

Publication Production and Design 309-01
Journalism Department
School of Communications, Howard University

COURSE SYLLABUS

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| Ingrid Sturgis, Assistant Professor | CRN 12018 |
| Office: 233-F | Days/Times: M/W 4:10-5:30 p.m. |
| Telephone: 202-806-5124/ Fax: 202-806-9227 | Location: C.B. Powell 254 |
| Email: isturgis@howard.edu | Semester: Spring 2013 |
| Office Hours: Tuesday 1:30-6 p.m. | |

COURSE PREREQUISITE

Completion of "Writing for the Media" and "Reporting and Writing" with a grade of "C" or better, or approval of instructor.

COURSE DESCRIPTION

The publishing industry is in upheaval. Publications are undergoing a momentous shift in the way media are distributed and created. As a result, print media, particularly newspapers and magazines, are re-evaluating their viability in a networked, always-on, on-demand world. This class will examine how different types of information and content are presented in different media via print, computer, tablets and other mobile devices and learn how to design accordingly. (3 credit hours)

Course Overview

The class will introduce you to the principles of layout, design and production of newspapers, magazines and the Internet. You will be expected to act professionally at all times, meet deadlines, juggle short-term and long-term assignments, work in creative teams and adhere to high journalistic and design standards. Your assignments will include layouts and designs for your own publications as well as re-envisioning The Hilltop, District Chronicles, now Howard University News Service and 101 Magazine. Supported by readings, class discussions, critiques, and handouts, students will learn the fundamentals needed to complete these assignments. Grades will be based on the quality of one's work.

Student Evaluation/Methods of Assessment:

The quality of each project will be determined using the following criteria:

1. Concept: Originality, creativity and effectiveness of the solution
2. Aesthetics: Visual impact and beauty
3. Presentation: Craftsmanship, effective use of materials

These are the general grading criteria I will be using for the projects:

1. Every project must be completed on time
2. Overall spatial organization, structure of the elements on the page
3. Informative use of color or grays

4. Thoughtful choice of type
5. Aesthetic design choices in general
6. Creativity

Class Format

Classes will regularly feature discussions, lab assignments, critiques, quizzes and guest speakers. Your class participation grade will not only include input in discussions, but also sharing examples of good and bad design from a variety of sources. Critiques are a valuable part of the course. Development of a "critical eye," analyzing graphic material, giving and receiving constructive criticism is fundamental in all graphic work and will be a factor in your final grade. You will do numerous layout and related assignments in class. On some assignments, you will begin in class and finish out of class. Expect to spend at least **three to six hours per week outside the classroom** to plan and collaborate on projects.

Course Goals

To refine layout and design skills.

To adhere to deadlines and production schedules.

To develop a critical eye for design as well as visualization skills across multimedia platforms.

To master execution of various assignments for newspapers, magazines and the Internet.

To develop mastery of various design software.

To develop solid news judgment and generate insightful visual ideas to marry with stories.

To foster a strong work ethic, professionalism and teamwork.

To heighten awareness of journalistic standards, news ethics and legal considerations.

The foundations of graphic design: grids, typography and color

The principles of conceptual thinking and visual storytelling

How to become a more effective colleague in the newsroom

To build a vocabulary for discussing and critiquing your work

STUDENT LEARNING OUTCOMES

- Appreciation and understanding of how paginators approach their work and the tools they use, e.g. InDesign, Photoshop.
- Improving communication through analyzing, understanding and utilizing placement of text, photos, headlines, graphics, fonts and white space.
- Engaging in a dialogue on legal and ethical considerations facing paginators today.
- Developing basic skills, including:
- designing pages that adhere to professional standards from stylistic, ethical and legal standpoints.
- applying principles, elements and components of modular design
- noticing good and weak design in media and your life
- using journalistic theory and principles to make design decisions
- using proper terminology in design discussions
- incorporating current design trends and principles into publication design

- using text as both informational and design tool
- using graphic devices in an effective manner
- creating dummy layouts and completed designs using Adobe InDesign
- understanding photo composition and preparation for publication using Adobe Photoshop

Core Objectives

By the end of the semester students will be able to:

Understand concepts and apply theories in the use and presentation of images and information;

Apply tools and technologies appropriate for the communications professions in which they work;

Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;

Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;

Think critically, creatively and independently;

Apply basic numerical and statistical concepts;

Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;

Demonstrate an understanding of the diversity of groups in a global society in relationship to communications;

Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;

Conduct research and evaluate information by methods appropriate to the communications professions in which they work;

Understand and apply the principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.

