effectively stream live broadcasts. It is recommended that your internet download speed is at least 5.0 mbps. You can use this tool to test your current connection. We do not recommend the use of iPads or Chromebooks for ASU Sync as these devices do not work for class exams that may be proctored remotely. If you are not able to personally finance the equipment you need to attend class via ASU Sync, ASU has a laptop and WiFi hotspot checkout program available through ASU Library.

Overview
Continued

Technology Requirements Continued:

Who is eligible?

Any currently enrolled ASU student is eligible to checkout a laptop. The current availability of laptops can be found here: <https://lib.asu.edu/laptops-and-hotspots>. Borrowing and returning laptop rules. Laptops are lent on a first-come, first-serve basis, and cannot be reserved in advance. They can be returned at any time, but will be due at the conclusion of the fall 2020 semester. Rentals are limited to one laptop per student. Laptops are available for checkout at the following libraries on all four campuses. (Please check online for current library hours): Downtown Phoenix campus Library, Polytechnic campus Library, Tempe: Hayden and Noble Libraries, West campus: Fletcher Library. Return laptops to any ASU Library Information Desk (not at the drop box or other location). Refer to ASU Library Computer Use Policy and ASU Computer, Internet, and Electronic Communications Policy. Borrowers are responsible for loss, damage, and theft of the laptop while in their possession. Borrowers should verify the condition of the laptop at the time of check-out and upon check-in.

Overview
Continued

Student Rights and Responsibilities:

Students must abide by all the requirements stated in this syllabus. In addition, all students should be aware of their Rights and Responsibilities at Arizona State University and abide by the ASU Student Honor Code.

Student Services & Resources:

You will find a list of student resources at: <https://eoss.asu.edu/resources> Resources included are advisement, registration, financial aid, disability services, counseling, tutoring, library, and more.

Non-emergency Student of Concern process:

If you are concerned for a fellow student's well-being, please review the information and complete the form at: <https://herbergerinstitute.asu.edu/resources/new-students/student-of-concern-process>

FOR EMERGENCIES CALL 911. (Be prepared with the physical address of the location.)

Academic Calendar and Important Dates:

The academic calendar can be found here: <https://students.asu.edu/academic-calendar>

Subject to change:

The Instructor reserves the right to change portions of this syllabus (assignments, deadlines etc.) by verbal instructions during scheduled class time. The student is responsible for noting changes and acting accordingly. Grading and absence policies are not subject to change.

Computer, Internet, and Electronic Communications Policy:

<http://www.asu.edu/aad/manuals/acd/acd125.html>

Overview
Continued

Accommodating Active Duty Military:

1. Line-of-duty missed assignment make-up policy (incomplete or withdrawal not required)

Students who serve as active duty or reserve military personnel who miss classes, graded assignments, or examinations because of required work performed in the line-of-duty, and this absence does not require the use of the activation for military duty withdrawal policy, shall be given opportunities to make-up examinations and other graded work. However, absence from class or examinations due to line-of-duty activities does not relieve students from responsibility for any part of the course work required during the period of the absence. In addition, because of the potential for a dramatic increase in family-related responsibilities during a deployed spouse's absence, student spouses who are legally responsible for minor dependents should be afforded the same accommodations to make-up missed work when their spouse is deployed.

Under this policy, when there is a question as to the validity of the line-of-duty event, Pat Tillman Veteran's Center shall determine whether a particular event qualifies as a military line-of-duty activity.

In each college, a specific individual (e.g., dean's designated representative) shall be responsible for facilitating adherence to this policy. In accordance with any academic unit or college requirements, students who participate in line-of-duty activities shall be provided make-up assignments, examinations, or other graded coursework missed because of required work performed in the line-of-duty, without penalty.

Should disagreement arise over this process, the instructor and the student should contact the academic unit chair for resolution. If the disagreement is not resolved by the chair, the disagreement shall be submitted to the dean or the dean's designated representative for final determination.

Overview
Continued

Accommodating Active Duty Military (continued):

If the line-of-duty activity is known in advance, the student must submit satisfactory evidence documenting the line-of-duty activity to the instructor early in the semester or as soon as possible, prior to the missed class, assignment, or examination. If the line-of-duty activity was not known in advance, the student is responsible for providing satisfactory evidence of the line-of-duty activity to the instructor as soon as possible after the missed class, assignment, or examination.

2. Activation for military duty (incomplete or withdrawal required).

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch or is the spouse, as described in the Purpose section of this policy, and is unable to complete classes because of military activation, may request complete withdrawal or course withdrawals, incompletes, or grades, depending on the timing of the activation and the individual student's needs. Absences resulting from military activation will not adversely affect a student's catalog year.

