

Basic Graphic Design
Exercise and Project
Guidelines

Professor: Lisa Gabriel
North Lake Campus

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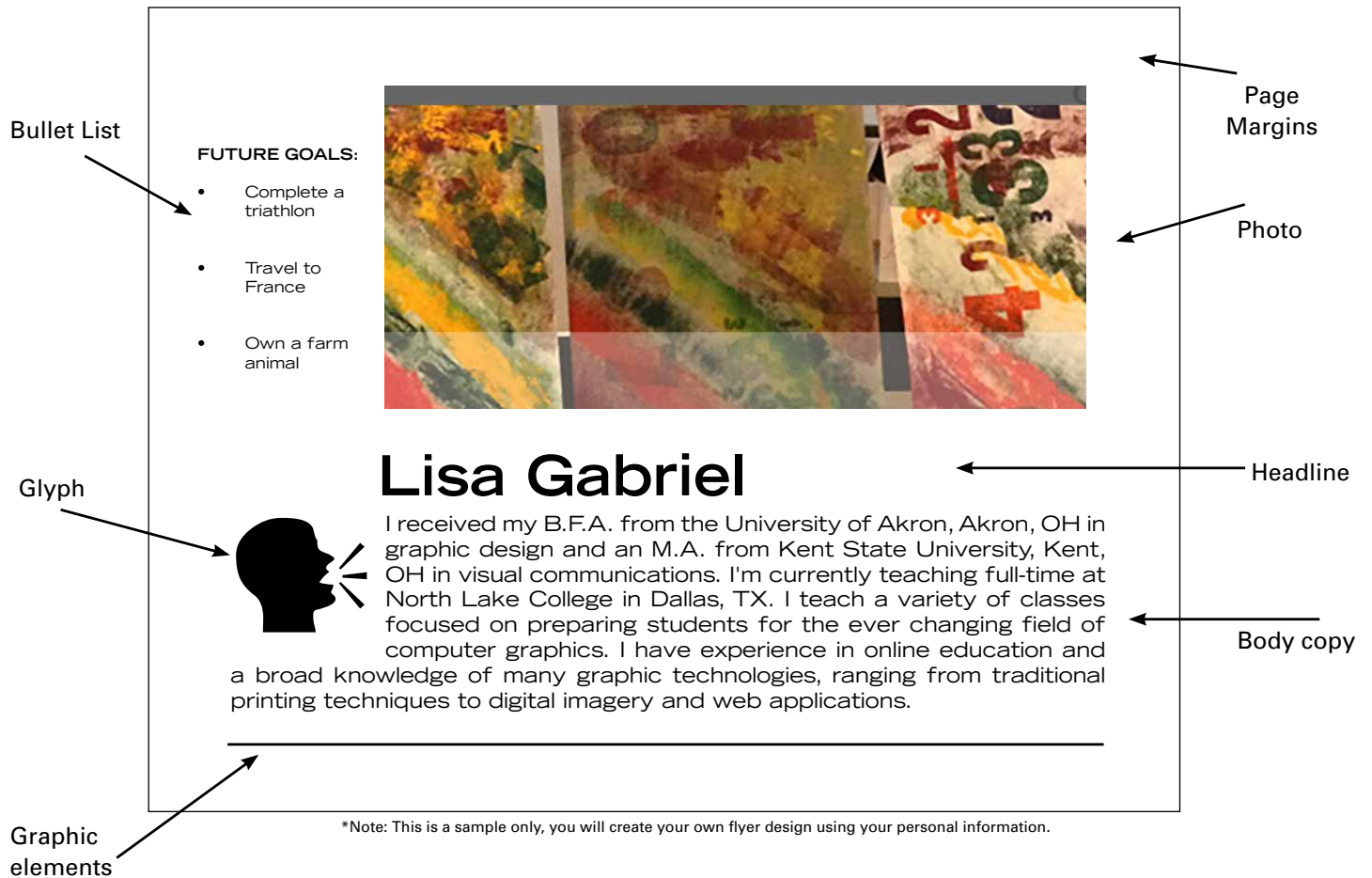
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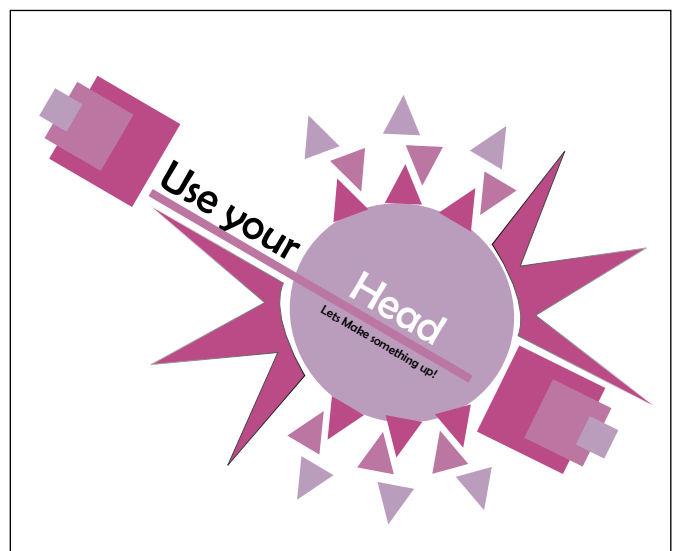
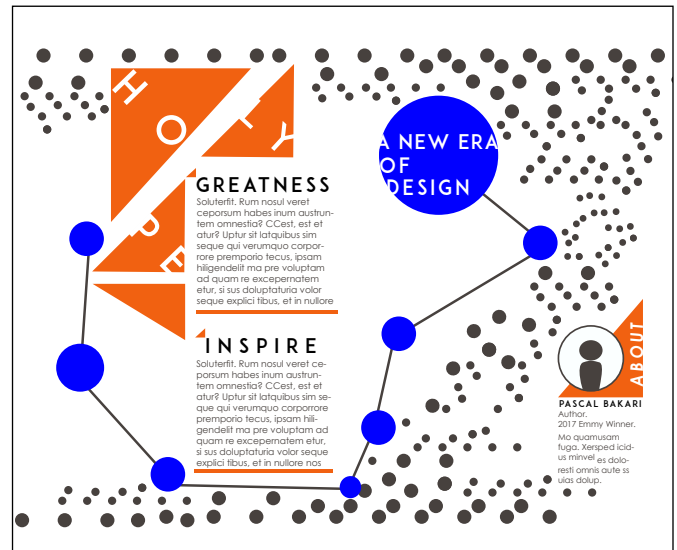
🌀 WHAT YOU WILL LEARN:

- Anatomy of a layout design
- How to create a page in InDesign
- How to work with text
- How to place an image in a layout

🌀 TEXTBOOK READINGS:

- Graphic design history, pg 2-5

See eCampus for exercise handout with instructions. Watch all videos posted in eCampus for how to create the page layout using InDesign, place an image and work with text. This exercise will be shared with your classmates by posting to the BLOG inside eCampus.



*Note: This is a sample only, you will create your own color and form design using new skills learned in InDesign.

WHAT YOU WILL LEARN:

- Make art from simple shapes
- Working with graphic elements
- Integration of type and image
- Explore color possibilities

TEXTBOOK READINGS:

Gestalt, pg 8-9

See eCampus for exercise handout with instructions. Watch all videos posted in eCampus for how to work with color and create simple shapes using InDesign. This exercise will be shared with your classmates by posting to the BLOG inside eCampus.



Apply a gradient to the background and the object to show the figure ground relationship. Work to give depth to the scene by using gradients.

Colorize the image to match visually the previous scene of the bottle and the background. Try colorizing either the image or the background or both.

Apply transparency to the text to make it stand out on top of the image, colorize the image to work with the text. Apply a blend mode to the text for special effect.

Add a drop shadow to the text to make the design look dimensional. Add color to improve the look of the text.



2015
IGT delle Venezie
CUPCAKE VINEYARDS
Pinot Grigio

Based on what you have learned in the above exercise, design a wine label for a bottle of wine. Only use the text to the right, but you can ADD (2) more graphic elements of your choice. Reference tutorials from previous weeks on typesetting and text manipulation.

When finished, save out your file in PDF format, with your lastname in the filename. You will upload the PDF file to eCampus for grading.



Apply a gradient to the background and the object to show the figure ground relationship. Work to give depth to the scene by using gradients.

Colorize the image to match visually the previous scene of the bottle and the background. Try colorizing either the image or the background or both.

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When finished, save out your file in PDF format, with your lastname in the filename. You will upload the PDF file to eCampus for grading.

*Note: This is a sample only, you will create your own image effects, gradients and label design using new skills learned in InDesign.

WHAT YOU WILL LEARN:

- Manipulate images with effects
- Working with gradients
- Use transparency controls
- Design text in a small space

TEXTBOOK READINGS:

Typography, pg 22-31

See eCampus for exercise handout with instructions. Watch all videos posted in eCampus for how to work with effects and gradients using InDesign. This exercise will be shared with your classmates by posting to the BLOG inside eCampus.

☰ ThoughtCo.
Search

Humanities


History and Culture

Explore how past events have influenced and shaped our world. These resources and guides will guide you through the facts, interpretations, and lessons of history, from the earliest civilizations to the present day. Teachers will find useful resources for teaching history in the classroom.

- [American History](#)
- [African American History](#)
- [African History](#)
- [Ancient History and Culture](#)
- [Asian History](#)
- [European History](#)
- [Genealogy](#)
- [Inventions](#)
- [Latin American History](#)
- [Medieval & Renaissance History](#)
- [Military History](#)
- [The 20th Century](#)
- [Women's History](#)

Article

Biography of Dorothy Day, Founder of the Catholic Worker Movement



*Note: You will use the website above for your research on Project 1. You will choose a famous person or event and design a series of layouts about your choice.

🌀 WHAT YOU WILL LEARN:

Project research possibilities
 Sketching thumbnails of ideas

🌀 TEXTBOOK READINGS:

Using a design process, pg 7
 Thumbnails, pgs 32-33
 Audience, pg 6

See eCampus for project handout with instructions. Watch all videos posted in eCampus for details on project planning. This project report will be submitted in an assignment drop box located in WK4. You will submit a portion of the project each week until the final.



