

# LAYOUT, LETTERING & TYPEFORMS.



## COURSE INFORMATION.

1. COURSE.	<i>Layout Lettering &amp; Typeforms</i>
2. CREDIT HOURS.	<u>4 credit hours</u> / studio class
3. MEETING TIME(S).	<b>T/TH / 1:35-4:55PM</b>
4. LOCATION.	Wilson 221
5. PROFESSOR.	Carrie A. Dyer Associate Professor of Graphic Design Graphic Design Coordinator cdyer@highpoint.edu carriedyer.com Office: Norton 207
6. OFFICE HOURS.	LOCATIONS: NORT207 & WIL221 MWF 1:00-2:00 pm -by appointment TTH 5:00-6:00 pm -by appointment
7. COURSE WEBSITE.	<a href="http://www.carriedyer.com/-t-.html">www.carriedyer.com/-t-.html</a>
8. LEARNING PLATFORM.	Blackboard
9. OTHER COURSE INFORMATION.	See <u><i>Other Course Information.</i></u>

## OVERVIEW.

- \_\_\_ The syllabus/schedule are subject to change.
- \_\_\_ All imagery created must be your own. [No tracing.]
- \_\_\_ Visual Plagiarism is NOT permitted. [No Copying.]
- \_\_\_ Students may be required to video record design process to show process.
- \_\_\_ Students with disabilities should notify professor.
- \_\_\_ Contact me via email with questions.
- \_\_\_ All assignments must be turned in on Blackboard as a PDF visual presentation or as directed.
- \_\_\_ All emails will be answered within 12 hours.

## DESCRIPTION.

**GDS 2140. *Layout Lettering & Typeforms.*** This class is an introduction to type as image, typographic organization, and hierarchy. In this course, students learn how to utilize typographic principles including typographic anatomy, classification, and contrast, to better transform visual information. Concepts include type and meaning, analog typeforms, type in the environment, typographic grids, type as illustration, typographic literacy, editorial design, and hand drawn letterforms. Prerequisite: GDS 1150.

## OBJECTIVES.

- Students will demonstrate an understanding of typographic techniques through the creation of sophisticated works using both Adobe InDesign and Adobe Illustrator
- Students will apply typographic specific terminology to design works
- Students will utilize contemporary typographic processes related to hand lettering (analog) and digital typographic techniques
- Students will create dynamic design spaces combining typographic language, form, and communication

## TEXTBOOKS.

### REQUIRED:

- \_\_\_ *Thinking with Type*, ISBN-10: 1568989695
- \_\_\_ *Lettering & Type*, ISBN-10: 156898765X
- \_\_\_ *Designing Brand Identity*, ISBN-13: 978-1118980828

### RECOMMENDED:

- \_\_\_ *Typographic Systems of Design*, ISBN-10: 1568986874
- \_\_\_ *Graphic Design Thinking*, ISBN-10: 1568989792

## SUPPLIES/PREPARATION.

- \_\_\_ Sign-up & install Adobe CC [HPU email - OIT can help w/ issues]
- \_\_\_ Buy or rent course textbooks.
- \_\_\_ [Plan for access to a camera]
- \_\_\_ External Hard Drive [Lacie Rugged 2T]
- \_\_\_ Artist Box or Pouch [pencils, pens, glue, scissors, xacto knife, blades, bone folder]
- \_\_\_ Planner / Calendar / Folders / Portfolio
- \_\_\_ Sketchbook [+ additional materials may be needed]

## ASSIGNMENTS & POINTS.

### A. OVERVIEW.

/ **Theory & Practice:** Class lectures, reading assignments, and projects will be based on historical and contemporary graphic design theory and practice.

/ **Homework:** Students are expected to spend time outside of class working and developing projects. Students may spend a minimum of 6-9 hours outside of class per week, but be prepared to spend more if necessary. This is a standard set by National Association of Schools of Art+Design [NASAD].

/ **Student Work:** The professor reserves the right to keep printed and digital examples to document student work for accreditation, promotional purposes, and as components in a teaching portfolio.

