

Department	International College of Liberal Arts		
Semester	Spring 2025	Year Offered (Odd/Even/Every Year)	Every Year
Course Number	ARTS289		
Course Title	Workshop: Graphic Design 2		
Prerequisites	None		
Course Instructor	STOCKER Sam	Year Available (Grade Level)	2
Subject Area	Interdisciplinary Arts: Arts	Number of Credits	1
Class Style	Workshop	Language of instruction	English

(NOTE 1) Depending on the class size and the capacity of the facility, we may not be able to accommodate all students who wish to register for the course

Course Description	In this workshop, students will gain an introduction to Adobe Illustrator software through exercises, mini-projects, and a final self-initiated project. They will have the opportunity to explore and experiment with the elements and principles of design using this powerful tool. The course will include short lectures and demonstrations, as well as required reading on Adobe Illustrator and graphic design. By the end of the course, students will have gained a solid foundation in the fundamental techniques and tools necessary for creating artwork for graphic design, visual art, and illustration for both print and digital media.
Class plan based on course evaluation from previous academic year	There will be clearer worksheets, its difficult to respond to the the students feedback however, I will continue in a similar way which is to demonstrate the workshop to student and then to check understanding individually. I have prepared a list of video tutorials for students. these no longer a graded element of the workshop however they are highly recommended. Please note this workshop is not based entirely on a textbook or video series.
Course related to the instructor's practical experience (Summary of experience)	The instructor for this workshop is a highly experienced art educator who has been using and teaching Adobe Illustrator software since 2006. With close to 20 years of teaching experience in universities and socially engaged arts, the instructor brings a wealth of knowledge and expertise to the classroom. They provide students with guidance and support as they learn fundamental techniques and tools for creating images for print and the internet, and encourage students to develop their own independent art practice
Learning Goals	Each workshop in Adobe Illustrator will follow a similar process, beginning with an introductory lecture and demonstration of the tools and techniques to be used. Students will then proceed to work on their own mini-projects and exercises, with guidance and feedback provided by the instructor. The lessons will cover important topics such as color theory, the use of space, page layout, unity, and working with type. The practical nature of the workshops will allow students to develop their practical skills and the ability to think quickly on their feet, as they create a variety of designs for different applications. Develop a solid foundation in the tools and techniques used in Adobe Illustrator. Gain an understanding of the elements and principles of design. Learn how to use Adobe Illustrator to create posters, logos Explore color theory and its application in design. Develop skills in page layout, composition, and working with type. Enhance problem-solving abilities through practical exercises and mini-projects. Develop critical thinking skills through analysis and evaluation of design work. Learn how to think creatively and independently in developing design solutions. Gain an understanding of the role of design in various industries and contexts. Create a final self-initiated project that demonstrates mastery of the tools and techniques learned in the workshop.

iCLA Diploma Policy	DP1/DP2
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## iCLA Diploma Policy

(DP1) To Value Knowledge – Having high oral and written communication skills to be able to both comprehend and transfer knowledge

(DP2) To Be Able to Adapt to a Changing World – Having critical, creative, problem-solving, intercultural skills, global and independent mindset to adopt to a changing world

(DP3) To Believe in Collaboration – Having a disposition to work effectively and inclusively in teams

(DP4) To Act from a Sense of Personal and Social Responsibility – Having good ethical and moral values to make positive impacts in the world

Active Learning Methods	Problem-Based Learning/Group Work/Presentation/Workshop, Fieldwork			
More details/supplemental information on Active Learning Methods	Lecture and demonstration: The instructor will provide introductory lectures and demonstrations to introduce students to the tools and techniques of Adobe Illustrator. Hands-on practice: Students will have the opportunity to work on exercises, mini projects, and a final self-initiated project using Adobe Illustrator. They will receive guidance and support from the instructor as they develop their skills. Texts reading: Students will be provided with texts to read related to Adobe Illustrator and graphic design. This will help them to deepen their understanding of the software and its applications.			
Use of ICT	Students in the class will have access to the ICLA Data Science Lab computers, providing them with the necessary technology to work on their Adobe Illustrator projects. The lab is equipped with software and hardware, enabling students to develop their skills in a supportive and technologically advanced environment. To fully develop their skills with Adobe Illustrator, students will need to practice using the software outside of regular class time. Please note that out-of-class hours are limited, so it is important for students to plan accordingly and make the most of their time in the lab. The instructor will provide guidance and support as needed to help students achieve their learning goals.			
Contents of class preparation and review	The homework expectations for students in this course include spending 4 hours per week on preparing and revising, failure to do this will effect the overall grade students receive.	Hours expected to be spent preparing for class (hours per week)	2 hours	Hours expected to be spent on class review (hours per week)
Feedback Methods	The homework expectations for students in this course include spending 2 hours per week on preparation, which involves completing class readings, conducting visual research, and continuing to work on their artwork outside of class time. Additionally, students should set aside time to review the lesson materials in order to reinforce their understanding of the course content.			