Required Texts and Materials

Required, i.e. **Bring to class every day:**

- Harrower, T. The Newspaper Designer's Handbook. (6th ed.)
- The Associated Press Stylebook and Libel Manual (latest ed.).
- 10 GB or better Flash/Jump drive (Convenient, easy to use, but easy to lose! Back up weekly!)
- Pocket binder for syllabus, handouts, returned work and ongoing design file to hold design critiques
- A 12-inch ruler
- Newspaper and newsmagazine of your choice
- Campus, community and national newspapers, including The Washington Post, USA Today, The New York Times, and The Washington Afro-American
- A variety of magazines and other publications
- Digital camera
- Assignments, information and links posted for this class on <http://blackboard.howard.edu>

Recommended Texts, Web sites and Materials

- The Non-Designer's Design Book by Robin Williams.
- King. *Magazine Design that Works*.
- Harrigan, J.T. *The Editorial Eye*. New York: St. Martin's Press.
- White, Alex W. *Type in Use*.
- Journals/Magazines of interest: Adbusters, AIGA Journal, Baseline, Communication Arts, Eye, HOW, I.D., Print, Step
- <http://www.refdesk.com/paper.htm> - view newspapers around the country and world
- <http://www.newseum.org/todaysfrontpages> -
- U&lc: Upper & lowercase Magazine - <http://www.itcfonts.com/ulc>
- Linotype Library - <http://www.linotype.com>
- Identifont - <http://www.identifont.com>
- <http://ronreason.com/designwithreason/>
- "Adobe Indesign CS3 How Tos" by John Cruise and Kelly Anton: Adobe Press, 2007.
- Newseum: Newseum.com
- Thinking With Type:
http://www.papress.com/other/thinkingwithtype/teachers/teacher_home.htm
- Society for News Design: <http://www.snd.org/>

Free Tutorials

The majority of the coursework will require you to create pages using Adobe InDesign. It is very important that you take the time to learn these programs early in the course as several class exercises will require you to use this software to create pages "on deadline."

InDesign tutorial:

<http://arbenet.net/blog/30-tutorials-that-will-teach-you-indesign>

http://desktoppub.about.com/od/indesigntutorials/Adobe_InDesign_Tutorials.htm

<http://www.design.iastate.edu/LABS/tutorials/indesign/ind0001.html>

<http://www.layersmagazine.com/category/tutorials/indesign>

<http://blog.spoongraphics.co.uk/articles/tutorial-roundup-for-getting-started-with-indesign>

Adobe tutorials: <http://www.adobe.com/designcenter/tutorials/>

Photoshop tutorial:

<http://multimedia.journalism.berkeley.edu/tutorials/photo/photoshop/>

<http://www.adobe.com/support/photoshop/>

Illustrator tutorials

<http://www.smashingmagazine.com/2008/02/05/illustrator-tutorials-best-of/>

<http://www.itnetcentral.com/techbbyc/Illustrator.htm>

http://www.adobe.com/education/webtech/unit_planning2/ib_home.htm

Other tutorials:

<http://multimedia.journalism.berkeley.edu/tutorials/>

GRADING

Skill mastery is the objective of this class. Design projects defy evaluation attempts on a purely quantitative basis. This class rewards attention to detail and pride of craft at the expense of creativity and exertion. You must learn the rules before you can break the rules in writing, so too in design. After acquiring sufficient understanding, practice or experience, you may want to focus on "being creative" or "breaking rules." But first, you must prove, over and over if need be, that you understand and respect the rules of design before you can break those rules. In other words, you won't be rewarded for "breaking rules" in this course.

Like writing, effective design requires editing and reworking. You should expect to do the assignment many times, meaning you'll layout a page or spread once and then redo it again. You'll find your best designs seldom if ever occur on the first try. I plan to use constructive criticism to develop and improve visual design skills, to solidify your strengths and to, hopefully, improve your weaknesses. You **MUST** work outside of the class to improve and remember, I will **NOT** give you an extension because you failed to find time to complete the project. That being said, the change in percentage points for a grade reflects expectations in this upper-level course. The general range of each grade will adhere to these standards:

Grading

Class participation, attendance and punctuality (100) _____

Total 1000 points

Grades are assigned based on the work submitted by deadline. While you can revise work after it has been submitted, you will not receive additional credit for late work.