Using the assigned web site you will collect images to use inside your layout series.

Women and World War II: Women at Work

Changes to Childcare

The large increase in the presence of women in the workforce also meant that those who were mothers had to deal with issues like childcare—finding quality childcare, and dealing with getting the children to and from the “day nursery” before and after work—and were often still primary or solo homemakers, dealing with the same rationing and other issues other women at home faced.

In cities like London, these changes at home were in addition to dealing with bombing raids and other wartime threats. When combat came to areas where civilians lived, it often largely fell to women to protect their families—children, the elderly—or to take them to safety and to continue to provide food and shelter during the emergency.

Using the assigned web site you will collect text content relevant to your layout series.

Eleanor Roosevelt - 1921

Frances Perkins - 1965

Mary McLeod Bethune - 1935

Alice Paul - 1885

Equal Rights Amendment - 1970

Using the assigned web site you will collect names, dates, events and other material relevant to your layout topic.

WHAT YOU WILL LEARN:

Locate image possibilities for project


Locate text possibilities for project


TEXTBOOK READINGS:


Stages, pg 32





Color, pg 34-35

See eCampus for WK5 project report instructions. Watch all videos posted in eCampus for details on collection image and text content. This project report will be submitted in an assignment drop box located in WK5. You will submit a portion of the project each week until the final.

Typographic Design:	
Form and Communication	The whole duty of typography, as with calligraphy, is to communicate to the imagination, without loss by the way, the thought or image intended to be conveyed by the author. And the whole duty of beautiful typography is not to substitute for the beauty or interest of the thing thought and intended to be conveyed by the symbol, a beauty or interest of its own, but, on the one hand, to win access for that communication by the clearness and beauty of the vehicle, and on the other hand, to take advantage of every pause or stage in that communication to interpose some characteristic & useful beauty in its own art. We thus have a mission for the clearness and beauty of the

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4-29 Progressing from simple to complex, these grids systematically illustrate a diverse number of modular configurations.

WHAT YOU WILL LEARN:

Begin to build page layouts in InDesign
Learn how to choose a grid for layouts

TEXTBOOK READINGS:

Grids for layout design, pg 38-43

See eCampus for WK5 & 6 for project report instructions.
Watch all videos posted in eCampus for details on choosing a grid and building page layouts. This project report will be submitted in an assignment drop box located in WK6. You will submit a portion of the project each week until the final.

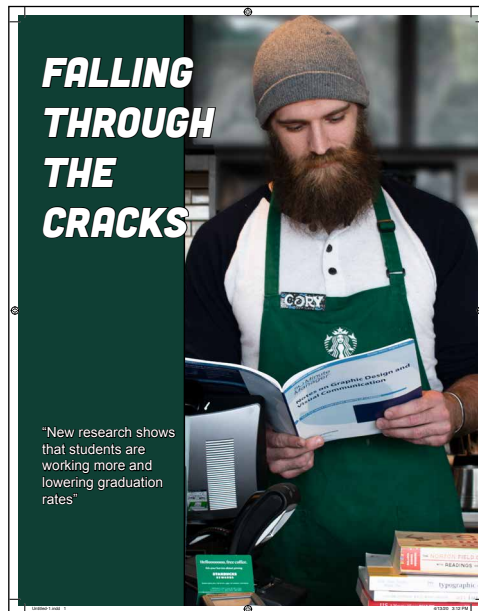
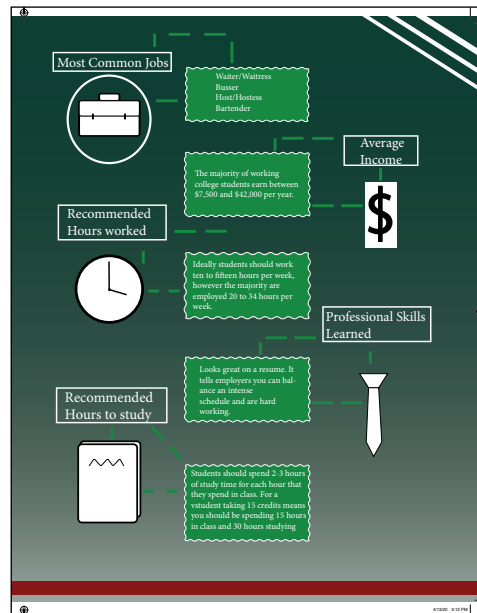