To receive consideration under the military activation policy, a student should complete a Military Activation Form and return the completed form, along with a copy of the military activation order, to the Pat Tillman Veterans Center. The Pat Tillman Veterans Center staff will coordinate the processing of the form for the student, including verification of orders, counseling on available options, referrals to academic departments, referrals or notification to offices regarding potential refunds, and initiation of processing administrative withdrawals or incomplete grades.

Please read the Student Services Manual (SSM) document SSM 201-18: Accommodating Active Duty Military for further details.

Evaluation Criteria	Points Possible
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Attendance:	5
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Regular attendance contributes 5 points to final grade.
Points lost if tardy or class left early without permission.
Up to three unexcused missed classes permitted.
More than three unexcused missed classes is grounds for failure.

Attitude and approach:	5
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Positive attitude requires sensitive approach and deep insight.
Sensitivity is the means. Insight is the goal. Interaction
with instructor and other students at a low noise level
is positive. Development and maintenance of positive attitude
contributes 5 points toward the final grade.

Notebook and documentation:	5
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Maintenance of 8.5 x 11 x 2 inch three-ring binder/s as
note books that documents organized compilation of notes,
sketches, ideas and observation is mandatory. A professionally
maintained process binder at the end of the semester contributes
5 points toward final grade.

Progress:	60
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During class and formal reviews, students will be
evaluated on their work at its various stages of development.
Progress evaluated through constant observation of class
work and homework. The final project presentation
is only a conclusive stage of this observation process.
Excellent progress contributes 60 points.

Evaluation Criteria
Continued

Points
Possible

Refinements:	5
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All projects need refinements. Students are to complete and refine all projects over the course of the semester. This process contributes 5 points. This process must be made clear in notebook and documentation.

Final projects:	5
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Requirements for each project announced in advance. End is not the objective. The process is the goal. One end leads to another beginning. Therefore, each end needs to be at a high level. Well-crafted and finished projects carry 5 points.

Participation:	5
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How much work is being done on a day-to-day basis? Students are expected to be prepared everyday with all tools and materials. A consistent high level of participation earns 5 points.

Presentation:	5
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Students expected to deliver professional presentations. Professional approach towards presentations, professional vocabulary, and final work presentation bears 5 points.

Self Evaluation:	5
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One evaluation due completed at both midterm and final review. To be self critical is vital for growth. High level of consensus between student and faculty on self evaluation earns 5 points.

Studio Total:	100
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Grading and
Special Accommodations

Letter	Points
A +	098-100
A	093-097
A -	090-092
B +	088-089
B	083-087
B -	080-082
C +	078-079
C	070-077
D	060-069
E	000-059
X	Identifies any academically dishonest student and may be added to any letter grade including E
EN	Total non-participation
EU	Non-participation along with failure to withdraw

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Topic: Core Visual Communication
Design Studio I

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Midterm/Final
Self Evaluation.
Please
circle one

Due complete at both
Reviews

Name

Circle assessment

Attendance	5	4	3	2	1	0	
Attitude and approach	5	4	3	2	1	0	
Notebook and documentation	5	4	3	2	1	0	
Progress	60	50	40	30	20	10	0
Refinements	5	4	3	2	1	0	
Final projects	5	4	3	2	1	0	
Participation	5	4	3	2	1	0	
Presentation	5	4	3	2	1	0	
Self Evaluation	5	4	3	2	1	0	

Total

Please write comments
on the back

Supplies

ASU Bookstore
Main Campus
(480) 965 5817

Blick Art Materials
(formerly Utrecht Art Supply Center)
930 East University Drive/Tempe
(480) 446 0800

Arizona Art Supply
1628 E Southern Avenue/Tempe
(480) 775 4102

14 x 17 inch bristol board
Strathmore 400 Series Drawing pad: 9 x 12 inches
Scotch Removable Tape
Pencils 2B not mechanical
Charcoal
Large gum eraser and a kneaded eraser
Compass
Swann Morton scalpel handle number 4 and blades number 23
utility knife: Olfa L
scissors
Schaedler Precision Rules
18" metal ruler
T square
triangles 30/60/90° and 45/45/90°
Large cutting mat

Supplies
Continued

American Glass Company
2201 East Indian School/Phoenix
(480) 894 1369

Tempe Glass
116 North Roosevelt Avenue/Chandler
(480) 351 1707

1/4 x 11 x 14 inch clear glass with finished edges

Various

Cardboard or Wood Box ±20 x 20 x 20cm
Cardboard Packing Tube ±20cm diameter x 20cm
Ball ±20cm diameter
(All objects must be the same size and can be made if
nothing is available to buy)
5 Simple Objects containing Cylinder and/or Sphere.

