Computer Graphics Workshop

BMGT 458Q
Fall 2023

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Course Times: 7-9:40pm
Classroom: ATL 1410

Course Description

This course is an introduction to computer graphics and visual communication principles. Students will explore fundamental design principles through digital visual communication projects. Technology content will include photo manipulation, digital illustration, and page layout.

By the end of the course, you will be able to:

- Identify and define basic computer graphics/design terminology
- Understand industry standard software (Adobe Creative Suite)
- Integrate graphics with text via Adobe Creative Suite
- Use a desktop publishing program to create documents of varying sophistication
- Create and/or manipulate pixel and vector-based images

Course Structure

Our course will proceed using a **blended format**.

This means you will have some class sessions held in-person in our assigned classroom, and additionally, we will have synchronous online live sessions during our normal class meeting time. The synchronous sessions will be held using video conferencing. Please be sure to reach out early if you begin to have problems or need assistance.

Time Expectations / How to Successfully Complete This Course
In order to help you complete this course, you will need to be comfortable using InDesign, Illustrator, & Photoshop, have a basic understanding of graphic design principles, attend all meetings, complete all the assignments on time, and spend the necessary time on your projects. Each week, in addition to any scheduled live class time, you should expect to spend anywhere from 1-6 hours per week outside the class time on assignments. If you discover you need help, voice your concerns as early as possible. There are options and ways to help if it is expressed in a timely manner.

Course Materials & Software
There is no required text for this course. However, you will be required to complete online readings and tutorials.

- Cloud Storage
- Sketchbook
- LinkedIn Learning (Available through UMD)

Software Requirements

Software Name	How to Access it
Adobe Creative Cloud	[UMD Adobe Creative Cloud](#)

Course Outline & Assignments

Week #	Format	Topic	What's Due	
1 (8/30)	**In-Person**	Intro, Syllabus Review, Intro Graphic Design, Design Principles—Figure Ground Relationships	--	
2 (9/6)	**In-Person**	Illustration Vs. Photography, Color, Rule of Thirds, Photoshop Skills & Tools	Figure/Ground Exercise	✏
3 (9/13)	**In-Person**	Design Ethics, Intro to Typography	Cropping/Mask Exercise	✏
4 (9/20)	**In-Person**	Design Principles Continued & Gestalt Theory, Intro to InDesign/Photoshop	Photoshop Exercise	✏
5 (9/27)	**Online**	Indesign/Layouts, Critique Best Practices	Poster Week 1	
6 (10/4)	**In-Person**	Peer Critique: Poster	Poster Week 2	
7 (10/11)	**In-Person**	Grids, Magazine & Publication Design	Final Poster	☆
8 (10/18)	**In-Person**	Branding, Brand Identity & Brand Architecture	Magazine Spread Week 1	
9 (10/25)	**Online**	Peer Critique: Magazine Spread	Magazine Spread Week 2	
10 (11/1)	**In-Person**	MockUps/Smart Objects, Intro to Illustrator	Final Magazine Spread	☆
11 (11/8)	**Online**	Intro Infographics	Identity Week 1 Pen Tool Exercise	✏
12 (11/15)	**In-Person**	Peer Critique: Identity Project	Identity Week 2	
13 (11/22)	**--**	**Thanksgiving Break - No Class**	Final Identity Project	☆
14 (11/29)	**Online**	Workshop	Infographic Week 1	
15 (12/6)	**In-Person**	Peer Critique: Infographic Resume	Infographic Week 2	
16 (12/13)	**--**	**Finals Week - No Class**	Final Infographic Resume	☆

* Subject to change

Following University policy, this Fall 2023 course is planned for in-person live sessions. If University policy should change, this website will be updated https://umd.edu/4Maryland and students will be informed as soon as possible. The Maryland Smith community remains committed to providing you with the best learning opportunity while ensuring your continued health and safety.

Grading Structure

Grades will be based on competent execution of exercises and projects on a timely basis. Please note that simply completing all requirements does not constitute extraordinary work. Assignments will not be accepted more than 1 week after the due date & the possible grade for that assignment will drop by 1/2 the points. Assignments are due before class, after that they are considered late.