/ **Due Dates & Times:** All work is due by 11:59 pm on the due date.

/ **Items below with \*stars\*** are self-driven on your own time.

/ **Blackboard + PDF:** All work is due on Blackboard as two PDF files. One PDF presentation that shows design process, pictures, and self-driven critique. And a second PDF of original design work. Printed work is due the Monday after turn-in. All work is required to be submitted through blackboard to be graded.

KEY:	*	□	≡	≡	⋮	⋮	HW:
	Self-driven.	Paper.	Read & List.	Test.	Survey.		Homework.

### B. ASSIGNMENTS & REQUIREMENTS.

	POINTS:	WEEK:	DUE DATE
1. <i>Participation+Studio Ethic+Critiques+Sketchbook</i>	---	W1-16	-----
2. <i>[ Day One: ]</i> HW: <i>Syllabus Quiz.</i>	10	W1	8-28
	10	W1	8-28
	10	W1	8-28
HW: <i>Weekly Discussion Board.</i>			
3. <i>1 x post per week, 5 x comments on peers work</i> <i>*8 submissions and 40 comments by the end of the term.</i>	100	W1-8	rolling
4. <i>Typographic Sprints.</i>	---	---	---
<i>a. HW: Survey of Typography.</i>	100	W1-3	9-18
<i>b. TYPOGRAPHIC SCAVENGER HUNT.</i>	50	W1-2	8-28
<i>c. 20 PAIRED TYPEFACES .</i>	25	W1-2	8-28
<i>d. TYPOGRAPHIC TERMS.</i>	25	W1-2	8-28
<i>e. TYPOGRAPHIC ANATOMY.</i>	100	W1-2	9-4
<i>f. HW: ≡*Read &amp; List. 25 [Thinking with Type.]</i>	25	W1-2	9-11
5. <i>Type Box.</i>	---	---	---
<i>a. HW: Survey of Memories.</i>	50		9-11
<i>b. TYPOGRAPHIC EXPERIMENTS.</i>	100	W3-6	9-18
<i>c. DESIGN ARTIFACTS .</i>	100	W3-6	10-2
<i>d. TYPE BOX PACKAGING.</i>	100	W3-6	10-2
<i>e. HW: ≡*Typographic Terminology &amp; Ideas TEST.</i>	---	W3-6	10-23
<i>f. HW: ≡*Read &amp; List. 25 [Lettering &amp; Type.]</i>	25	W3-6	10-16
6. <i>Book Cover Series + Publisher Logo.</i>	100	W5-17	12-4
7. <i>Soap Package Series + Logo.</i>	---	---	---
<i>a. HW: Survey of Systems / Identity &amp; Interaction.</i>	100	W7-10	10-16
<i>b. LOGO DESIGN</i>	50	W7-10	10-16
<i>c. LETTERHEAD &amp; BUSINESS CARD</i>	50	W7-10	10-16
<i>d. 3 X PACKAGE DESIGN</i>	100	W7-10	10-30
<i>e. WEBSITE INDEX PAGE DESIGN</i>	50	W7-10	10-23
<i>f. FINISHED PRESENTATION OF ALL PARTS</i>	100	W7-10	10-30
<i>g. HW: ≡*Read &amp; List. 25 [Designing Brand Identity.]</i>	25	W7-10	10-30
8. <i>20-40 Page Book.</i>	---	---	---
<i>a. HW: Survey of Curiosities.</i>	50	W11-17	11-6
<i>b. HW: Narrative text. 1500 words.</i>	20	W11-17	11-6
<i>c. 20-40 PAGE BOOK</i>	200	W11-17	12-8
9. <i>Final Exam Critique. ***In person is required.</i>	50	W17	12-13
10. <i>{ Extra Credit }</i>	25	-----	12-8

## GRADING & ATTENDANCE.

### A. CRITERIA.

The student's grade is based on the caliber and quality of work, including calculated risk-taking, and design process. Although student's work ethic affects the quality of work, the grade is not based solely on effort. The final class grade is based on the following: (1) Quality, (2) Participation, (3) Constructive contribution to critiques and discussions, (4) Execution of design principles, design concepts, creativity, innovation, process, & the ability to take risks.

