DIGITAL MEDIA DESIGN & LAYOUT
SUMMER 2018

Instructor Info
KATIE ALLRED

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 CRITIQUE MEETINGS:
You can access the class at: https://ufl.zoom.us/j/7669927786
Meeting Time:
Mid-Semester Critique: Monday, June 25 at 6 PM EST
Final Project Critique: Monday, July 30 at 6 PM EST

Katie Allred is the web content manager at a large church just south of Nashville, TN. She is a graduate of the University of Mobile with an undergraduate degree in computer information systems and a Master of Arts in Mass Communication specializing in Web Design and Online Communication.
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 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 pre-recorded videos. Live meetings will be held for critiques on Monday, June 25 and July 30 from 6:00-9:00 PM Eastern Standard Time using Zoom.us. It is expected that students will be actively engaged during the live critique.

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.

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

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- 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
Required Text/Materials:

REQUIRED:
- Access to Adobe InDesign CC

Recommended:
- White space is not your enemy: A beginner’s guide to communicating through graphic, Web and multimedia design. 3rd edition (2016), Golombisky, K., & Hagen, R.

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

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:

<table>
<thead>
<tr>
<th>Less than an hour late</th>
<th>05 points off</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than an hour late but less than 24 hours late</td>
<td>10 points off</td>
</tr>
<tr>
<td>More than 24 hours late but less than 48 hours late</td>
<td>15 points off</td>
</tr>
<tr>
<td>More than 48 hours late</td>
<td>Not accepted at all</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes and Design Checks</td>
<td>6 PM EST Mondays</td>
</tr>
<tr>
<td>Mid-Semester Project Critique File</td>
<td>6 PM EST Mon. June 25 (before in-class presentation)</td>
</tr>
<tr>
<td>Mid-Semester Project (Final)</td>
<td>6 PM EST Mon. July 2</td>
</tr>
<tr>
<td>Final Project Critique File</td>
<td>6 PM EST Mon. July 30 (before in-class presentation)</td>
</tr>
<tr>
<td>Final Project (Final)</td>
<td>6 PM EST Mon. August 6</td>
</tr>
<tr>
<td>Missed Live Class Reaction</td>
<td>6 PM EST Monday (before the following class)</td>
</tr>
</tbody>
</table>

Grading:
Your work will be evaluated according to the following distribution:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESIGN CHECK ASSIGNMENTS</td>
<td>40%</td>
</tr>
<tr>
<td>PROJECTS</td>
<td>30%</td>
</tr>
<tr>
<td>QUIZZES</td>
<td>20%</td>
</tr>
<tr>
<td>ATTENDANCE</td>
<td>10%</td>
</tr>
</tbody>
</table>

THE FINAL GRADE WILL BE AWARDED AS FOLLOWS:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100% to 92.5%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>&lt; 92.5% to 89.5%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>&lt; 89.5% to 86.5%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>&lt; 86.5% to 82.5%</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>&lt; 82.5% to 79.5%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>&lt; 79.5% to 76.5%</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>&lt; 76.5% to 72.5%</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>&lt; 72.5% to 69.5%</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>&lt; 69.5% to 66.5%</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>&lt; 66.5% to 62.5%</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>&lt; 62.5% to 59.5%</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59.5% to 0%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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
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
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
**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: June 25 during live class**
**Due for Grade: July 2 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: July 30**
**Due for Grade: August 6 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 Zoom). 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 Courtesy: 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 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.
Modules begin and end on Mondays.
BEFORE CLASS
TASKS:
Watch ‘Getting started in INDD’ and ‘What is a pica?’ videos

WEEK 1 - MAY 14
OBJECTIVES:
Explain course objectives and the fundamentals of design.
Practice creating basic shapes and text in InDesign.
Generate PDFs in InDesign.

TOPICS COVERED:
• Course intro
• Design basics
• Basic shapes/text, PDF export
• IDML files

READ:
• WSINYE Chapter 1: What is Design?

