

DIGITAL MEDIA DESIGN & LAYOUT

SPRING 2017



Instructor Info
EMILY (DAVIS) RAMSEY

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Emily Ramsey is a North Carolina based freelance graphic and web designer. Primarily working with small to medium sized businesses throughout the Southeast, Emily's background also includes stints in marketing at UF and as an Application User Interface Designer for Blue Cross & Blue Shield of Mississippi. Passionate about helping others achieve their goal of becoming a designer, she has also worked as an adjunct professor for the University of Florida College of Journalism and Communications since 2014. She is a two-time graduate of the University of Florida with an undergraduate degree in advertising and a Master of Arts in Mass Communication specializing in Web Design and Online Communication.

Contact

Preferred contact method: UF email address or Canvas mail. Messages to the entire class will be sent out via Canvas mail. Please note that although I may respond to a message from your gmail (or other) account, new messages will always be sent out to your UF email address or on Canvas.

You may also use the discussion forum on Canvas for general questions and as a way of getting feedback from your peers.

Office Hours:

One-on-one meetings in Adobe Connect or over the phone can be scheduled upon request.

Course Website and Login

Your course is Canvas (UF e-Learning). Go to <http://elearning.ufl.edu>. Click the blue e-Learning button. Login with your GatorLink account. Your course will be in the Courses menu on the left navigation. You might have to click All Courses at the bottom depending on how many courses you have taken at UF.

Contact UF Helpdesk <http://helpdesk.ufl.edu/> (352) 392-HELP (4357) if you have any trouble with accessing your course.

CONNECT – LIVE CLASS MEETING:



You can access the class at:

https://uflcoj.adobeconnect.com/vic5326_spring17/



Meeting Time:

Mondays 6:30-9:30 PM Eastern Standard Time

COURSE DESCRIPTION: This course introduces students to the skills and concepts that will help create documents for both print and interactivity. Using Adobe InDesign, students will apply their understanding of color, type, layout, and design to create a portfolio project. While InDesign permits several possible workflows, this course will focus on those that most readily translate into digital design.

Course Objectives:

By the end of this course, students will:

- Create effective layouts utilizing the elements and principles of design
- Demonstrate understanding of basic color, composition, and typographic theory
- Be able to utilize InDesign efficiently at an advanced level
- Be prepared for real-world design restrictions and professional feedback

Course Expectations:

This course will be administered fully online. It is setup in a series of modules over a 16-week period. Each module will use a combination of lectures, assigned reading and/or supplemental videos to cover the week's material. Students will demonstrate their comprehension of each module by completing a quiz and design check assignment weekly.

In addition to weekly assignments, two projects will be assigned throughout the semester. Projects are intended to assess comprehension of theoretical ideas and technical skills. As part of these projects, students will present their progress in a class critique before each is submitted for a grade.

Lectures will be conducted using both live meetings and pre-recorded

videos. Live meetings will be held on Mondays from 6:30-9:30 PM Eastern Standard Time using the Adobe Connect classroom. It is expected that students will be actively engaged in live lessons.

This course observes the UF academic calendar including holidays, start/end dates etc. All due dates and class times are set in Eastern Standard Time. If you live in a different time zone, please adjust accordingly.

It is expected that all work will be completed on time and that students will participate in class discussions in a professional manner while respecting the instructor and fellow students. These discussions are not limited to the Canvas shell, but all platforms that involve coursework.

OWNERSHIP EDUCATION:

As graduate students, you are not passive participants in this course. All students in this Program have a background in marketing, advertising, public relations, journalism, or similar fields. This class allows you to not only take ownership of your educational experience but to also provide your expertise and knowledge in helping your fellow classmates. The Canvas shell will have an open Q&A thread where you should pose questions to your classmates when you have a question as it relates to an assignment or an issue that has come up at work. Your classmates along with your instructor will be able to respond to these questions and provide feedback and help. This also allows everyone to gain the same knowledge in one location rather than the instructor responding back to just one student which limits the rest of the class from gaining this knowledge.