### B. GRADE SCALE.

A+	97 - 100	Cosmic	C	73 - 76	Meets Expectations
A	93 - 96	Stellar	C-	70 - 72	Meets Expectations -
A-	90 - 92	Excellent	D+	67 - 69	Developing +
B+	87 - 89	Above Average +	D	63 - 66	Developing
B	83 - 86	Above Average	D-	60 - 62	Developing -
B-	80 - 82	Above Average -	F	Below 60	Draft Quality
C+	77 - 79	Meets Expectations +			

### C. OPPORTUNITIES & CONSEQUENCES.

1.	ENTHUSIASTIC WORK ETHIC:	≡	+1 to 5 points Extra Credit.
2.	CRITICAL feedback + positive ATTITUDE:	≡	+1 to 5 points Extra Credit.
3.	REDO option:	≡	> 2 project limit.
4.	EMERGENCY PROJECT:	≡	-12% off Final Course Grade.
5.	LATE PROJECT:	≡	> one week grace-period, then -20% off Project Grade.
6.	PARTICIPATION:	≡	See Participation Rubric.
7.	Negative Approach:	≡	-5 to 20 off Project Grade.
8.	DISRUPTING CLASS:	≡	-5 to 20 off Project Grade.
9.	Extra Credit Options:	≡	See Other Course Information.
10.	ABSENT FINAL EXAM:	≡	-20% off Final Course Grade.
11.	PLAGIARISM & Visual Plagiarism:	≡	0% on Project Grade 40% off course grade. Reported for Plagiarism. See department & university policy.

### D. ACTIVE LEARNING & PARTICIPATION.

In the School of Arts and Design, learning is an active process that requires your participation. Your presence and your contributions help build a community of learners with diverse viewpoints that enrich the educational experience. Active participation is a base level expectation that requires your presence, and is representative of core life skills such as collaboration, teamwork, and accountability.

### E. ABSENCES + PARTICIPATION.

Your presence in class equals participation in the studio environment. In recognition of the challenges of life and the need to have personal days for mental or physical health, you are allowed to miss up to five (5) days of participation during the semester. If you miss more than five, your final numeric grade for the course will be reduced by 3% of the maximum possible points for the class for each missed day after the fifth (e.g. if you miss 6 classes, your final grade will be reduced by 3% of the maximum points for the course; if you miss 7 classes, your grade will be reduced by 6%, etc.).

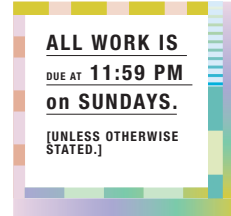
1.	1 Absence	≡	-----
2.	2 Absences	≡	Starfish Flag
3.	3 Absences	≡	-----
4.	4 Absences	≡	Starfish Flag
5.	5 Absences	≡	Maximum # of Absences [5]

> *Any absence after 5, may result in the student being dropped from the course.*

6.	6 Absences	≡	3% off final course grade
7.	7 Absences	≡	6% off final course grade
8.	8 Absences	≡	9% off final course grade...