TASKS:
Complete design check and quiz for module #1

WEEK 2 - MAY 21
OBJECTIVES:
Analyze different types of layouts
Create swatches & gradients, with and without the eyedropper tool
Modify images in InDesign

TOPICS COVERED:
• Before you begin
• Works every time and other common layouts
• Image basics
• Swatch basics, gradients, eyedropper tools

READ:
• WSINYE Chapter 2: Step Away from the Computer
• WSINYE Chapter 3: I Need to Design This Today
• Three Design Layouts

TASKS:
Complete design check and quiz for module #2

WEEK 3 - MAY 28
No class - Holiday

WEEK 4 - JUNE 4
OBJECTIVES:
Identify and examine the most common layout sins
Create effects in InDesign
Demonstrate working with grids and layers
Use more advanced image tools, including the links panel
Explain the use for packaging InDesign files

TOPICS COVERED:
• Layout Sins
• Images in more detail, packaging files
• Text wrap
• Effects
• Grids/guides, layers

READ:
• WSINYE Chapter 4: Layout Sins
• CC Libraries

TASKS:
Complete design check and quiz for module #4

WEEK 5 - JUNE 11
OBJECTIVES:
Illustrate the benefits of using a grid in design
Evaluate Indesign tools for long documents and their benefits
Create InDesign styles and master pages

TOPICS COVERED:
• Working with grids and layouts
• InDesign styles: character, paragraph, object and nested
• Master pages

READ:
• WSINYE Chapter 6: Layout

• Using layout grids effectively

TASKS:
Complete design check and quiz for module #5
WEEK 6 - JUNE 18
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 #6

WEEK 7 - JUNE 25*
Mid-Semester Project in-class critique. See assignment on Canvas.

OBJECTIVES:
Discuss and distinguish fundamental design elements and principles

TOPICS COVERED:
• Elements/principles of design

READ:
WSINYE Chapter 5: Mini Art School

TASKS:
Submit mid-semester project for a grade. No quiz or design check this week.

WEEK 8 - JULY 2
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

READ:
• WSINYE Chapter 7: Type
• Open Type Fonts

TASKS:
Complete design check and quiz for module #8

WEEK 9 - JULY 9
OBJECTIVES:
Identify best practices for choosing images
Work with anchored objects
Generate tables in InDesign

TOPICS COVERED:
• Adding visuals
• Anchored objects, multi-shape grid, step and repeat
• Type on a path
• Tables and table styles
• Placing Excel files

READ:
WSINYE Chapter 9: Photos & Art

TASKS:
Complete design check and quiz for module #9

*Please note, the WDOC program does not observe summer break
WEEK 10 - JULY 16
OBJECTIVES:
Distinguish the differences in designing for print vs on the web
Examine interactivity in InDesign
Create active hyperlinks
Create a table of contents and index in InDesign

TOPICS COVERED:
• Print vs web
• Hyperlinks
• Table of contents, indexes

READ:
WSINYE Chapter 13: Designing for the Web

Liquid Layouts

TASKS:
Complete design check and quiz for module #10

WEEK 11 - JULY 23
OBJECTIVES:
Discuss designing infographics
Generate forms and animation in InDesign

TOPICS COVERED:
• Infographics
• Forms
• Animations, page transitions
• epubs
• Buttons, SWF preview

READ:
WSINYE Chapter 10: Infographics

TASKS:
Complete design check and quiz for module #11

WEEK 12 - JULY 30
Final Project in-class critique.
See assignment on Canvas.

WEEK 13 - AUGUST 6
No class - Final Project due
### Design Check Rubric #1

<table>
<thead>
<tr>
<th>Completeness</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work includes all required elements. All required InDesign skills are properly executed.</td>
<td>Work is missing 1 required element/InDesign skill. This includes improper execution of a skill.</td>
<td>Work is missing 2 required elements/InDesign skills. This includes improper execution of a skill.</td>
<td>Work is missing 3 required elements/InDesign skills. This includes improper execution of a skill.</td>
<td>Work is missing more than 3 required elements/InDesign skills. This includes improper execution of a skill.</td>
<td></td>
</tr>
<tr>
<td>50 Points</td>
<td>45 Points</td>
<td>40 Points</td>
<td>35 Points</td>
<td>30 Points</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effectiveness</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design is effective, compelling. Demonstrates understanding of design principles (including type, color and layout).</td>
<td>Design is mostly effective. 1-2 minor issues with design principles (color choices, balance, type choices and execution).</td>
<td>Design is somewhat effective. 2-3 minor issues with design principles (color choices, balance, type choices and execution).</td>
<td>Design lacks effectiveness. Issues with design principles (color choices, balance, type choices and execution).</td>
<td>Work demonstrates lack of thought to design principles.</td>
<td></td>
</tr>
<tr>
<td>50 Points</td>
<td>45 Points</td>
<td>40 Points</td>
<td>35 Points</td>
<td>30 Points</td>
<td></td>
</tr>
</tbody>
</table>

### Design Check Rubric #2

For those assignments that are more completion based.