Grading Criteria		
Grading Methods	Grading Weights	Grading Content
Submitted as a presentations	25%	Sketching, research, and idea development
Submitted as a midterm presentation	30%	Creative Assignments 1 Microprojects
Submitted as a presentations and Gala exhibition	30%	Creative Assignments 2 Final projects
Effort made towards presentations and Gala exhibition	10%	Exhibition and presentation
Continuous assessment	5%	Studentship

Required Textbook(s)	While no textbooks will be required for the workshop, students may want to purchase Adobe Creative Suite software and other materials to enhance their work. In addition, the instructor will provide articles for students to read and recommend websites for them to use as resources.
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Other Reading Materials/URL	During class time will include links to online resources provided for students to use.
Plagiarism Policy	Plagiarism is presenting others' work as your own, which is a dishonest act. Duplicate submissions are also considered as plagiarism. Depending on the nature of plagiarism, students may fail an assignment or the course. Repeated acts of plagiarism will be reported to the University, which may apply additional penalties. Please note that the citation method varies when citing a book, article, or website. Although language models are allowed, students must acknowledge when they have used them and should not submit an entire paper or discussion answer solely based on them. It is important to consult reliable sources and include a bibliography in your work. Additionally, practicing writing, reading, and visualizing on your own is crucial for personal development and future career prospects. Therefore, students must make citations for everything they have used from another source.
Other Additional Notes (Outline crucial policies and info not mentioned above)	<p><b>ATTENDANCE:</b>  4 absences no penalty, no explanation needed.  After this: 5-7 absences, -1 letter grade; 8-9 absences -2 letter grades; 10 absences -3 letter grades; more than 10 absences - Fail.  Being more than 20 minutes late will be considered absent.  Exceptions to participation rule are documented evidence of illness from a clinic or hospital; these must be presented within one week of the missed class. Documented official family emergencies, requiring leaving campus; notify before or just after missed class session.  All students are expected to make the most of in class time and out of class work by using materials and working consistently throughout the course are requirements and are graded. Students will be required to visit an exhibition during the workshop period. Student will be responsible for their own work after the course and exhibition.</p> <p>Students are able to ask the instructor about the project throughout the course however the final outcome must come from the student to be a high grade.</p> <p>Students may need to leave the class to continue their project this includes things such as taking photographs</p> <p>All students are expected to make the most of in class time and out of class work by using materials and working consistently throughout the course are requirements and are graded. Students will be required to visit exhibitions during the semester the class takes place. Students are also responsible for maintaining the state of the Data science lab and will need to sign an agreement to use the Data science lab. At the end of the course students are responsible for their project work and not being responsible for that will affect their overall grade.</p> <p>All work should be submitted digitally and the physical work is the responsibility of the student.</p>