Required Text/Materials:

REQUIRED:



Access to Adobe InDesign CC



White space is not your enemy: A beginner's guide to communicating through graphic, Web and multimedia design. Golombisky, K., & Hagen, R. (2010). Available on Amazon.

REQUIRED PURCHASE (MID-SEMESTER):



Helvetica (2007) a documentary film by Gary Hustwit. Available to rent for \$0.99 on Amazon Video or at your local library

RECOMMENDED:



Two monitor setup, for following along during InDesign lessons.

Prerequisite Knowledge and Skills:

This course assumes that everyone starts out at a beginner level. No prior knowledge of Adobe InDesign is necessary. It is recommended that students be familiar with basic computer techniques, such as zipping files, before beginning the course. Please contact the instructor if you have any concerns about this.

Teaching Philosophy:

Methodology consists of a step-by-step informational format from basics to the advance. Both design theory and technical skills will be taught assuming students have no prior background in the field.

Interaction is a key element of learning about design. As part of live lessons, students will frequently follow along with technical skills demonstrations. Students are encouraged to ask questions throughout, offer alternative approaches, and share resources. This can be done as part of the live lesson or on Canvas discussion forums.

Course Policies:

ATTENDANCE POLICY:

Students are expected to attend all live classes. In the event that a student is not able to attend a live lecture, they are asked to watch the recorded class and write a one-page reaction paper to the discussion. A template is available on Canvas.

Reaction papers are due to instructor (and TA if applicable) by 6 p.m. before the following class. Please use the subject line "VIC 5326 MCR [Insert Date]" in your email. Attendance from MCR papers will be updated on Tuesdays of each week.

LATE WORK AND MAKE-UP POLICY:

Deadlines are critical to this class. All work is due on or before the due date. Extensions for deadlines will only be for preapproved emergencies. Minor inconveniences such as family vacation or minor illness are not valid reasons for extensions. With this in mind there will be penalties for late work:

Less than an hour late	05 points off
More than an hour late but less than 24 hours late	10 points off
More than 24 hours late but less than 48 hours late	15 points off
More than 48 hours late	Not accepted at all

Issues with uploading work for a grade is not an excuse. If student is having technical difficulties with Canvas, there are other means to submit completed work. Student may email .zip files or even links to Dropbox folders to Instructor via UF email. Students should compensate for technical difficulties by not waiting until the last minute to submit work.

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up. Contact UF helpdesk (352) 392-HELP.

MISSING IN-CLASS CRITIQUES:

Students will present the progress on their projects in a class critique. If a student cannot attend critique for any reason, they are expected to record a video of their presentation to be shared in class. Videos should be submitted in a YouTube (or otherwise shareable) format. Please ensure privacy restrictions are turned off.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalogue at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Coursework Submissions:

All assignments, quizzes, etc. will be submitted electronically through the Assignments in Canvas.

Deadlines:

This class, like others, involves many deadlines. You can expect all assignments for this course to be due on Mondays 6 PM EST. New modules also begin on Mondays, corresponding with live lecture times.

Quizzes and Design Checks	6 PM EST Mondays
Mid-Semester Project Critique File	6 PM EST Mon. Feb. 20 <i>(before in-class presentation)</i>
Mid-Semester Project (Final)	6 PM EST Mon. Feb. 27
Final Project Critique File	6 PM EST Mon. April 10 <i>(before in-class presentation)</i>
Final Project (Final)	6 PM EST Mon. April 17
Missed Live Class Reaction	6 PM EST Monday <i>(before the following class)</i>

Grading:

Your work will be evaluated according to the following distribution:

DESIGN CHECK ASSIGNMENTS	40%
PROJECTS	30%
QUIZZES	20%
ATTENDANCE	10%

THE FINAL GRADE WILL BE AWARDED AS FOLLOWS:

A	100%	to	92.5%	The grade of 92.62 is A. The grade of 92.34 is A-. When the grade falls at a .5, I will carry the grade to the next decimal point for rounding purposes. Current UF grading policies for assigning grade points: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx
A-	< 92.5%	to	89.5%	
B+	< 89.5%	to	86.5%	
B	< 86.5%	to	82.5%	
B-	< 82.5%	to	79.5%	
C+	< 79.5%	to	76.5%	
C	< 76.5%	to	72.5%	
C-	< 72.5%	to	69.5%	
D+	< 69.5%	to	66.5%	
D	< 66.5%	to	62.5%	
D-	< 62.5%	to	59.5%	
F	< 59.5%	to	0%	

Emergency and extenuating circumstances policy:

Students who face emergencies, such as a major personal medical issue, a death in the family, serious illness of a family member, or other situations beyond their control should notify their instructors immediately.