Grading Scale

A: 92-100; A-:90-92; B+:89, B:82-88; B-:80-82; C+:79; C:72-78; C-:70-72; D:60-69

Task	Percentage %
Creative Critiques & Demos	10%
Exercises (4)	
Figure/Ground	5%
Cropping/Masking	5%
Photoshop	5%
Pen Tool	5%
Projects (4)	
Poster Project	15%
Magazine Spread	15%
Personal Identity	20%
Infographic Resume	20%
Total	**100%**

Plagiarism Statement

It is illegal and unethical to use someone else's work without properly crediting the source whether online, print, or other. If you are not sure whether to credit a source, or to quote or paraphrase, or to use original language, please ask me in advance – or err on the side of citing the source you are using.

For more information on the University's Code of Academic Integrity, please visit: https://policies.umd.edu/academic-affairs/university-of-maryland-code-of-academic-integrity

Publishing of Student Work

In the future, I and/or the Fellows program may want to publish accredited examples of student work for this course. If, for any reason, you would not want your work for this course published, please let me know by email before the end of the semester.

Course Policies

University Class Policies

Students are responsible for knowing their rights and reviewing all course related policies found at this link to **UMD's Office of Undergraduate Studies website** or **UMD's Graduate Schools list of Course Policies.**

University policy requires that masks be worn over the nose and mouth while indoors at all times, regardless of vaccination status. There are no exceptions. Students not wearing a mask will be given a warning and asked to wear one, or will be asked to leave the classroom immediately. Students who have additional issues with the mask expectation after a first warning will be referred to the Office of Student Conduct for failure to comply with a directive of University officials.

Here are some guides that may be useful for the transition to online instruction
- **Campus Resources for Students**
- **Resources for Students Learning Online**
- **Best Practice for Learning Online**
- **Navigating Zoom as a Student**
- **Managing Technical Difficulties**

Netiquette

Netiquette is the social code of online classes. Students share a responsibility for the course's learning environment. Creating a cohesive online learning community requires learners to support and assist each other. To craft an open and interactive online learning environment, communication has to be conducted in a professional and courteous manner at all times, guided by common sense, collegiality and basic rules of etiquette. Please be sure to pause and interact a little more slowly than you normally would to allow for internet speed differences and audio quality. Ensure you're being heard before continuing to present or speak for extended periods. Also please use the interaction buttons in our online tool to participate in class!

Examples of disruptive online contributions:
- Interrupting a classmate
- Changing background images frequently
- Not muting when there are loud noises in your environment or interruptions
- Taking part in other tasks or lying down during the meeting
- Adding private interactions in the software chat box
- Doing anything that would also be considered inappropriate in the in-person classroom

Examples of positive online contributions:
- Stating your name before sharing
- Using the software's participation tools e.g. hand raise, yes, no, etc. to request the faculty's attention
- Using chat to ask questions when unmuting/asking a question would disrupt class function
- Participate in the class opening share-out (e.g. share a pet, funny image, item from your office)
- If you feel comfortable, leave your camera on for the discussion sections of the class

Class Assignments/Discussions/Participation

The primary goal of our discussions is to enhance the collective learning of the class. The following guidelines can help you make effective contributions to our class discussions. Please see the following list of tips for effective and meaningful discussion participation.

Examples of Good Discussion Contributions:
- Comments that report and explain content, opinions, or analysis by stating clear assumptions, critically self reflecting, citing specific sources, and/or conducting explicit, systematic analysis
- Comments/questions that provide or seek clarification
- Comments with good timing as well as good substance providing substantiated claims and evidence and sharing sources where possible
- Comments that make points clearly

- Comments that move learning forward by building an argument and/or drawing on other comments
- Comments that respectfully articulate a point of agreement/disagreement

Examples of Ineffective Discussion Contributions:
- Destructive personal or intellectual attacks
- Interrupting peers
- Monopolization of the discussion
- Disrespectfully articulating a point of agreement/disagreement
- Out-of-sequence comments / destroying the flow of class discussion