(NOTE 2) Class schedule is subject to change

Class Schedule	
Class Number	Content
Class 1	<p>Micro projects 1  Getting Started in Adobe Illustrator Using the Interface  Introduction to the tools 1  Grid's introduction  Making a Line and shape tools sheet guide  Color swatches  Thumbnail introduction.  Practice - Modern style poster  Micro Project 1: Getting Started in Adobe Illustrator Using the Interface  In this micro project, students will learn how to navigate the Adobe Illustrator interface and become familiar with the various tools available. They will be introduced to using grids, creating guides for line and shape tools, and color swatches. Students will also learn about creating thumbnails and put their skills into practice by creating a modern style poster.</p>
Class 2	<p>Micro projects 1 continuation  Getting Started in Adobe Illustrator Using the Interface  Introduction to the tools 1  Grid's introduction  Making a Line and shape tools sheet guide  Color swatches  Thumbnail introduction.  Practice - Modern style poster  Micro Project 1: Getting Started in Adobe Illustrator Using the Interface  In this micro project, students will learn how to navigate the Adobe Illustrator interface and become familiar with the various tools available. They will be introduced to using grids, creating guides for line and shape tools, and color swatches. Students will also learn about creating thumbnails and put their skills into practice by creating a modern style poster.</p>
Class 3	<p>Micro projects 2  Introduction to the tools 2  Pen tool  Grid's introduction 2  And Pathfinder panel Shape builder  Creating a picture and Re-creating a picture 2  Figure ground relationships  This micro project continues the introduction to the tools in Adobe Illustrator with a focus on the pen tool and the shape builder in the Pathfinder panel. The use of grids will also be further explored. Students will practice creating a picture and re-creating a picture using these tools and concepts, with an emphasis on figure-ground relationships</p>

Class 4	<p>Micro projects 2 continuation Introduction to the tools 2 Pen tool Grid' s introduction 2 And Pathfinder panel Shape builder Creating a picture and Re-creating a picture 2 Figure ground relationships Figure-ground relationship is a visual concept that refers to the relationship between positive (figure) and negative (ground) space in a two-dimensional artwork. The figure is the object or shape that is being depicted, while the ground is the space or background surrounding the figure. The relationship between figure and ground can be manipulated by changing the size, shape, color, or texture of either the figure or ground, creating different visual effects and emphasizing different aspects of the composition. Understanding figure-ground relationships is important for creating effective and engaging designs in graphic design and other visual arts.</p>
Class 5	<p>Microprojects 3 Class 5 Introduction to the tools 3 combining tools Transformation tools Simple design 1 Tutorial logo Combining tools and Transformation tools will be introduced in this session. Students will learn how to use them effectively in creating designs. The session will also include a tutorial on creating a simple logo design.</p>
Class 6	<p>Microprojects 3 continuation Introduction to the tools 3 combining tools Transformation tools Simple design 1 Tutorial logo Combining tools and Transformation tools will be introduced in this session. Students will learn how to use them effectively in creating designs. The session will also include a tutorial on creating a simple logo design.</p>
Class 7	<p>Micro projects 4 continuation More tools Images into to illustrator, Raster vs vector images. Tracing images And tracing panel Pattern and texture making using images In this workshop, students will learn how to work with images in Adobe Illustrator, including the differences between raster and vector images. They will also learn how to use the tracing panel to convert raster images into vector images. Additionally, students will explore the creation of patterns and textures using images. Through guided demonstrations and practical exercises, students will develop skills in image manipulation and creation within the context of graphic design.</p>
Class 8	<p>Micro projects 5 More tools Gradients and Brushes Different types of brushes Painting in illustrator 1 This lesson will provide an introduction to gradients and different types of brushes for painting in Illustrator. In this lesson, students will use the knowledge they gained about gradients and brushes to create their own imagery in Illustrator. They will use images found on the internet as reference and inspiration to guide their design process. This practical exercise aims to help students develop their skills and creativity in using Illustrator, as well as their ability to conceptualize and execute their ideas visually.</p>
Class 9	<p>Micro projects 5 continuation More tools Gradients and Brushes 2 different types of brushes Painting in illustrator 1 This lesson will provide an introduction to gradients and different types of brushes for painting in Illustrator. In this lesson, students will use the knowledge they gained about gradients and brushes to create their own imagery in Illustrator. They will use images found on the internet as reference and inspiration to guide their design process. This practical exercise aims to help students develop their skills and creativity in using Illustrator, as well as their ability to conceptualize and execute their ideas visually</p>
Class 10	<p>Micro projects 6 More tools Type tool Text in the grid Simple resume in Illustrator In this lesson, students will be introduced to the Type tool in Illustrator and learn about text in the grid using various examples of how text can be most effectively arranged on a grid. They will also create a simple resume using Illustrator, applying the principles of layout, typography, and design.</p>
Class 11	<p>Micro projects 6 continuation More tools Type tool Text in the grid Simple resume in Illustrator In this lesson, students will be introduced to the Type tool in Illustrator and learn about text in the grid using various examples of how text can be most effectively arranged on a grid. They will also create a simple resume using Illustrator, applying the principles of layout, typography, and design.</p>
Class 12	<p>Micro projects 7 Elements of design 1 Point, Line, surface, volume, dimensions, format. Composition 1 Simple shapes Simple story 1 In this lesson, students will learn about the basic elements of design, including point, line, surface, volume, dimensions, and format. They will also explore composition through simple shapes and create a simple story using these design principles.</p>