1 roll 1" or wider Blue painters' tape
1 roll inexpensive brand clear tape
Double scotch tape and/or glue stick
USB drive or other computer storage device

2nd hand magazines if available

Mondays:
Object Drawing

Due
Final Review

Goals

Design drawing explores translation. Translation is made up of a tool and its language derived from human interaction. The most direct form of translation today is drawing. This class will introduce students to advanced principles of drawing. This course remains experimental.

Drawing

It is recommended that all drawings be made sitting at a desk. The desk height is ideally at a level where elbows are at 90° when arms are resting on the desk when students are seated in an upright position. If this is not possible please see the instructor for options. All lines are to be drawn in Adobe Illustrator with the pen tool and/or any of the polygon tools. The document format for each drawing is 24(H) x 18(W)-inches.

Initial lines are to all be 0.25-point in weight. Towards the end, lines may be made bolder or lighter to help describe volume.

Shapes

-
1. Lines and Ellipses
 2. Plane
 3. Cylinder Sleeping
 4. Sphere
 4. Simple Object Containing Cylinder and/or Sphere
-

Process

Save all files for process binder PDF.

Half Mondays: 30 September, 28 October, 25 November
Surface Gesture Drawings

Due
Final Review

Goals

This project will develop students' coordination between the eyes and body. Language as it relates to surface and drawing will be explored to great lengths. This course remains experimental.

Preparation

Surface Gesture Drawings are to be made with either 2B pencil or charcoal on the pages in the 9 x 12-inch Strathmore 400 Series Drawing Paper pad.

Primary Drawings

Mask off an area(s) of choice with blue painters' tape. Staying within the time limit (given by instructor) make clear strokes with a chosen active language. Keep language as close to the same as possible throughout the drawing. When every stroke is active and clear the drawing is generally successful. No smudging. Repeat with same masking and different language on separate pages.

Secondary Drawings

Choose one primary drawing. Add another mask that somehow relates to initial mask. This time make clear strokes through the primary drawing with an eraser. The goal is to draw with the eraser again trying to keep each stroke active and clear.

Repeat as much as possible trying to keep primary drawing visible.

Process

Scan all drawings. Save all files for process binder PDF.

Wednesdays
Lowercase Letterform Studies

Due
Final Review

Goals

As a continuation of the 3+ summer course, the student will continue to gain sensitivity in letterform design with lower case letters.

Lower case

Consider the final upper case H from the summer. Select an appropriate x height and draw the letter n in Adobe Illustrator to the right of the H from the summer course. Also make sure that it makes sense together with the H. Repeat this process with the following letters in this sequence: n, o, u, g, r, d. Beginning with the H and n, each letter must be drawn next to the previous letters with letter spacing and counterform proportional to the H lower counterform: Hnnougrd (the second 'n' helps to understand the letterspace/counterform relationship).

Computer/Composing

All letters are drawn in Adobe Illustrator at 100% with a cap height of 100 mm. When presenting to instructor it helps to show both a solid black/white version along with a screenshot of an outline version showing all bezier points and handles.

Compose a page showing nnnn, unun, and onon with proportional spacing on 11 x 14 inch portrait format with no less than a 2 inch margin.

Compose a page showing 'ground' with proportional spacing on 11 x 14 inch portrait format with no less than a 2 inch margin.

Compose another 11 x 14 inch portrait format with nine lines of around 12 characters repeating n, o, u, g, r, and d with no less than a 2 inch margin.

n, o, u, and g due at midterm.
Save all files for process binder PDF.

Wednesdays starting after midterm
Half day until lowercase letterforms are finished, then full day
Paragraph Project

Due
Final Review

Goals

Together with letterspacing and leading, students now begin to explore and become sensitive to even more advanced typographic problems such as word spacing, punctuation spacing, and rag in an entire paragraph.

1 Text

What fascinates you either today and/or as a child? Write a 100 word paragraph starting with describing this fascination. Then write about a design principle you have enjoyed/understood during your time so far in The Design School. Last describe a research project that combines your fascination together with said design principle. Again, please keep the entire paragraph as close to 100 words as possible.

2 Typesetting

In Adobe InDesign, typeset paragraph at no less than 24 point type size on 11 x 14 inch portrait format in no less than ten typefaces. Select one with instructor. Then, the following must be considered carefully and individually: ligatures, letter spacing, word spacing, punctuation spacing, and leading.

3 Rag

Make an active, proportional rag based on column width by adjusting individual line lengths in Adobe InDesign. The rag is entirely based on two rhythms.

Keep the paragraph for Spring semester as the specific area of research will be made directly with this paragraph.

Save all files for process binder PDF.

Fridays
A Comparison of Form

Due
Midterm

Goals

Through exploring formal relationships of otherwise unrelated photographs a higher level of formal awareness will be developed.