Image-dominant Layout



Type-dominant Layout



Info graphic Layout

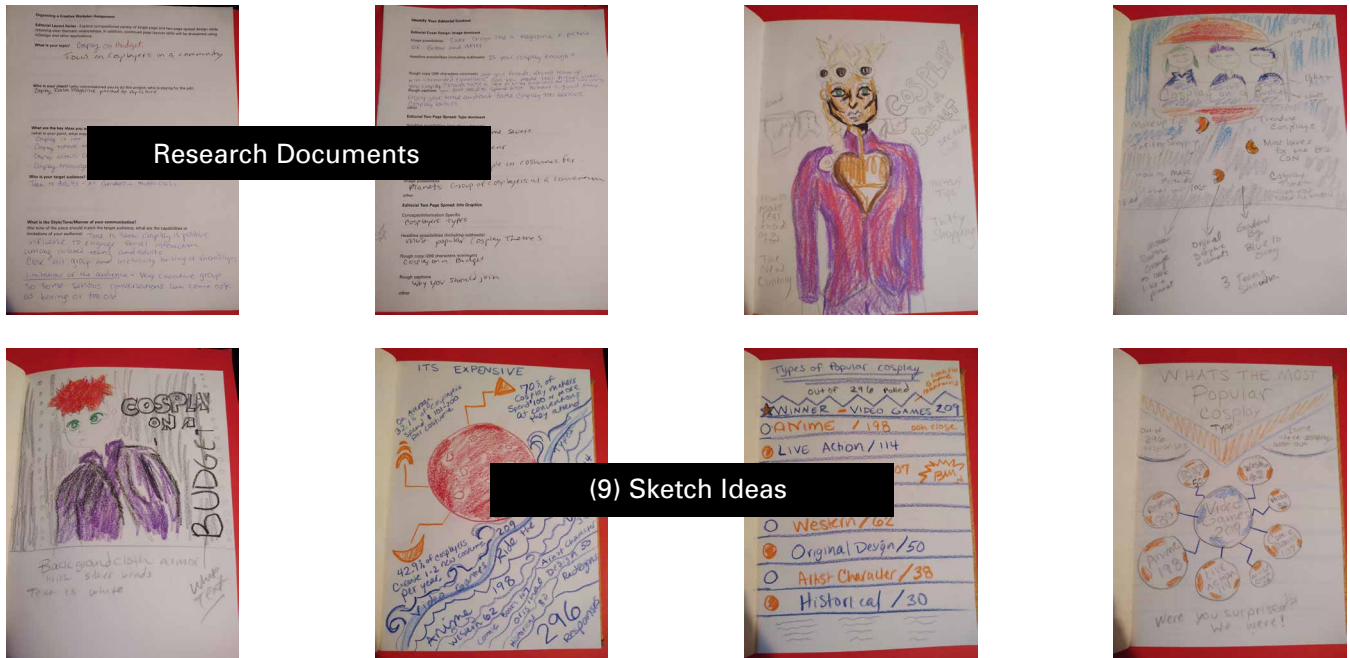
**Note: This is a sample only, you will create your own layout design based on your famous person or event. This project will be executed using InDesign.*

WHAT YOU WILL LEARN:

- Refine layout design possibilities for project
- Peer critique methods for improvement

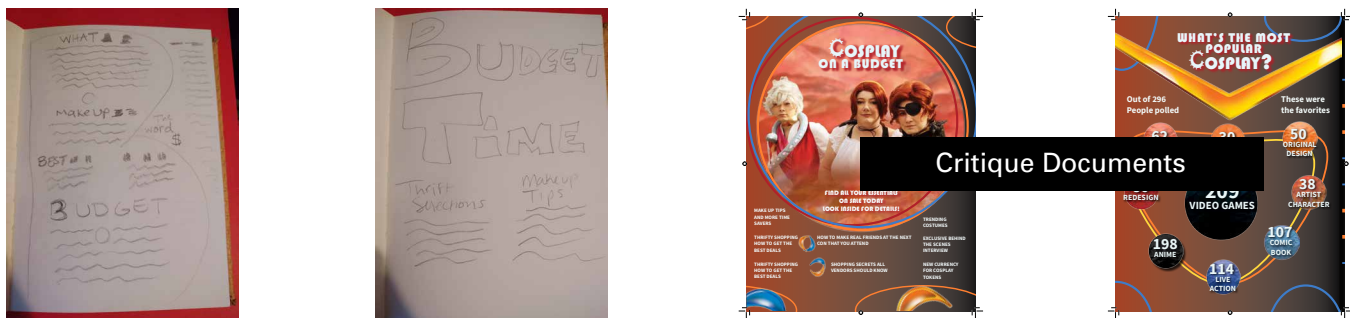
See eCampus for WK7 project report instructions. Watch all videos posted in eCampus for details on preparing your work for critique. This project report will be submitted in an open discussion forum located in WK7. You will submit a portion of the project each week until the final.

Thought Process PDF



Research Documents

(9) Sketch Ideas



Critique Documents



Bibliography Citations

FINAL PDF

WHAT YOU WILL LEARN:

Apply final revisions to project based on critique feedback

Verify all project criteria has been met based on project checklist

Compile project files into a Package for final submission

See eCampus for WK8 project report instructions. Watch all videos posted in eCampus for details on preparing your work for final submission. This entire project will be submitted this week including all the project files and thought process PDF to a dropbox located in WK8.

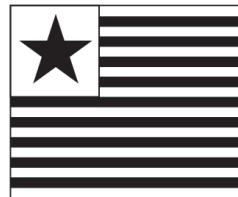
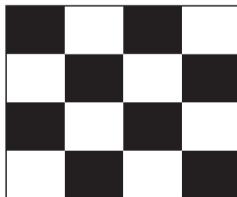
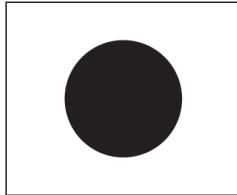
Basic Graphic Design

Instructor: Lisa Gabriel

EXERCISE #1**Instructions:**

Watch all WK9 Adobe.com Tutorials assigned for Illustrator, you will gain the skills needed to draw the flags below by watching these tutorials. Draw the flags below in exact position as they appear on this page.