Students are also advised to contact the Dean of Students Office if they would like more information on the medical withdrawal or drop process: <https://www.dso.ufl.edu/care/medical-withdrawal-process/>

STUDENTS MUST INFORM THEIR ACADEMIC ADVISOR BEFORE DROPPING A COURSE, whether for medical or non-medical reasons. Your advisor will assist with notifying professors and go over options for how to proceed with their classes. Your academic advisor is Tiffany Robbert, and she may be reached at trobbert@jou.ufl.edu

COURSE & ASSIGNMENT DETAILS

LECTURES	WEEKLY
QUIZZES	WEEKLY
DESIGN CHECKS	WEEKLY
MID-SEMESTER PROJECT	FEB. 27
FINAL PROJECT	APRIL 17

Weekly Quizzes

Students are expected to complete a five-question quiz in accordance with each module. Quiz questions will cover all material from the module including lectures, readings and supplemental material. Topics will include both design theory and technical skills.

Quizzes will become available on Canvas during class each week, and are due before class the following Monday at 6 PM. For example, the week #1 quiz will open on Canvas during the first class and be due by 6 PM before class on week #2.

Please note that there are often several different ways to complete tasks in InDesign. In order to ensure fairness, all skills-related questions will utilize methods discussed in class.

Students will not be assigned a new quiz during critique weeks or holidays.

Quizzes are available on Canvas under both Assignments and Quizzes, and also linked within each module.

Due: Mondays at 6 PM

Quiz Rubric

Each question is worth one point, for a total of 5 points

Weekly Lectures:

Lectures will consist of both live and pre-recorded material. Most modules will use a mix of the two, so students should expect to come to class each week. Students will be notified in advance if certain modules will use only pre-recorded material.

Pre-recorded video links will be distributed during live lessons and also posted on Canvas in accordance with each module. Links will be posted after the live lesson has occurred. In the event that there is no live class one week, pre-recorded video links will be emailed out and posted on Canvas before a live lesson would typically occur.

Weekly Design Checks

The best way to learn is by doing. As such, students will complete weekly design check assignments in accordance with each module. These assignments are intended to reinforce and blend both theoretical and technical skills covered each week. For the most part, they will be completed in Adobe InDesign. Topics and prompts will vary according to the material presented in each module. Students may be asked to perform a certain InDesign technique and/or demonstrate understanding of theoretical concepts (type, color, hierarchy etc.).

Unless otherwise noted, students will upload their completed work in PDF and INDD formats to the appropriate assignment on Canvas.

Design checks will become available on Canvas during class each week, and are due before class the following Monday at 6 PM. For example, the week #1 design check will open on Canvas during the first class and be due by 6 PM before class on week #2.

Students will not be assigned a new design check during critique weeks or holidays.

Design checks are available on Canvas under Assignments and also linked within each module.

Due: Mondays at 6 PM

[Design Check Rubric \(see Appendix\)](#)

Projects: Two projects will be assigned throughout the semester assessing theoretical and technical concepts.

Mid-Semester Project

In the mid-semester project, students will begin to demonstrate their understanding of design principles as well as working with styles, typography and visual elements in InDesign. Students will be asked to create an info packet for a non-profit organization of their choice. Specific assignment details will be available on Canvas.

Mid-Semester Project Critique: Feb. 20 during live class

Due for Grade: Feb. 27 at 6 PM EST

[Project Rubric \(See Appendix\)](#)

Final Project

In the final project, students will demonstrate their mastery of design concepts and InDesign techniques. Students will create an interactive 20-page document based on an instructor-provided topic. Detailed requirements of this assignment will be available on Canvas.