I will be happy to take a look at draft assignments to make sure you are on track if they are submitted in electronic format no later than one week before the assignment due date.

| Categories Weight | Total Points |
|-------------------------------|--------------|
| Assignments | 100 |
| In-class exercises | 100 |
| Exams (Midterm and Quizzes) | 300 |
| Portfolio | 150 |
| Final Project | 250 |
| Participation/Professionalism | 100 |

| | |
|--------------|--------------|
| Total | 1,000 |
|--------------|--------------|

A — Publishable design that's exceptionally well organized, thorough, visually attractive and essentially error-free. It uses appropriate, appealing and effective visuals and text that allows a reader/viewer to quickly understand the point of the communication. Copy corresponds with design and is ready to publish.

B — Publishable design that's well done, but requires minimal revising due to ineffective or unclear presentation, or a few grammar, style, spelling or minor factual errors

C — Design might be adequate for publication, but only if substantially revised to fix the following needs:

- poor organization
- poor construction
- more than a few grammar, style, spelling or minor factual errors need correcting

D — Though it contains many necessary elements, major revisions required to design to fix:

- lack of organization
- lack of purpose
- numerous style, grammar and spelling errors
- inadequate subject coverage
- unfair treatment of subject

F — Cannot publish design due to serious defects including:

- incomplete design
- confusing design
- serious factual errors or fatal errors (written or visual)
- information gaps
- libelous statements
- blatantly unfair treatment of subject or sources that reinforces societal stereotypes

Letter Grade Point Ranges Grade Point Value

A -- 900 - 1000

B -- 800 - 899

C -- 700 - 799

D -- 600 - 699

F -- 0 - 599

Design File (100 points) - The old adage suggests "form follows function." Pretty or creative does not always equal effective. The best work combines both. To that end, you'll keep a design file that I will check four times during the semester. Learn from the professionals by observing printed and online publications outside of class. Focus on the layout and design elements that you could use in class. Find and critique a different kind of design (magazine page, advertisement, photos, infographic, etc.) each time you do this. Find a design you like dislike, then find a similar design that you like in the same medium. Write a single-spaced, one-page

critique indicating comparing and contrasting the designs focusing on the four principles of good design discussed in class. Update your design file when you see interesting designs -- not just before deadline -- to receive the best grade.

Group Project (200 points) - Examine publication stylebooks from the New York Times and other publications. Prepare a publication stylebook detailing the design principles your publication will follow for front page, editorial page and departmental pages to ensure styles remain consistent. You will implement your design stylebook when you prepare your final project. Other elements of the group project include:

1. Analyze the audience based on demographic and psychographic research, using at least five sources. Write a three-page Function Essay indicating the purpose and formula of your publication.
2. Discuss your publication's format in a three-page Format Essay that addresses pages, graphics, typography, potential advertisers, potential competition and cost. (NOTE: You can use some of the information you've already gathered for your publication stylebook). Determine theme that ties this issue together.
3. Design a logo, providing all versions attempted. You will show your development process in a class presentation where you'll discuss why you made your final choice.
4. Design magazine cover including an updated, final version of your logo.
5. Design and produce magazine spread (two pages) that includes table of contents and masthead for inside front cover location.
6. Create and produce a back-of-the-magazine spread of two pages of editorial material designed to show they are not related (e.g. inside back cover may be an advertisement).
7. Design and produce a magazine back cover.
- 8.

Extra Credit - I will add 2 percentage points to your final grade if you have perfect attendance. Hand in assignments early and get an 10 extra points. You can earn an additional 50 points at semester's end by writing the bonus critique explained in the schedule.