Recording and Online Privacy

Some of our class sessions will be recorded for use by enrolled students. Students who participate with their camera engaged or utilize a profile image are consenting to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are consenting to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

It is not necessary to have your camera on but in order to keep the class interactive you are welcome to:
- Keep both your video and audio on and contribute (mute is recommended if there is background noise)
- Keep just you audio on and contribute - stating your name first can help your classmates
- You can use the chat box if you have contributions you'd like to be seen and read but don't feel comfortable sharing your own voice.
- Ensure you're using the participation tools e.g. yes/no/hand-raise and participating in polls
- Please reach out to me at any point if you feel you're falling behind or struggling to participate

Resources & Accommodations

Accessibility and Disability Services

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The **Accessibility & Disability Service (ADS)** provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact me as soon as possible so that I have sufficient time to make arrangements.

For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at **adsfrontdesk@umd.edu**. Information about **sharing your accommodations with instructors**, **note taking assistance** and more is available from the **Counseling Center**.

Student Resources and Services

Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit **UMD's Student Academic Support Services website** to learn more about the wide range of campus resources available to you.

In particular, everyone can use some help sharpening their communication skills (and improving their grade) by visiting **UMD's Writing Center** and schedule an appointment with the campus Writing Center.

You should also know there are a wide range of resources to support you with whatever you might need (**UMD's Student Resources and Services website** may help). If you feel it would be helpful to have someone to talk to, visit **UMD's Counseling Center** or **one of the many other mental health resources on campus**.

Basic Needs Security
If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, please visit **UMD's Division of Student Affairs website** for information about resources the campus offers you and let me know if I can help in any way.

Statement on Diversity and Inclusion
As part of the **Smith School's commitment to diversity and inclusion**, we recognize the importance of a diverse student body as necessary to a THRIVING environment. We are committed to fostering inclusive and equitable classroom environments. The Robert H. Smith School of Business strives to ensure all members of the Smith community feel welcomed, valued, and proud of every aspect of who they are. Through education, knowledge creation, advocacy, programming, and support, Maryland Smith commits to building an inclusive community that fosters a sense of belonging among all stakeholders.

I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Technology Policy
Please refrain from using cellphones and other electronic devices during class sessions unless we have designated such use as part of a class exercise.

Guidelines for technology policies used by Smith instructors.

Faculty Expectations
- I will respond to emails within 48 hours. Feedback on assignments and grades will be returned in a timely manner, targeting an interval of 7 working days.
- I will hold myself to the same high standards I hold my students
- I will be responsible for communicating any and all course, grading, or syllabus changes
- I will do my best to ensure all students have a positive learning experience in my classroom
- I will do my best to ensure all students have a voice in my classroom

Student Expectations
While the following is not an exhaustive list and in no way can replace your grade in this class, the rubric below can assist you in clarifying how to be successful in this course. If you are concerned at any time that you are falling behind please contact me via email as soon as possible.

Unsatisfactory	Beginning	Developing	Excellent
Poor attendance	Mostly on-time attendance	Consistent, on-time attendance	Consistent, on-time attendance
Little or no meaningful contribution to class discussion	Occasional participation or contributions to class discussion	Frequent meaningful participation or contributions to class discussion	Consistent meaningful participation or contributions to class discussion
No or late submission of major assignments	On-time submission of all assignments	On-time submission of all assignments	On-time submission of all assignments
Minimal effort on assignments (inside and outside of class)	Demonstrated effort on some assignments	Demonstrated effort on most assignments	Demonstrated effort on all assignments

No high quality output on any learning assessment or subpar quality across several learning assessments	High quality output on some learning assessments	High quality output on most learning assessments	High quality output on all learning assessments
Disrespectful classroom etiquette	Respectful classroom etiquette	Respectful classroom etiquette	Respectful classroom etiquette

Attendance and Participation

- Given the interactive style of this class, participation will be crucial to learning and your performance in this class. Attendance is particularly important also because class discussion will be a critical component for your learning.

- Each student is expected to make substantive contributions to the learning experience, and attendance is expected for every session.