<table>
<thead>
<tr>
<th>Completeness</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work includes all required elements. All required InDesign skills are properly executed.</td>
<td>Work is missing 1 required element/InDesign skill. This includes improper execution of a skill.</td>
<td>Work is missing 2 required elements/InDesign skills. This includes improper execution of a skill.</td>
<td>Work is missing 2-3 required elements/InDesign skills. This includes improper execution of a skill.</td>
<td>Work is missing more than 3 required elements/InDesign skills. This includes improper execution of a skill.</td>
<td></td>
</tr>
<tr>
<td>100 Points</td>
<td>90 Points</td>
<td>80 Points</td>
<td>70 Points</td>
<td>60 Points</td>
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<tr>
<td>Mid-Semester &amp; Final Project Rubric</td>
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<tr>
<td><strong>Application of Design Principles: Layout</strong></td>
<td><strong>Excellent</strong></td>
<td>Work is exceptionally arranged. Layout structure helps elements feel connected, and white space is used properly.</td>
<td><strong>Above Average</strong></td>
<td>Work demonstrates some understanding of arrangement. Layout uses a grid, but white space or relationship between elements may be off.</td>
<td><strong>Average</strong></td>
</tr>
<tr>
<td></td>
<td>20 Points</td>
<td>18 Points</td>
<td>16 Points</td>
<td>14 Points</td>
<td>12 Points</td>
</tr>
<tr>
<td><strong>Application of Design Principles: Typography</strong></td>
<td><strong>Excellent</strong></td>
<td>Demonstrates great understanding of typographic principles. Fonts were well chosen and well executed.</td>
<td><strong>Above Average</strong></td>
<td>Demonstrates some understanding of typographic principles. Fonts were well chosen, execution is fair.</td>
<td><strong>Average</strong></td>
</tr>
<tr>
<td></td>
<td>20 Points</td>
<td>18 Points</td>
<td>16 Points</td>
<td>14 Points</td>
<td>12 Points</td>
</tr>
<tr>
<td><strong>Application of Design Principles: Color</strong></td>
<td><strong>Excellent</strong></td>
<td>Demonstrates exceptional understanding of color theory. Primary color choices are appropriate and accent colors are complementary</td>
<td><strong>Above Average</strong></td>
<td>Demonstrates some understanding of color theory. Primary color and accent color choices are fair.</td>
<td><strong>Average</strong></td>
</tr>
<tr>
<td></td>
<td>20 Points</td>
<td>18 Points</td>
<td>16 Points</td>
<td>14 Points</td>
<td>12 Points</td>
</tr>
<tr>
<td><strong>Overall Visual Impact</strong></td>
<td><strong>Excellent</strong></td>
<td>Design is powerful, compelling, impossible to ignore. Layouts are well varied throughout.</td>
<td><strong>Above Average</strong></td>
<td>Design gets attention, has some degree of power. Layouts are somewhat varied throughout.</td>
<td><strong>Average</strong></td>
</tr>
<tr>
<td></td>
<td>20 Points</td>
<td>18 Points</td>
<td>16 Points</td>
<td>14 Points</td>
<td>12 Points</td>
</tr>
<tr>
<td><strong>Completeness</strong></td>
<td><strong>Excellent</strong></td>
<td>Work includes all required elements. Submitted INDD and PDF files.</td>
<td><strong>Above Average</strong></td>
<td>Work includes most requirements, missing 1 element. INDD and PDF files included.</td>
<td><strong>Average</strong></td>
</tr>
<tr>
<td></td>
<td>15 Points</td>
<td>13 Points</td>
<td>12 Points</td>
<td>10 Points</td>
<td>9 Points</td>
</tr>
<tr>
<td><strong>Critique Participation</strong></td>
<td><strong>Excellent</strong></td>
<td>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.</td>
<td><strong>Above Average</strong></td>
<td>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.</td>
<td><strong>Average</strong></td>
</tr>
<tr>
<td></td>
<td>5 Points</td>
<td>4 Points</td>
<td>3 Points</td>
<td>2 Points</td>
<td>0 Points</td>
</tr>
</tbody>
</table>