*** FYI: Good design entices viewers to read the copy so make sure it's free of errors. In a real-world job, editors must examine and approve what's going into their sections before beginning the pagination process.**

For the final project:

1. Use your publication stylebook when designing.
2. Use art or photos. While I prefer student-originated artwork, you may pay for rights to non-student artwork
3. Submit prototype pages in InDesign format, including downloaded fonts. If you forget to save your fonts with your project, you will not be able to view it elsewhere and it still look the same.
4. Provide a self-evaluation with your essays and pages that critiques:
 - o the design plan
 - o use of proper grammar/spelling/AP style
 - o use of contrast

- use of alignment
- use of repetition
- use of proximity
- overall appropriateness for the audience
- overall visual appeal

What does it take to earn an A in this course? You must demonstrate excellence by delivering such work on a regular basis and/or showing continued progress by challenging yourself and raising the bar. It also means excelling at the other 20 percent – not only doing well on your quizzes, but also coming to class, coming to class on time and coming prepared to participate. Quizzes may be given each at the start of class. If you are late, do not expect questions to be repeated.

Course Policies: Assignments

All assignments must be **TYPED AND DOUBLE-SPACED WITH AT LEAST A ONE-INCH MARGIN ON ALL SIDES**, unless otherwise noted. **INCLUDE A CITATION FOR ALL RESEARCH MATERIALS.** Include your name, e-mail address, course name, assignment description, and date in the upper left corner. This information can be single-spaced. Do not include your student ID number. Please submit a **HARD COPY OF YOUR ASSIGNMENT ON PAPER, AND UPLOAD** via Blackboard's DISCUSSION BOARD, ASSIGNMENT TOOL, or TESTS/SURVEYS. Do not e-mail assignments, unless instructed. E-mail should be used primarily to communicate with Professor Sturgis.

(See Blackboard instructions below.)

Grades are assigned based on the work submitted by deadline. While you can revise work after it has been submitted, you will not receive additional credit for late work.

Portfolio/Resume

You will be expected to produce a Web page or Web site that could serve as a resume and/or a showcase of your work online by the end of the term. The resume will be designed and built using a blog platform.

Late Work Policy: NO LATE ASSIGNMENTS WILL BE ACCEPTED.

Grades are assigned based on the work submitted by deadline. While you can revise work after it has been submitted, you will not receive additional credit for late work. In general, late assignments will be accepted within a week of the deadline — **ONLY** with approved documentation of an emergency or medical reason. If you miss a class, please consult with another student for notes. Make sure you fully understand directions for every assignment. Course work submitted that does not conform to prescribed guidelines will not be accepted. There are no make-ups for in-class writing, quizzes, the midterm, or the final exam.

Extra Credit Policy: No extra credit will be given in this class

Grades of "Incomplete": Only extreme and unforeseeable circumstances, such as a death in the family, serious illness, etc. warrant a grade of incomplete. You must notify the instructor of such a circumstance within 10 days of the incident in order to be considered for a grade of incomplete.

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

Revision Policy: Revisions are entirely optional for grades of 70 or below; work must be resubmitted within a week after it is returned to you.

Group Work Policy: Everyone must take part in a collaborative project. All members of a group will receive the same score; that is, the project is assessed and everyone receives this score. However, that number is only 90% of your grade for this project. The final 10% is individual, and refers to your teamwork. Every person in the group will provide the instructor with a suggested grade for every other member of the group, and the instructor will assign a grade that is informed by those suggestions. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

Course Policies: Technology and Media

DO NOT save your layouts and other designs on desktop; these items will be erased during computer maintenance. Store your work on a portable USB storage device (flash drive). Always backup assignments on a separate flash drive. Always have at least two digital copies of everything that you create. There will be NO accepted excuses for assignments lost to computer failure or lost flash drives.

Blackboard: Log onto <http://blackboard.howard.edu> using your student identification number (without the @ sign) and your Bison password. Check the Announcements, go to Tools and then Personal Information update your email address. Your Howard email address is linked to Blackboard, which is the preference of the University. However, if you use a different email more often, you must indicate your preference within Blackboard so that you don't miss any correspondence. If you are unfamiliar with Blackboard, use the tutorials. Deadline: Jan 13.

You are also expected to check Blackboard at least two to three times a week. Your AP style exercises will be posted on Blackboard, and you will have an opportunity to take them more than once. Log on to <http://blackboard.howard.edu> (without www) by using your student ID number without the @ sign and your Bison password, which is typically your six-digit birth date. If your birthday is Sept. 27, 1985, your password would be 092785.

Email: Use isturgis@howard.edu to contact me for matters outside of classwork. I will check it and Blackboard everyday. Please do not use my personal email. I will not respond to messages sent there.