- Students with a legitimate reason to miss a live session should communicate in advance with the instructor, except in the case of an emergency.

- Students who miss a live session are responsible for learning what they miss from that session.

- Additionally, students must complete all assignments in a timely manner in order to fully participate in class.

Absences and Late Policy

Late assignments require prior permission from the instructor and must be accompanied by a legitimate reason for not meeting a target deadline.

The complete university policy on absences can be found here.

As per university policy, one missed class with an email notification (preferably before) is acceptable. For absences longer than 1 class session, or more than twice in the semester, documentation is required. With appropriate documentation students will be given (1 week from documentation to take the assignment and ½ points for 2 weeks after documentation receipt.)

i.e. For Major Scheduled Graded Events (MSGEs), only University approved absences (religious observance, unforeseen life circumstances out of your control (with documentation), or documented illnesses with appropriate documentation will be accepted.

Academic Integrity

The University's **Code of Academic Integrity** is designed to ensure that the principles of academic honesty and integrity are upheld. In accordance with this code, the Smith School does not tolerate academic dishonesty. Please ensure that you fully understand this code and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this Code. It is your responsibility to read it and know what it says, so you can start your professional life on the right path. **As future professionals, your commitment to high ethical standards and honesty begins with your time at the Smith School.**

It is important to note that course assistance websites, such as CourseHero, are not permitted sources for Smith School courses, unless the instructor explicitly gives permission for you to use one of these sites. Material taken or copied from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might not be accurate and that shortcut the learning process, particularly the critical thinking steps necessary for college-level assignments.

Additionally, it is understandable that students may use a variety of online or virtual forums for course-wide discussion (e.g., GroupME or WeChat). Collaboration in this way regarding concepts discussed in this course is permissible. However, collaboration on graded assignments is strictly prohibited unless otherwise stated. Examples of prohibited collaboration include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc.

Finally, on each exam or assignment you must write out and sign the following pledge:

"I pledge on my honor that I have not given or received any unauthorized assistance on this exam/assignment."

To help you avoid unintentional violations, *the following table* lists levels of collaboration that are acceptable for each type of assignment. If you ever feel pressured to comply with someone else's academic integrity violation, please reach out to me straight away. Also, *if you are ever unclear* about acceptable levels of collaboration, *please ask*!

	Open Notes	Use Book	Ask Friends	Search Online	Work in Groups
	Students may look at their class notes while they complete this deliverable	Students may look at the assigned course textbook/readings while they complete this deliverable	Students may get help from classmates, friends, or others to complete this deliverable	Students may search the web for related ideas or information while they complete this deliverable	Students may complete the deliverable through joint work with others
Exercises	X	X	X	X	
Projects	X	X	X	X	

Course Evaluation

Please submit a course evaluation through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the **Course Eval UM website** to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing through Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Copyright Notice

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Marketing Electives - Extra Credit Opportunity (Fall 2023)

Marketing knowledge evolves over time. The role of academic research is to attempt to understand the underpinnings of consumer behavior. You are invited to contribute to that academic research by participating in one research session offered towards the end of the semester, lasting about one hour, in exchange for extra credit.

This extra credit opportunity is open to students in Marketing electives courses. You may participate in one session to earn a maximum of 1% extra credit for one Marketing electives course. If you are enrolled in more than one Marketing electives course, you will need to select which course to apply the credit to.

Research sessions will take place between November 27 - December 1. Multiple appointment times will be available, but you may participate only once. **All research sessions will be held in the Smith Behavioral Lab (VMH 3518).**

Registering to participate in research via the SONA website: Specific instructions for registering for and completing a research session will be provided approximately 1-2 weeks before the sessions begin.

Confidentiality and research alternatives:
Responses collected in the research session are confidential. That is, your name will not be associated with your responses to the study questions at any time. All data you provide will be grouped with data others provide for purposes of reporting and presentation. If you do not wish to participate in a research session, you may substitute an alternative assignment, which involves reading and reacting to a marketing research article. Additional instructions about the alternative assignment will be provided.

If you have any questions about the research experience, please contact the Behavioral Lab Manager at rhsmith-participate@umd.edu