# CALENDAR. LAYOUT, LETTERING & TYPEFORMS.

WEEK.	DATE.	ASSIGNMENT.	HW = Homework
<b>DAY 01.</b>	8-23	>>>> . Welcome! & Syllabus / DAY 01. _____ HW: Syllabus Quiz. [watch start video] _____ HW: Online Course Agreement. _____ HW: Student Information Form. _____ HW: Post Welcome Intro to Discussion Board.	
<b>01. / 02. /</b>	8-23 8-25 8-30 9-1	[ ] <b>TYPOGRAPHIC SPRINTS.</b> _____ Survey of Typography _____ Typographic Sprints: Typographic Scavenger Hunt. <sup>1</sup> _____ Typographic Sprints: 20 Paired Typefaces. <sup>1</sup> _____ Typographic Sprints: Typographic Terms. <sup>1</sup> _____ Typographic Sprints: Typographic Anatomy. <sup>1</sup> _____ HW: Read & List. 25 [Thinking with Type.] <sup>2</sup> _____ HW: Weekly Discussion/Blog Post <sup>3</sup>	
<b>03. / 04. /</b>	9-6 9-8 9-13 9-15	[ ] <b>TYPE BOX.</b> _____ Survey of Memories _____ Type Box: Typographic Experiments. <sup>1</sup> _____ Type Box: Design Artifacts. <sup>1</sup> _____ Type Box: Packaging. <sup>1</sup> _____ HW: Typographic Terminology & Ideas TEST. _____ HW: Read & List. 25 [Lettering & Type] _____ HW: Weekly Discussion/Blog Post <sup>3</sup>	
<b>05. / 06. /</b>	9-20 9-22 9-27 9-29	[ ] <b>BOOK COVER SERIES + LOGO.</b> [due: week 16] _____ Book Cover Design <sup>1</sup> _____ Publishers Mark/Logo <sup>1</sup> _____ HW: Weekly Discussion/Blog Post <sup>3</sup>	
<b>07. / 08. /</b>	10-4 10-6 BREAK 10-11 X 10-13 X	[ ] <b>SOAP PACKAGE SERIES &amp; IDENTITY.</b> _____ Survey of Systems <sup>2</sup> _____ Soap: Logo & Identity Design. <sup>1</sup> _____ Soap: Business Card & Letterhead. <sup>1</sup> _____ Soap: Website home page [index]. <sup>1</sup> _____ Soap: Finished Presentation. <sup>1</sup> _____ HW: Read & List. 25 Ideas [D.B. Identity] _____ HW: Weekly Discussion/Blog Post <sup>3</sup> >>>> . [Fall break 10-10 to 10-16]	
<b>09. / 10. /</b>	10-18 10-20 10-25 10-27	[ ] <b>20-40 PAGE BOOK.</b> _____ 20-40 Page Book: Survey of Curiosities. <sup>2</sup> _____ 20-40 Page Book: Narrative text. 1500 words. <sup>2</sup> _____ 20-40 Page Book: Finished 20-40 Page Book <sup>1</sup> _____ HW: Weekly Discussion/Blog Post <sup>3</sup>	
<b>11. / 12. /</b>	11-1 11-3 11-8 11-10	[ ] <b>20-40 PAGE BOOK.</b> _____ 20-40 Page Book: Survey of Curiosities. <sup>2</sup> _____ 20-40 Page Book: Narrative text. 1500 words. <sup>2</sup> _____ 20-40 Page Book: Finished 20-40 Page Book <sup>1</sup> _____ HW: Weekly Discussion/Blog Post <sup>3</sup>	
<b>13. / 14. /</b>	11-15 11-17 11-22 11-24 X	[ ] <b>20-40 PAGE BOOK.</b> _____ 20-40 Page Book: Survey of Curiosities. <sup>2</sup> _____ 20-40 Page Book: Narrative text. 1500 words. <sup>2</sup> _____ 20-40 Page Book: Finished 20-40 Page Book <sup>1</sup> _____ HW: Weekly Discussion/Blog Post <sup>3</sup>	
<b>15. / 16. /</b>	11-29 12-1 12-6 12-8 12-9 X	[ ] <b>20-40 PAGE BOOK.</b> _____ 20-40 Page Book: Survey of Curiosities. <sup>2</sup> _____ 20-40 Page Book: Narrative text. 1500 words. <sup>2</sup> _____ 20-40 Page Book: Finished 20-40 Page Book <sup>1</sup> _____ HW: Weekly Discussion/Blog Post <sup>3</sup>	
<b>17. /</b>		>>>> . [Reading Day: 12-8, Final Exams: 12-10 to 12-16.] _____ Final Exam Critique [Required in-person] Required Final Exam Time: <b>Tuesday December 13th 8:00-11:00</b>	