Final Project Critique: April 10 during live class

Due for Grade: April 17 at 6 PM EST

[Project Rubric \(See Appendix\)](#)

PROJECT CRITIQUES Being a designer is more than just sitting behind a computer. It is important to learn how to give and receive feedback. As part of the projects, students will participate in a design critique before submitting their assignment for a final grade.

As part of this, students will give a five-minute presentation of their progress on the project in live class. During this time, students will receive feedback from their peers on their design (using the Adobe Connect chat feature). Students are encouraged to ask questions, present multiple options, etc. so that they may benefit from the process as much as possible.

This gives students the opportunity to receive peer-to-peer feedback on their projects before submitting them for a grade. Assignments do not need to be fully complete before a design critique, and students are allowed (if not encouraged) to make changes based feedback provided during their presentation before submitting for a grade.

Please see late work policy for instructions on missing a critique.

CRITIQUE RUBRIC Students will be graded on participation only. Participation includes both presenting work and providing feedback to peers. This is part of the overall project grade.

University Policies

University Policy on Accommodating Students with Disabilities:

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC is located in room 001 in Reid Hall or you can contact them by phone at 352-392-8565.

Netiquette: Communication Courtesies:

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

Class Demeanor:

Mastery in this class requires preparation, passion, and professionalism. Students are expected, within the requirements allowed by university policy, to attend class, be on time, and meet all deadlines. Work assigned in advance of class should be completed as directed. Full participation in online and live discussions, group projects, and small group activities is expected.

My role as instructor is to identify critical issues related to the course, direct you to and teach relevant information, assign appropriate learning activities, create opportunities for assessing your performance, and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for you to have confidence that you have mastered the material and for me to determine that you are meeting all course requirements.

At all times it is expected that you will welcome and respond professionally to assessment feedback, that you will treat your fellow students and me with respect, and that you will contribute to the success of the class as best as you can.

Other Resources:

Other are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources: <http://www.counseling.ufl.edu/cwc/> 352-392-1575
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please contact your program director and/or student support coordinator at distancesupport@jou.ufl.edu or visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

Course Evaluation:

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>

Evaluations are typically open during the last two or three weeks of the semester. Students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>

University Policy on Academic Misconduct:

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>

The University of Florida Honor Code was voted on and passed by the Student Body in the fall 1995 semester. The Honor Code reads as follows:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 352-392-1261.

Academic Honesty

All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students' responsibility to ensure that they

know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

Plagiarism: Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

Cheating: Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

Misrepresenting Research Data: The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason any intentional falsification or misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.

Students are expected to adhere to the University of Florida Code of Conduct <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>

If you have additional questions, please refer to the Online Graduate Program Student Handbook you received when you were admitted into the Program.



SCHEDULE

Modules begin and end on Mondays,
corresponding with live lecture times.

WEEK 1 - JAN 9

OBJECTIVES:

Explain course objectives and the fundamentals of design.

Describe the primary use for InDesign and give an overview of the platform.

TOPICS COVERED:

- Course Intro
- Design Basics
- Getting started in InDesign
- What is a pica?

READ:

WSINYE Chapter 1: What is Design?

TASKS:

Complete design check and quiz for module #1

WEEK 2 - JAN 16

No Class - Holiday

WEEK 3 - JAN 23

OBJECTIVES:

Distinguish the necessary steps to take before beginning a design.

Practice creating basic shapes and text in InDesign.

Generate PDFs in InDesign.