Laptop Usage: You may use your laptop in class to take notes.

Classroom Devices: No personal audio recording devices are allowed without my permission.

Disability Access: Howard University is committed to providing an educational environment that is accessible to all students, in accordance with the Americans With Disabilities Act (ADA). If you have any disabilities that require an accommodation, please contact me privately and consult the Office of the Dean for Special Student Services (ODSSS) at (202) 238-2420.

Attendance Policy: Attendance, punctuality and adherence to deadlines are mandatory and will affect your final grade. I will take attendance at the beginning of each class. Attendance is part of your class participation grade. If you are sleeping in class, you will be counted as being absent for the day. The instructor's gradebook is the official record. More than two class absences results in an automatic, one-letter-grade reduction for the course. Three unexcused tardies equal one absence. Four absences results in failure of the course. You are expected to be on time and ready to participate every class meeting. Late arrivals and early departures will count as partial absence at the instructor's discretion.

Professionalism Policy:

Writing and Editing Skills

High standards of writing and editing will be expected and enforced. Students, therefore, must be able to edit their work for grammar, punctuation, accuracy, clarity, conciseness, and style. Poorly written work will receive a reduced grade.

Eating in computer lab: Food and drink in computer labs and around electronic equipment is prohibited.

Classroom Etiquette: Mobile phones, watch alarms, iPod and other electronic devices **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned may suffer a reduction in their final class grade.

Academic Conduct Policy: Academic Dishonesty

Academic dishonesty means:

- copying someone else's work
- submitting work conducted previously or simultaneously for another course

- sharing results of your individual research efforts
- asking your neighbor questions about an exercise (Ask me instead!)
- having a friend or classmate doing your work for you

While you are free to discuss your assignments with classmates, all homework is to be done individually. To get help from others in doing the assignments will be considered cheating. If you feel the need with assignments, please discuss the problem with me first.

Students in courses in the Department of Journalism are expected to do original analysis, reporting, writing, design and photography. Students are expected to explicitly cite the sources of any information that is not derived from their own analysis, reporting, writing, design and photography. Don't assume that information and images widely available to the public on the Internet or through other means are fair game. Go to the source of the information or image, and cite the source.

Here's a rule to live by: If you have any doubt about the need to cite a source, cite the source. Err on the side of over-attribution. In addition, please review the plagiarism information under Library System at www.howard.edu.

All instances of plagiarism are documented in a file in the Department of Journalism. The Department of Journalism will seek the immediate suspension of any student whose academic record includes previous punishment for plagiarism.

The first act of plagiarism by a student with no prior record of plagiarism will be punished by an "F" on the assignment. A second act of plagiarism will be punished by an "F" in the course and a recommendation for suspension from the university. Students will be responsible for any act of plagiarism, copyright/trademark violations or other misuse that results in legal fees, fines or other expenses.

SUPPORT

Blackboard Support: CETLA's [Blackboard Resource Center](#) is the fastest way for faculty to find the answer to a question about Blackboard. The Blackboard Resource Center provides illustrated step-by-step instructions for performing common tasks, Frequently Asked Questions (FAQs) about administrative issues, and detailed manuals. If all else fails, faculty can contact the System Administrators, Umesh Giri (ugiri@howard.edu, 202-806-2834) and Konya Hurt (khurt@howard.edu, 202-806-2960). CETLA has also created a [Blackboard FAQs site for students](#).

Library Support: If you have questions about databases or search strategies, you can contact the [reference staff](#) in Founders' Library or [the librarian assigned to your department](#).

Tutorial Support: A number of institutions have organized a staff of cybertutors so that their students can receive one-on-one assistance online. Although Howard has been pilot-testing an online Writing Center for English and WAC courses, the

Center is not available at this time of year. However, you can search the Web for tutorials that provide explanations and self-scoring quizzes. See, for instance, the [Darling's Grammar](#) site for writing tutorials. You can also watch a number of short videos to improve your study skills (including time management) on [Dartmouth's Academic Success Center](#) website

Week 1 First week of class

Introductions, course overview, expectations, Blackboard, contacts, etc.

Three words that describe who you are; your personal motto.

Comments on getting started

Assignment: Name at least three topics--related to the course description and objectives--that you would like to see addressed in this class, then explain why these topics are important to you in pursuing your future goals.