## LINKS & INFO:

- A. / **NOTE:** The schedule is subject to change, but provides a fairly reliable indication of the pace, assignments, and major deadlines that you will need to plan for this semester. If you have any questions please feel free to contact me at: [cdyer@highpoint.edu](mailto:cdyer@highpoint.edu).
- B. / **PLAT-FORM:** Blackboard
- C. / **SUB-MISSION FORMAT:** See footnotes below.
- D. / **CRIT-IQUES:** See Weekly Discussion Board information in footnotes.
- E. / **\_\_\_\_\_:**

_____	^	_____	^
_____	^	_____	^
_____	^	_____	^
_____	^	_____	^
_____	^	_____	^
- F. / **GRACE-PERIOD:** All projects have a week Grace Period for emergencies. After the Grace Period work may be docked -20 off of final project grade. The only exception are projects due the last week of class which are due on Final Exam Day.
- G. / **READ-INGS:**

REQUIRED:

  - \_\_\_\_\_ *Thinking with Type*, ISBN-10: 1568989695
  - \_\_\_\_\_ *Lettering & Type*, ISBN-10: 156898765X
  - \_\_\_\_\_ *Designing Brand Identity*, ISBN-13: 978-1118980828

RECOMMENDED:

  - \_\_\_\_\_ *Typographic Systems of Design*, ISBN-10: 1568986874
  - \_\_\_\_\_ *Graphic Design Thinking*, ISBN-10: 1568989792
- H. / **LINKS:**

website	other course info.	start video	printing
D.Process	Visual Research	prez setup	critique ?
LAB Schedule	Extra Credit	FAQ's	Lab Rules

### WHAT TO TURN IN:

**1. Visual Assignments:** Turn in two files. 1. a PDF visual presentation and 2. a PDF of original work. See details for requirements below. 1. Using Adobe InDesign create a PDF visual presentation format that includes design process, research, variations, final work (in digital and photographed 3D views), and self-directed critique (list of 2 strengths, 4 weaknesses, 3 paragraphs self critique, & rubric with scores). 2. a 2nd PDF of original design work at high resolution is required [PDFs of layouts should be in spread view]. Printed work is due in-person the Monday after the Sunday turn-in. Submit on Blackboard before 11:59 pm. See below for grace period information.

**3. Written Assignments:** For written assignments, like Read & List or Papers, the work should be turned in as a Microsoft Word format file. Works should be cited. Read and list items should include page numbers next to each item. Feel free to list items on read & list assignments.

**2. Weekly Discussion Board:** Post formal work to the Weekly Discussion Board as PDF files. Requirements: a. 1 x submission per week -per formal project [visual work]. b. 5 x comments on peers work required per week. \*You should have 8 submissions and 40 comments at the end of the term.

## DEPARTMENT, SCHOOL, & UNIVERSITY POLICIES.

### I. UNIVERSITY HEALTH & SAFETY POLICY.

Wearing a face mask reduces the risk of COVID-19 transmission and is a step we can all take to care for the members of our HPU family. Therefore, in compliance with applicable federal, state or local orders, at HPU, students are required to wear face masks when indoors in all classrooms, labs, studios, and other public spaces (such as hallways, building entrances, public restrooms, in HPU transportation such as shuttles, and other common spaces). There is not enough evidence to support the effectiveness of masks with one-way valves or vents, gaiter, or face shields controlling transmission of the virus, and thus these face coverings are not an acceptable substitute for cloth face masks. Exceptions may be made for the use of face shields with an approved medical excuse or when giving a public presentation in front of a group, as long as there is greater than six feet of distance between speaker and audience.

### II. COURSE EVALUATIONS.

All students are expected to complete course evaluations in the week preceding final exams. These evaluations, which are delivered online, are an important part of HPU's assessment program. They help faculty identify areas that need improvement and confirm to faculty what is working well. Your cooperation in completing them is greatly appreciated. You will receive information from the Office of Institutional Research and Assessment near the end of the semester regarding the process of completing online evaluations.