1. Cropping

This project involves a great deal of cropping photographs from magazine scans, the internet, and self made photographs. With the exception of line continuation, all crops are to be 7 cm square with a minimum of 150 dpi. These are placed as pairs into a 22 cm square Adobe InDesign format.

2. Looking

Look through the internet and search for as many simple/complex forms as possible. Once a form is discovered crop it and save it as a tif. When a similar form is discovered begin to make groups and then at least 4 pairs of the following: shape, texture, line continuation (possible to work with entire 22cm format with 7cm centered within), and letterform (single photograph with typeset letter).

Look for details within the general form to make pairs as specific as possible.

Each group of pairs must be broken down with the following ratio 2 self-made with camera/phone : 2 found in magazines/internet.

Save all attempts and groups for process binder PDF.

Fridays starting after midterm
Leaf Gradation Study

Due
Final Review

Goals

While working with found objects students will become familiar and gain understanding in the areas of hue and value within color.

1

During the first weeks of the semester be aware of leaves changing color. As the semester progresses collect at minimum 500 different leaves and bring to class.

BEWARE OF POISON IVY, OAK, SUMAC, ETC! Together with the instructor select two hue groups with varying value of at least 250 leaves.

2

Begin the exercise by placing each group of chosen leaves on a separate 22cm white square piece of bristol board. Place in a way that shows a gradation in value from one leaf to the next. Do not cut or rip leaves. Document with photography.

3

Working again with the leaves, find a composition where the two gradations interact in a simple way. Ideally the two gradations meet in the center and although there is a change in hue there is no visible change in value at that point.

Organize final 22cm square composition in Photoshop.

Fridays
Leaf Gradation Study Addendum

Due
Final Review

Pressing Leaves

In order to give the leaves some time to change color this project will not be started until the first Friday after midterm.

To make the press start with two pieces of sturdy cardboard (Scraps of 3-ply Chipboard work great), several sheets of a thick paper (Bristol board paper scraps are good), and thick rubber bands or string.

It is best to press leaves as soon as they are picked in order for them to keep the most color and flat. Leaves should be placed between two sheets of the paper so that no leaves are touching or overlapping as this can cause leaves' pigment to bleed or decompose and turn brown. The stacked paper with leaves in between each sheet is then placed between the two pieces of cardboard and secured with rubber bands or string. The press should be tight as it is meant to press the water out of the leaves. Leaves should be fully pressed and dried in a week.

Some helpful tips

Check the papers every two to three days, if the paper is damp change it, the moisture in the paper will cause the leaves to rot. For thicker, juicier leaves, first put them in newspaper and then press them between two pieces of cardboard and put a heavy book or some other weight on top to press it and check the paper everyday. Try and avoid waxy or acidic leaves, like the leaves of citrus trees or ficus, they do not press well and will lose their color and not flatten.

Google Drive

Due Final Review

At the end of the semester students will be required to upload a copy of their work in a folder on Google Drive, e-mail a 'Share' link to the instructor, and set the instructor as the owner of that folder. Google Drive is accessible through the MyASU home page, and all students receive 15GB of storage space. Label the Google Drive folder with the semester, year, name of the course, and student's name with family name first in this format: 'Fall 2015 GRA 121 Smith John'.

The Process Binder must be saved as a PDF (minimum of 300 dpi/ppi). Additionally, the final Adobe Illustrator or Photoshop files for each final project must be saved as a PDF or JPEG respectively (minimum of 300 dpi/ppi) and included in a second folder (within the original folder) labeled 'Final Projects'. This includes scans of the sketchbook spreads. The final project files must be labeled the same as they are named in the syllabus, with the student's last name included, as in this example: 'Value Matching Smith John'. There will be no need to compress the files into ZIP format.

Students are responsible for ensuring that all files have been uploaded to their Google Drive successfully, and are advised to check their Google Drive accounts from another computer to ensure that all files have been uploaded in working condition.

To share a folder with an instructor, students must right-click on the folder in Google Drive, click 'Share', paste the instructor's e-mail address in the field (with 'Can Edit' selected from the right-hand dropdown menu), and click 'Send'. If a right-click is unavailable, students can also share the folder in Google Drive by clicking on it once, then clicking on the 'Share' icon button that appears in the top right of the screen. Folder sharing MUST be done before ownership is transferred to the instructor.

Google Drive
Continued

Due
Final Review

To transfer ownership of the folder to the instructor, students must right-click on the folder in Google Drive, click 'Share', and then click on the 'Advanced' link in the bottom right corner of the pop-up window. Once again, if a right-click is unavailable, students can also access the 'Share' popup by clicking the folder in Google Drive, then clicking the 'Share' icon button that appears in the top right of the screen. The instructor's name and e-mail address should show up under a list titled 'Who has access'. Select the 'Is Owner' option from the dropdown menu to the right of the instructor's information, and click 'Save changes'.