Class 13	<p>Micro projects 7 continuation</p> <p>Elements of design 1</p> <p>Point, Line, surface, volume, dimensions, format. Composition 1</p> <p>Suggesting meaning in pictures</p> <p>Simple shapes</p> <p>Simple story 1</p> <p>In this lesson, students will learn about the basic elements of design, including point, line, surface, volume, dimensions, and format. They will also explore composition through simple shapes and create a simple story using these design principles.</p>
Class 14	<p>Final project – Brainstorms and research – No A sizes</p> <p>In this lesson, students will begin their final project and will engage in brainstorming sessions in groups, helping each other to create a visual research document. It is important to note that students will not be allowed to use standard paper sizes for their designs, which will challenge them to think creatively and outside of the box.</p>
Class 15	<p>Final projects Idea development and mock ups – No A sizes</p> <p>In this lesson, students will continue working on their final project, focusing on idea development and creating mockups. They will brainstorm ideas in groups and help each other to create a visual research document. It's important to note that students will not be able to use standard paper sizes for their final project, meaning they will need to think creatively about the size and dimensions of their designs.</p> <p>Mock-ups are realistic visual representations of how a design will look in the real world. In graphic design, a mock-up is a simulation of a finished product that allows designers to see how their work will look in the final form. It can be a physical or digital representation of a design, such as a 3D model, a printed sample, or a digital prototype. Mock-ups can help designers to test and refine their designs before they are produced on a large scale, and they can also be used to present designs to clients for feedback and approval.</p>
Class 16	<p>Final projects Idea development and mock ups No A sizes</p> <p>In this lesson, students will continue working on their final project, focusing on idea development and creating mock-Class 18 ups. They will brainstorm ideas in groups and help each other to create a visual research document. It's important to note that students will not be able to use standard paper sizes for their final project, meaning they will need to think creatively about the size and dimensions of their designs.</p> <p>Mock-ups are realistic visual representations of how a design will look in the real world. In graphic design, a mock-up is a simulation of a finished product that allows designers to see how their work will look in the final form. It can be a physical or digital representation of a design, such as a 3D model, a printed sample, or a digital prototype. Mock-ups can help designers to test and refine their designs before they are produced on a large scale, and they can also be used to present designs to clients for feedback and approval.</p>
Class 17	<p>Final projects Idea development and mock ups No A sizes</p> <p>In this lesson, students will continue working on their final project, focusing on idea development and creating mock-Class 18 ups. They will brainstorm ideas in groups and help each other to create a visual research document. It's important to note that students will not be able to use standard paper sizes for their final project, meaning they will need to think creatively about the size and dimensions of their designs.</p> <p>Mock-ups are realistic visual representations of how a design will look in the real world. In graphic design, a mock-up is a simulation of a finished product that allows designers to see how their work will look in the final form. It can be a physical or digital representation of a design, such as a 3D model, a printed sample, or a digital prototype. Mock-ups can help designers to test and refine their designs before they are produced on a large scale, and they can also be used to present designs to clients for feedback and approval.</p>
Class 18	<p>Final projects – Finalising, – No A sizes</p> <p>This session is dedicated to the finalization of the design of the final project, and students will not be able to use standard paper sizes. They will work on creating the final version of their design, based on the mock-ups and feedback received during the previous sessions. The goal of this session is for students to complete their projects and be prepared to present their final designs to the class.</p>
Class 19	<p>Final presentation and preparation for exhibition – No A sizes</p> <p>This lesson involves finalizing the students' designs for their final projects, which were created without using standard paper sizes. The students will prepare mock-ups and make necessary adjustments before the final presentation. The final presentation will involve preparing for an exhibition to showcase the students' work.</p>
Class 20	<p>Final presentation and preparation for exhibition – No A sizes</p> <p>This lesson involves finalizing the students' designs for their final projects, which were created without using standard paper sizes. The students will prepare mock-ups and make necessary adjustments before the final presentation. The final presentation will involve preparing for an exhibition to showcase the students' work.</p>