READ: INTRODUCTION: PAGES 1-16

READ: PUBLICATION DESIGN:

http://www.lindamojer.com/Business/art_pubdesign.htm

LECTURE: HOW TO SEE (ppt)

ASSIGNMENT: IDENTIFY THE FONT

Once you start to pay attention to different typefaces, you will begin to notice the details in the differences among them. Take your camera out and take three pictures of anything with words -- from posters, signage, menus to books and more. Be creative! Then use the fonts from a Word document, including the typefaces we talked about in class to identify the fonts. You may upload the pictures by 5 p.m. on Tuesday.

Also: Read and be ready to discuss the following articles:

<http://ilovetypography.com/2010/08/07/where-does-the-alphabet-come-from/#more-8906>

<http://www.fastcompany.com/blog/cliff-kuang/design-innovation/your-personality-summarized-typeface>

<http://www.papyruswatch.com/>

<http://www.erellsworth.com/?p=355>

Web could be stylized by new W3C font platform:

<http://www.reuters.com/article/idUS243443851220100817>

Portfolio/Resume

You will be expected to produce a Web page or Web site that could serve as a resume and/or a showcase of your work online. The resume will be designed and built using Wordpress.

LATE REGISTRATION/CHANGE OF PROGRAM

Week 2 Chapter 1. Fundamentals. Pages 18-44 (pig dummy)

Reading: <http://www.osi.hu/cpd/resources/MARQUENG.html>

Assignment: Dress the Dummy

<http://www.newsu.org/courses/typography-news-design>

In Class:

http://www.papress.com/other/thinkingwithtype/teachers/word_project.htm

Quiz: Parts of a Page

Week 3 Chapter 2. Story Design (Good examples of story design)

Publication design proposal for your own newspaper

Chapter 4. Photos and Art (examples of photo and art)

Photoshop Lesson

ASSIGNMENT: PHOTO ESSAY

Week 4 Chapter 3. Page Design: Signage, grids, points of entry, Magazine approval

InDesign Basics/Illustrator Basics – Lynda.com

ASSIGNMENT: What's Your cover/Facebook Album

1. Front page dummy

1. Front page layout

Week 5 Chapter 5. Nuts and Bolts

Words to critique

Read: Evaluating a Publication, 228-229; 231

Creating a Stylesheet

Tabloid front page

1. Inside page dummy (w/at least one jump)

2. Inside page layout (w/at least one jump)

Week 6 Chapter 6. Graphics and Sidebars

Data visualization

Week 7: Chapter 7: Special Effects

Week 8 Chapter 8. Redesigning

Mid-term Status Report

Exam: What is it called, critique: good and bad design, using Photoshop, using grids

Portfolio review

1-2 page critique of a newspaper or magazine

Week 9 Magazine Design

ASSIGNMENTS:

Magazine cover

Magazine inside page or spread

Week 10 Magazine design

ASSIGNMENTS:

Magazine inside page or spread

Magazine inside page or spread

Week 11 Web design basics

Week 12 Chapter 9. Web design basics

Week 13 GROUP FINAL PROJECT: 4-page magazine prototype: COVER, TOC, 2 INSIDE PAGES OR SPREAD WITH STYLESHEET, WEBSITE/BLOG PROTOTYPE

Week 14 GROUP FINAL PROJECT

Week 14 **PORTFOLIOS DUE**

Classes End

FIRST SEMESTER ENDS

Publication Production
Spring 2013

Student: _____ Final grade: _____

Assignments:

Identify the Font

InDesign Basics _____

Photoshop Basics _____

Illustrator Basics _____

Facebook Album

Pig Dummy _____

Washington Post dummy _____

Samples of good and bad design _____

Page dummy _____

1-2 page critique of a newspaper or magazine _____

Publication design proposal for your own newspaper _____

1. Front page dummy _____

1. Front page layout _____

2. Inside page dummy (w/at least one jump) _____

2. Inside page layout (w/at least one jump) _____

Tabloid front page _____

Photo layout _____

Midterm _____

Magazine cover _____

Magazine inside page or spread _____

Magazine inside page or spread _____

Magazine inside page or spread _____

Final project: 4 pages for Magazine _____

Plus a layout coordinated with copy editing and FOJ students. Explain your design approaches.