Design Challenge: Design your own personal flag. Flag could be in color or black and white.

**WHAT YOU WILL LEARN:**

Overview of Illustrator
 How to draw basic shapes in Illustrator
 Use vector drawing tools

Design Challenge:

Design your own personal flag.

See eCampus for exercise handout with instructions. Watch all videos posted in eCampus for drawing basic vector shapes using Illustrator. This exercise will be submitted in an assignment drop box located in WK9. You will submit an Illustrator .ai file for this exercise.

Basic Graphic Design
Instructor: Lisa Gabriel**EXERCISE #2****Instructions:**

Watch all WK10 Adobe.com Tutorials assigned for Illustrator, you will gain the skills needed to draw the symbols below by watching these tutorials. Draw the symbols below in exact position as they appear on this page.

Design Challenge: Design your own personal symbol. Symbol could be in color or black and white.

**WHAT YOU WILL LEARN:**

Transforming Objects

Creating Artwork

Making Selections

Design Challenge:

Design your own personal symbol.

See eCampus for exercise handout with instructions. Watch all videos posted in eCampus for improving skills in vector shapes using Illustrator. This exercise will be submitted in an assignment drop box located in WK10. You will submit an Illustrator .ai file for this exercise.

TEXTBOOK READINGS:

Marks & Symbols, pg 10-15

Basic Graphic Design
Instructor: Lisa Gabriel

EXERCISE #3

Instructions:

Watch all WK11 Adobe.com Tutorials assigned for Illustrator, you will gain the skills needed to draw the logo marks below by watching these tutorials. Draw the logo marks below in exact position as they appear on this page.

Design Challenge: Design a logo combining a letter and an animal. Logo could be in color or black and white.



CONNECT

WHAT YOU WILL LEARN:

Working with color

Working with text

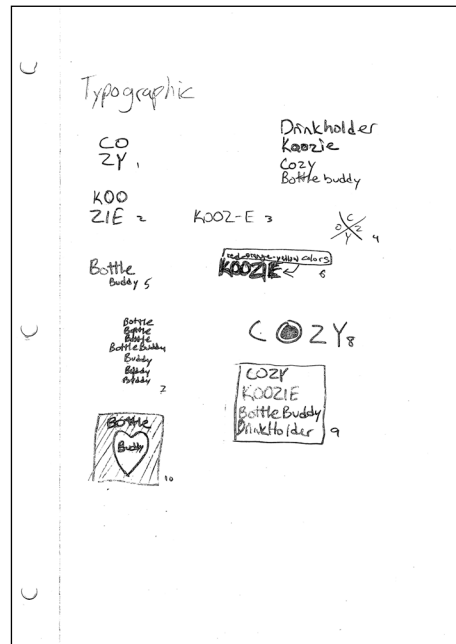
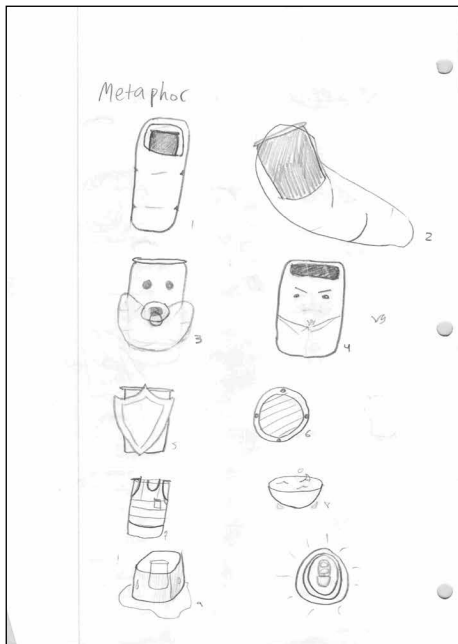
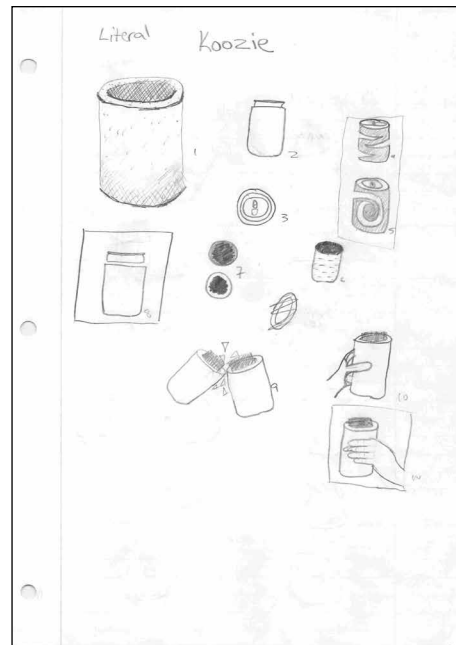
Design Challenge:

Design a logo combining a letter and an animal.