### III. FINAL EXAM POLICY.

Students are required to be in attendance during the designated final exam period published by the HPU Office of the Registrar. During the spring semester only, seniors will need to check with the faculty regarding the timing of their final exams/presentations.

### IV. UNIVERSITY HONOR CODE.

All classes offered by the School of Arts and Design adhere to the policies and procedures regarding the university's Honor Code found in the High Point University Student Guide to Campus Life. You are responsible for being fully aware of the contents of this document. The professor will discuss the definitions of plagiarism as it relates to this particular course. When in doubt, always ask before submitting an assignment, project, exam or any other product to be evaluated. Procedures, consequences, etc. may be found in the Student Guide to Campus Life. 1. Upon the first offense, the student will receive a grade of 0 on the assignment with no chance to re-do the assignment. An Honor Code Incident Report will be filed with the office of the Provost / Vice President for Academic Affairs. 2. Upon the second offence (including any other courses outside of your major) the student will automatically fail the class and a grade of FH recorded on the transcript. An Honor code Incident Report will be filed with the office of the Provost. The university has the authority to also suspend the student for the semester. With all second infractions, an educational citation workshop will be mandated. 3. For additional information on 3rd infractions, refer to the High Point University Student Guide to Campus Life.

### V. PLAGIARISM.

All work created for any course in the Department of Art & Graphic Design must be original and not appropriated from online and other existing sources. Artists draw inspiration from many sources but originality is an important aspect to develop. Examples of plagiarism include:

- \_\_\_ the practice of changing an image in an attempt to make it your own.
- \_\_\_ taking images from magazines or online sources and using a portion of the image in your work
- \_\_\_ being inspired by an image and copying the composition and styling of the work

### VI. PROFESSIONAL BEHAVIOR.

High Point University students have a responsibility to uphold the University Honor Code, Conduct Code, and all other rules and processes as noted in the Undergraduate Bulletin and the Student Guide to Campus Life. These rules apply to the entirety of the campus, especially in academic spaces (e.g., classrooms, faculty offices). Students should be fully aware of these expectations at all times. Behaviors or methods of communications that hinder an "inclusive environment that encourages the exchange

of ideas and the intellectual and creative development of faculty and students" (Mission of the School of Arts and Design) will be addressed immediately and tracked via Starfish. The degree of offense could include civility education, withdrawal from the class, or expulsion. The School of Arts and Design partners with the Office of Student Life in dealing with these concerns.

### VII. STARFISH.

High Point University uses the Starfish program to help track student progress in classes. We are required to raise a flag for a variety of situations that can include attendance, grades, and non-professional behavior. These flags are viewable by a number of parties that can include parents, support staff, advisors, freshmen success coaches and others. As faculty we are required to use this system. If a flag is raised on you regarding my class, you should reach out to your professor to discuss.

### VIII. ACCESS TO SHORT-TERM REMOTE LEARNING.

Unless otherwise noted, face-to-face attendance in classes, laboratories, and studios is required. A student may attend approved classes remotely ONLY if\*:

- \_\_\_ They are approved by the Office of Accessibility Resources and Services (OARS);
- \_\_\_ They are isolated because they have been diagnosed with COVID-19;
- \_\_\_ They are quarantined because they have been identified as a close contact to an individual diagnosed with COVID-19; or
- \_\_\_ They are an international student who has received special permission for remote access because they are unable to enter the United States due to COVID-19 restrictions.

#### Expectations for Remote Learning

To ensure that students accessing classes remotely are successful, all remote students are asked to abide by these guidelines:

- \_\_\_ Coordinate with your course instructor about how you will access the class lecture/discussion
- \_\_\_ Be responsible for accessing all class materials and adhering to deadlines
- \_\_\_ Verify that you have sufficient internet access to attend remotely
- \_\_\_ Confirm that you have all the necessary equipment and software for completion of all course requirements
- \_\_\_ Adhere to any other remote access policies put forth by the course instructor

\*Students may request a short-term exception to the remote learning policy for extenuating circumstances that prevent attending class (e.g., extended illness or injury; university sanctioned travel). Exceptions can only be granted by the Dean of the School who requires 72-hours to review and verify documentation. Submission of a request does not guarantee approval. Please contact the Dean at jturpin@highpoint.edu.