TOPICS COVERED:

- Before you begin
- Basic shapes/text, PDF export
- IDML files

READ:

WSINYE Chapter 2: Step Away from the Computer

TASKS:

Complete design check and quiz for module #3

WEEK 4 - JAN 30

OBJECTIVES:

Analyze different types of layouts

Modify images in InDesign

Create swatches & gradients, with and without the eyedropper tool

TOPICS COVERED:

- Works every time and other common layouts
- Image basics
- Swatch basics, gradients, eyedropper tools

READ:

• WSINYE Chapter 3: I Need to Design This Today

- [Three Design Layouts](#)

TASKS:

Complete design check and quiz for module #4

WEEK 5 - FEB 6

OBJECTIVES:

Identify and examine the most common layout sins

Create effects in InDesign

Demonstrate working with grids and layers

TOPICS COVERED:

- Layout Sins
- Effects
- Grids/guides, layers

READ/SUPPLEMENT:

- WSINYE Chapter 4: Layout Sins
- [CC Libraries](#)

TASKS:

Complete design check and quiz for module #5

WEEK 6 - FEB 13

OBJECTIVES:

Illustrate the benefits of using a grid in design

Use more advanced image tools, including the links panel

Explain the use for packaging InDesign files

TOPICS COVERED:

- Working with grids and layouts
- Images in more detail, packaging files
- Text wrap

READ:

- WSINYE Chapter 6: Layout
- [Using layout grids effectively](#)

TASKS:

Complete design check and quiz for module #6.

WEEK 7 - FEB 20

Mid-Semester Project in-class critique. See assignment on Canvas.

WEEK 8 - FEB 27

OBJECTIVES:

Discuss and distinguish fundamental design elements and principles

Evaluate InDesign tools for long documents and their benefits

Create InDesign styles and master pages

TOPICS COVERED:

- Elements/principles of design
- InDesign styles: character, paragraph, object and nested
- Master pages

READ:

WSINYE Chapter 5: Mini Art School

TASKS:

Complete design check and quiz for module #8

WEEK 9 - MARCH 6

OBJECTIVES:

Interpret color theory and best practices

Distinguish the difference between process and spot colors

TOPICS COVERED:

- Understanding Color
- Advanced swatches, sharing swatches, convert RGB to CMYK

READ:

- WSINYE Chapter 8: Color Basics
- [What does your brand color say about you?](#)
- [Contrast test](#)

TASKS:

Complete design check and quiz for module #9

WEEK 10 - MARCH 13

OBJECTIVES:

Classify different types of fonts

Assess fundamental rules of typography

Apply typographic principles in InDesign

TOPICS COVERED:

- Intro to Typography
- Advanced type in INDD
- OpenType fonts
- Tables and table styles
- Placing Excel files

READ:

- WSINYE Chapter 7: Type
- [Open Type Fonts](#)

TASKS:

Complete design check and quiz for module #10

WEEK 11 - MARCH 20

OBJECTIVES:

Examine the perspective of renowned typographers on various fonts, namely popular Helvetica

TOPICS COVERED:

Watch: Helvetica (2007) a documentary film by Gary Hustwit. Available to rent for [\\$0.99 on Amazon Video](#)

READ:

No reading this week

TASKS:

Complete design check and quiz for module #11

WEEK 12 - MARCH 27

OBJECTIVES:

Identify best practices for choosing images

Work with anchored objects

Create a table of contents and index in InDesign

TOPICS COVERED:

- Adding visuals
- Anchored objects, multi-shape grid, step and repeat
- Type on a path
- Table of contents, indexes

READ:

WSINYE Chapter 9: Photos and Illustrations

TASKS:

Complete design check and quiz for module #12

WEEK 13 - APRIL 3

OBJECTIVES:

Distinguish the differences in designing for print vs on the web

Examine interactivity in InDesign

Create active hyperlinks and buttons

TOPICS COVERED:

- Print vs web
- Hyperlinks
- Buttons, SWF preview
- Forms
- Animations, page transitions

READ:

WSINYE Chapter 13: Designing for the Web

[Liquid Layouts](#)

TASKS:

Complete design check and quiz for module #13

WEEK 14 - APRIL 10

Final Project in-class critique. See assignment on Canvas.