See eCampus for exercise handout with instructions. Watch all videos posted in eCampus for refining vector skills using Illustrator. This exercise will be submitted in an assignment drop box located in WK11. You will submit an Illustrator .ai file for this exercise.

TEXTBOOK READINGS:

Logos & Pictographs, pg 16-19

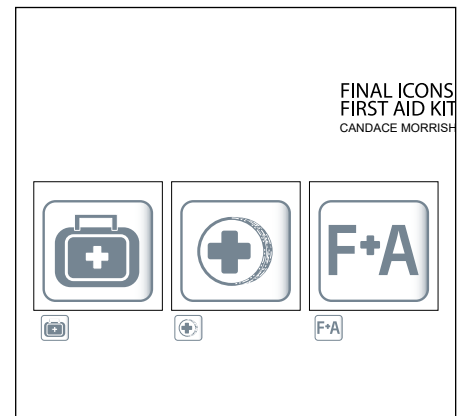
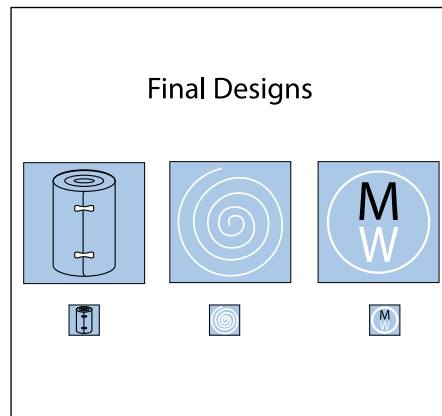
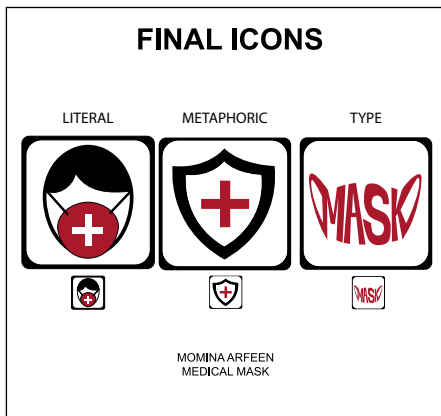
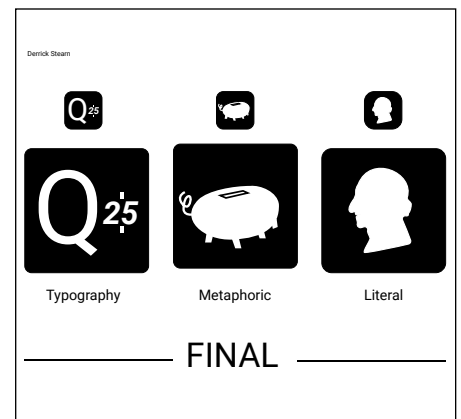
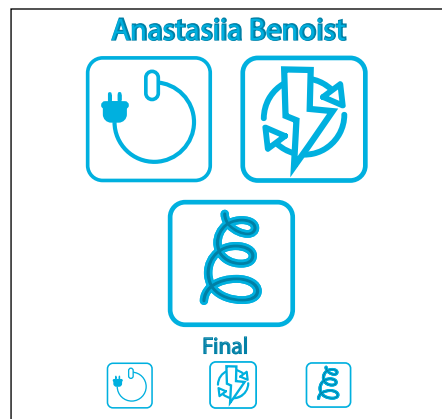
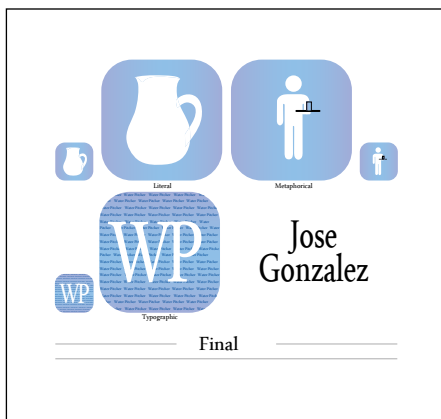
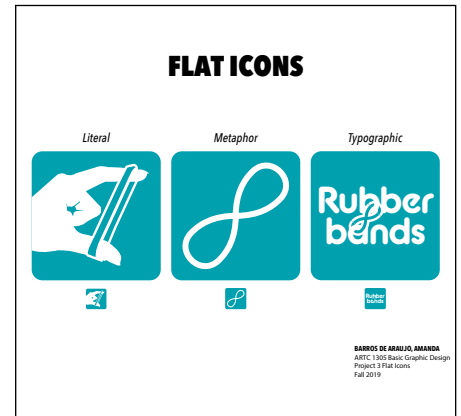
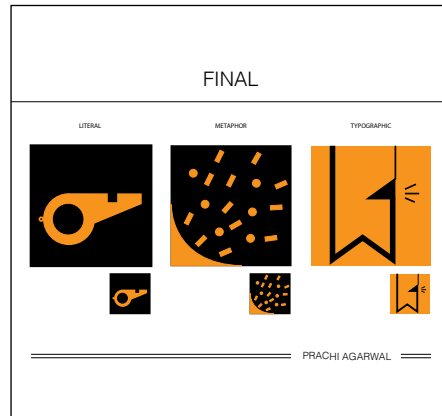
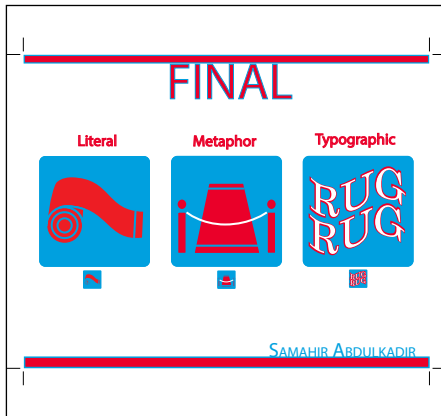