### IX. COMMITMENT TO DIVERSITY & INCLUSION.

High Point University considers a strong commitment to diversity, equity, and inclusion as a core component of our mission and an essential ingredient to a holistic education in the liberal arts tradition. A liberal arts education develops critical thinkers, moving students from a fixed-mindset to a growth-mindset. This approach to learning prepares students for reflective action in an interdependent and diverse world. We not only understand and respect the unique talents and perspectives of all individuals, but we also embrace and utilize their contributions. Our breadth of inclusiveness creates a path by which all individuals can achieve their highest potential in an increasingly complex and pluralistic society.

We welcome and respect all students, faculty, and staff of all races, ethnicities, religions, genders, sexual orientations, sexual identities and gender expressions, abilities, classes, ages, and political ideas. We recognize that diversity also includes a range of geographic locations, communication styles, family makeup, educational background, military service, and other unique life experiences. To encourage diversity and inclusion we endorse dynamic curricula and research agendas—through the university's core education as well as all fields of study, programming, and community engagement—that include a multiplicity of views and perspectives.

Diversity, equity, and inclusion are not merely moral imperatives or societal goals, they can be a competitive advantage. Our continued success as a university rests in our collective ability to embrace a multitude of opinions, ideas, and beliefs so that we can effectively educate the next generation of leaders who are culturally responsive, knowledgeable, and globally engaged. Our commitment to diversity, equity, and inclusion cultivates students' desire for citizenship in complex global communities.

**X. RESOURCES: STUDENTS WITH DISABILITIES.**

High Point University is committed to ensuring all students have equal access to all services and benefits at High Point University. If you are a student with a disability and require academic accommodations due to a diagnosed disability, you must register with the Office of Accessibility Resources and Services (OARS) and submit the appropriate documentation. Requests for accommodations should be made at the beginning of a course. Accommodations are not retroactive. Contact us at oars@highpoint.edu by telephone at 336-841-9026, for additional information. The Office of Accessibility Resource and Services is located on the 4thFloor of Smith Library. Please note that accommodations are not retroactive.

**XI. RESOURCES: HPU WRITING CENTER.**

HPU Writing Center: The Writing Center provides writing assistance for students at any level of study at any stage in the writing process, from invention through revision. The Writing Center staff will be available in a variety of locations around campus during various hours throughout the day, Monday through Friday. For the 2020-21 academic year only, the Writing Center will be operated through Academic Services. To make an appointment, contact Dr. Craig Curty atccurty@highpoint.edu

**XII. RESOURCES: COUNSELING SERVICES.**

Students may sometimes experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, substance use concerns, feeling down, or loss of motivation. Counseling Services is here to help year-round with these or other concerns you may experience. These services are covered in your student fees and are confidential. You may reach Counseling Services by calling 336-888-6352 or check out their website at [www.highpoint.edu/counseling](http://www.highpoint.edu/counseling). Office hours are Monday-Friday from 8:30-5:00. Follow them on Instagram (@pantherprevention).

**XIII. RECORDING CLASS MEETINGS POLICY.**

Due to our commitment to providing a quality educational experience during the COVID pandemic, the faculty MAY be recording regularly scheduled class sessions so that they may be available for individuals unable to attend class on any given day. Any audio or video recording in the class by students, including the instructor's lecture/discussion, or other classroom activity, is strictly prohibited unless authorized by OARS or the instructor and students in the classroom. This includes the unauthorized recording and screenshots of online discussions and online breakout rooms.

**XIV. FLEXIBILITY CLAUSE.**

The instructor reserves the right to modify the course requirements and other related policies as circumstances may dictate. Even the professor can have an unanticipated emergency, and the university—or the community-at-large—may experience an emergency that requires changing the class schedule or requirements. I don't expect to invoke this clause, but if I do, you will be notified as soon as possible. Any change will also be posted to Blackboard.