WEEK 15 - APRIL 17

No class - Final Project due



APPENDIX

Assignment Rubrics

Design Check Rubric #1

	Excellent	Above Average	Average	Below Average	Poor
Completeness	Work includes all required elements. All required InDesign skills are properly executed.	Work is missing 1 required element/InDesign skill. This includes improper execution of a skill.	Work is missing 2 required elements/ InDesign skills. This includes improper execution of a skill.	Work is missing 3 required elements/ InDesign skills. This includes improper execution of a skill. Or failed to submit INDD or PDF file	Work is missing more than 3 required elements/ InDesign skills. This includes improper execution of a skill.
	50 Points	45 Points	40 Points	35 Points	30 Points
Effectiveness	Design is effective, compelling. Demonstrates understanding of design principles (including type, color and layout).	Design is mostly effective. 1-2 minor issues with design principles (color choices, balance, type choices and execution).	Design is somewhat effective. 2-3 minor issues with design principles (color choices, balance, type choices and execution).	Design lacks effectiveness. Issues with design principles (color choices, balance, type choices and execution).	Work demonstrates lack of thought to design principles.
	50 Points	45 Points	40 Points	35 Points	30 Points

Design Check Rubric #2

For those assignments that are more completion based.

	Excellent	Above Average	Average	Below Average	Poor
Completeness	Work includes all required elements. All required InDesign skills are properly executed.	Work is missing 1 required element/InDesign skill. This includes improper execution of a skill.	Work is missing 2 required elements/ InDesign skills. This includes improper execution of a skill.	Work is missing 2-3 required elements/ InDesign skills. This includes improper execution of a skill. Or failed to submit INDD or PDF file	Work is missing more than 3 required elements/ InDesign skills. This includes improper execution of a skill.
	100 Points	90 Points	80 Points	70 Points	60 Points

Mid-Semester & Final Project Rubric

	Excellent	Above Average	Average	Below Average	Poor
Application of Design Principles: Layout	Work is exceptionally arranged. Layout structure helps elements feel connected, and white space is used properly.	Work demonstrates some understanding of arrangement. Layout uses a grid, but white space or relationship between elements may be off.	Needs improvement. Layout may be missing a grid structure disrupting the relationship between elements.	Layout is ineffective. Several elements are out of alignment and balance.	Does not show any thought to layout principles.
	20 Points	18 Points	16 Points	14 Points	12 Points
Application of Design Principles: Typography	Demonstrates great understanding of typographic principles. Fonts were well chosen and well executed.	Demonstrates some understanding of typographic principles. Fonts were well chosen, execution is fair.	Needs improvement. Fonts choices are fair, execution is poor.	Fonts were poorly chosen and poorly executed.	Does not show any thought to typographic principles.
	20 Points	18 Points	16 Points	14 Points	12 Points
Application of Design Principles: Color	Demonstrates exceptional understanding of color theory. Primary color choices are appropriate and accent colors are complementary	Demonstrates some understanding of color theory. Primary color and accent color choices are fair.	Needs improvement. Primary color choices are inappropriate or accent colors are poor.	Primary color choices are inappropriate and accent colors are poorly chosen.	Does not show any thought to color principles.
	20 Points	18 Points	16 Points	14 Points	12 Points
Overall Visual Impact	Design is powerful, compelling, impossible to ignore. Layouts are well varied throughout.	Design gets attention, has some degree of power. Layouts are somewhat varied throughout.	Design needs more creative insight, more variation of layout elements.	Design is weak. Impact on audience likely to be minimal.	Design is weak. Impact on audience likely to even be off-putting.
	20 Points	18 Points	16 Points	14 Points	12 Points
Completeness	Work includes all required elements. Submitted INDD and PDF files.	Work includes most requirements, missing 1 element. INDD and PDF files included.	Work is missing 2 elements. INDD and PDF files included.	Work is missing 3 elements or failed to submit INDD or PDF file.	Work is missing more than 3 elements.
	15 Points	13 Points	12 Points	10 Points	9 Points
Critique Participation	Student presented their own work during critique and commented on the work of at least 75% of their classmates. If absent, submitted a YouTube video.	Student presented their own work during critique and commented on the work of at least 50% of their classmates. If absent, submitted a YouTube video.	Student presented their own work during critique and commented on the work of at least 25% of their classmates. If absent, submitted a YouTube video.	Student failed to present their own work during critique, but still provided feedback to classmates.	Student did not present their own work during critique or give feedback to classmates.
	5 Points	4 Points	3 Points	2 Points	0 Points