*Note: This is a sample only, you will create your own sketches and ideas.

WHAT YOU WILL LEARN:

- Project research possibilities
- Sketching thumbnails of ideas

See eCampus for project handout with instructions. Watch all videos posted in eCampus for details on sketching and project planning. This project report will be submitted in an assignment drop box located in WK12. You will submit a portion of the project each week until the final.

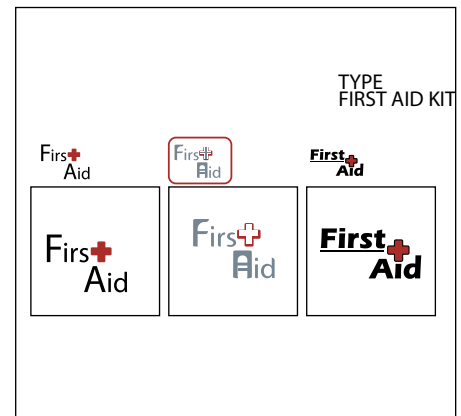
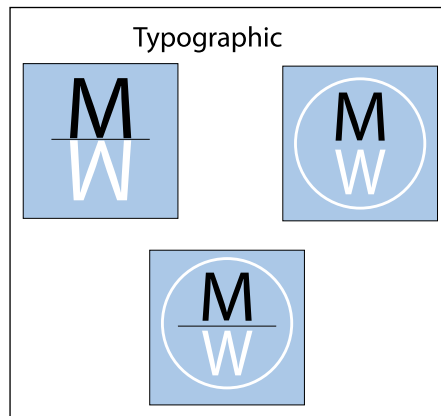
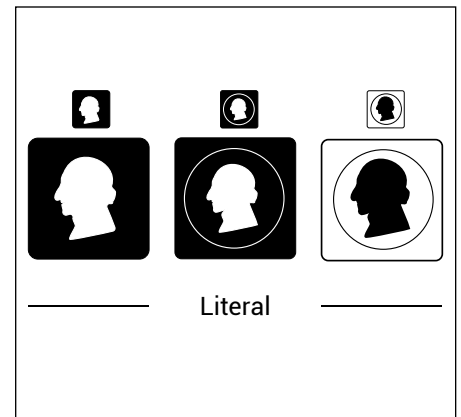
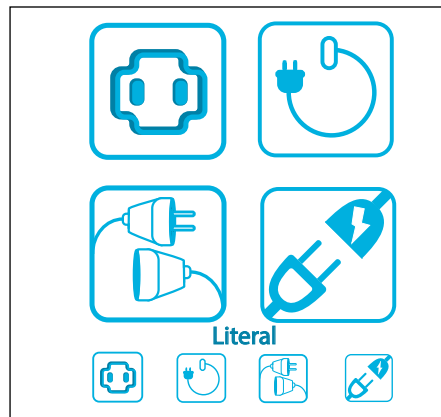
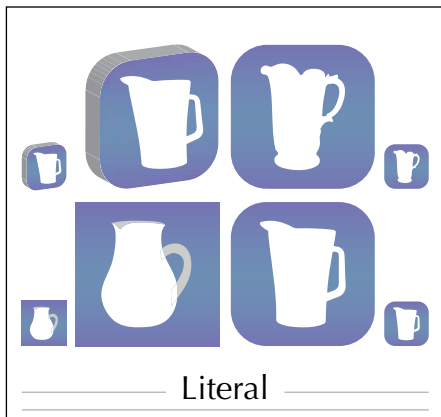
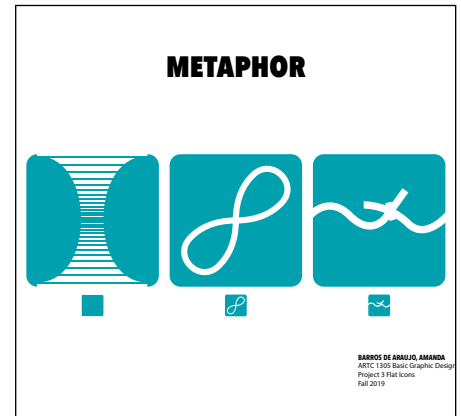
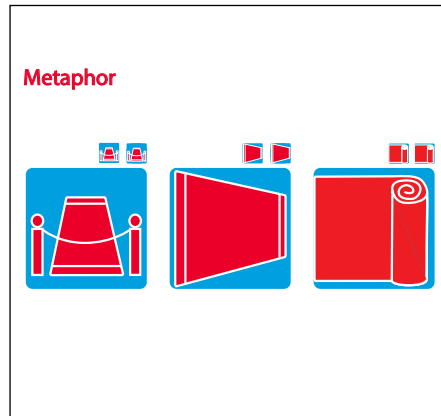
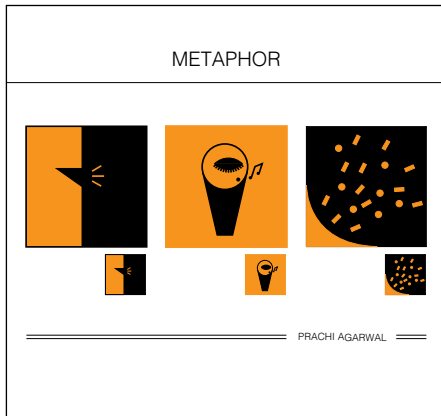