**XV. INTELLECTUAL PROPERTY.**

Please note that all materials distributed in this course are the intellectual property of the professor. This includes exams, study guides, presentations, handouts, and assignment/project instructions. These materials are meant solely for the use of the students in this classroom. The posting or sharing of these materials is prohibited and considered a violation of the Honor Code.

**XVI. RIGHT TO RETAIN STUDENT WORK.**

The professor reserves the right to retain, promote, and share digital examples and printed examples, as well as documentation of student

work developed during class. Student work may be used for NASAD accreditation, teaching examples, research, promotional purposes for the university, for the *Graphic Design Collective* (educational project, see below), and as examples in the instructors teaching portfolio.

**XVII. GRAPHIC DESIGN COLLECTIVE.**

The Graphic Design Collective is an educational project founded as an extension of the classroom to support students. The collective is a collaborative group of educators, students, and professionals inspired & is connected to cross-sectional areas of art, design, and related fields. The collective is mentored by Graphic Design faculty, professionals, and other creatives. The group supports multiple collaborative projects including non-profit clients, critique groups, mentorship with professionals, the Educational Graphic Design Poster Archive, Artifact [BOLD] exhibition, the Art Object Benefit Project, and other collaborative projects. This group is focused on Process, Collecting, Making & Risk Taking.

>> [www.graphic-design-collective.com](http://www.graphic-design-collective.com)  
>> [www.instagram.com/graphic.design\\_collective](https://www.instagram.com/graphic.design_collective)

**XVIII. GDS STUDENT PROFESSIONAL DEVELOPMENT SCHOLARSHIPS.**

Submitting your work to competitions, shows, and other opportunities is professional development for your resume. It helps you get jobs and be noticed in the creative community. All work created from this course will automatically be considered for student awards, fee scholarships for competitions, and award nominations. / Q: Who is considered? A: All students who are enrolled in Graphic Design classes at HPU. / Q: How is the work selected? A: Student work is selected based on the following criteria, \_\_a. quality of work [formal & conceptual], \_\_b. quality of work ethic, \_\_c. professionalism, \_\_d. classroom engagement. / Q: Who selects the work? A: The Graphic Design faculty. If you want updates on where to submit work join this Microsoft Team: [Graphic Design Majors](#). If you especially want your work considered for an award please submit your work by emailing Carrie Dyer, [cdyer@highpoint.edu](mailto:cdyer@highpoint.edu), or submit your work [here](#). Please consider investing in entering your work into competitions like Creative Quarterly. See link: <<https://www.cqjournal.com/>>.

**XIX.. STARFISH.**

High Point University cares about your success! This course is part of a HPU initiative that utilizes Starfish Connect, a communication tool for students and faculty. Through Starfish, instructors, coaches, and advisors provide feedback to you about course progress by emailing you about your academic performance. The emails are designed to be helpful by identifying strategies that increase your success in courses. Be sure to open any emails you receive and follow the recommendations.

Your instructor, coach, or advisor may also recommend that you contact a specific campus resource, such as the Learning Lab or Counseling Center. If an instructor makes a referral, you may also be contacted directly by this campus service as a follow-up.

Starfish also allows you to schedule appointments with various offices and individuals across campus and request help on a variety of topics.

**XX. TITLE IX.**

My classroom and office are safe places. Please know you will be supported and heard if you have experienced any form of violence. Also know that you are not alone. There are resources that can help:

Title IX Coordinator  
<http://www.highpoint.edu/title-ix/>  
336-841-9138

You can also report using the online complaint form.  
[https://cm.maxient.com/reportingform.php?HighPointUniv&layout\\_id=20](https://cm.maxient.com/reportingform.php?HighPointUniv&layout_id=20)

*Confidential*  
The Office of Counseling Services  
<http://www.highpoint.edu/counseling/>  
Business Hours: 336-888-6352  
After Hours: 336-841-9 111 (Referred by Security)