*Note: This is a sample only, you will create your own vector drawings of flat icon designs.

WHAT YOU WILL LEARN:

- Choose your most successful sketches
- Create vector icons using Illustrator

See eCampus for project handout with instructions. Watch all videos posted in eCampus for details on drawing vector icons in Illustrator. This project report will be submitted in an assignment drop box located in WK13. You will submit a portion of the project each week until the final.



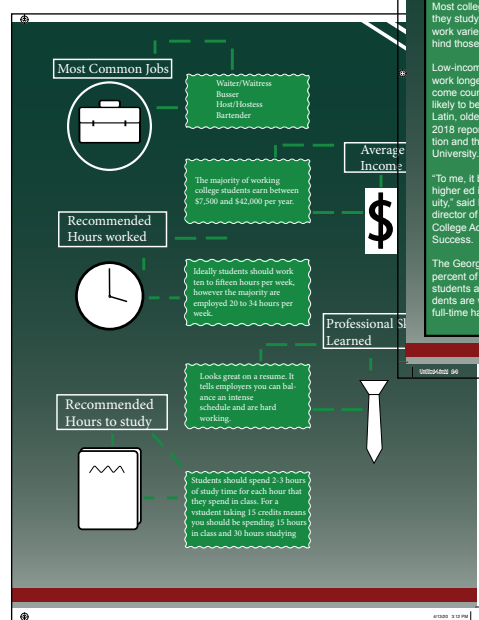
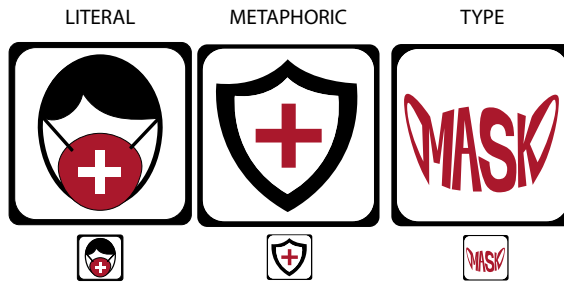
*Note: This is a sample only, you will create your own vector variations.

WHAT YOU WILL LEARN:

Explore permutations of your icons
Create vector icon variations

See eCampus for project handout with instructions. Watch all videos posted in eCampus for details on creating permutations of your icon designs. This project report will be submitted in an assignment drop box located in WK14. You will submit a portion of the project each week until the final.

FINAL ICONS



"No student should have to choose between putting food on the table and studying, but that's what we're asking."

Most college students are working as they study, but the amount and type of work varies widely. And the forces behind those variances aren't random.

Low-income working students tend to work longer hours than their high-income counterparts. They also are more likely to be black or Latin, older and female, according to a 2018 report from the Center on Education and the Workforce at Georgetown University.

"To me, it boils down to the story of how higher ed is compounding social inequality," said Lindsay Ahlman, associate director of research at the Institute for College Access and Success.

The Georgetown report found that 70 percent of full-time college students are working. While more students are working, the number working full-time has decreased.

Still, low-income working students are more likely to work full-time than those who are high income (26 percent versus 22 percent). The majority of students across income brackets are working 15 to 35 hours per week.

Previous research has shown that, while working can be beneficial for students, there is a threshold where it starts to do more harm than good. Students who work 15 hours or more per week are more likely to have a C average or lower, while those who work less than 15 hours are more likely to have a B average or higher.

Students who work less also are more likely to be enrolled in bachelor's degree programs, versus associate degree and certificate programs.

Many community colleges are already connecting with businesses to focus on what skills students need for their jobs, Smith said, but some institutions are focused "solely on learning" and "creating good citizens."

"The type of privileges you enter college with tend to compound in college," she said. Low-income students tend to work to put food on the table, she said, while high-income students use work to pursue passions and interests.



*Note: This is a sample only, you will create your own revised version of Project 1 and Project 2 for inclusion in the final portfolio.

WHAT YOU WILL LEARN:

- Design a cover for your portfolio
- Revise Project 1 for portfolio
- Complete Project 2 for portfolio

See eCampus for project handout with instructions. Watch all videos posted in eCampus for how to create your final portfolio to include all your revised work for the semester. This project portfolio will be submitted in an assignment drop box located in WK16.

TEXTBOOK READINGS:

Portfolio, pg 44