

# GRA 4196c / ideas & styles / syllabus

<b>Meets</b>	Tu/TH 5-7 (11:45-2:45) in FAC 316
<b>Instructor</b>	Dr Dori Griffin   dgriffin@arts.ufl.edu   FAC 313E
<b>Office hours</b>	Drop-in Tu 9:30-10:30 & by appointment
<b>Prerequisites</b>	GRA 3198C and GRA 3194C and BFA Graphic Design major of senior standing

I regularly check/reply to email in the early morning and late afternoon M-F. I'm happy to make appointments to meet outside office hours; email to work out a time. And I'm always open to questions and hearing your ideas—let's have honest, respectful conversations to help you meet your goals!

## Texts & materials:

Required: Links to all required readings and viewings will be posted to Canvas.

## Catalog description:

GRA 4196c: Ideas & Styles. Special emphasis on history and theories of graphic design including innovations and contemporary issues.

## Course objectives:

This course explores a complex question: How do designers bring concepts [ideas] into cooperation with visual languages [styles] in a global context? We'll engage this question through many lenses, in a series of design experiments, collaborations, and projects.

**Phase 1:** What ideas are central to designers' collaborations within a global context today?

**Phase 2:** How might we design experiences that foster a sense of belonging within communities?

**Phase 3:** How might we use design to imagine more accessible futures within specific global contexts?

**Phase 4:** How might you best represent your process of problem definition, iteration, and outcomes?

Throughout the course, our **guiding principles** will be: cultivate curiosity, demonstrate respect, listen actively to all voices, and communicate clearly. All assignments and supporting materials will be posted to Canvas.

## Course outcomes:

At the end of this course, students will be able to: (1) demonstrate their capacity to identify and develop contextually suitable design outcomes for complex global needs; (2) design systems-level outcomes across 2D, 3D, and 4D platforms; (3) document and share their critically/theoretically informed iterative process across diverse contexts, from global stake-holder communities to design-practitioner peers.

## Course deliverables:

This course prioritizes (1) well-prepared, active engagement in scheduled meetings – demonstrated by attendance and participation and documented with in-class response activities; (2) commitment to completing weekly lecture/reading/viewing assignments – demonstrated through participation in class discussions, presentations, and/or quizzes; and (3) meaningful contributions to our shared goal of expanding and de-centering graphic design history – demonstrated through your contributions to the class project.

## Point distribution – 100 points total:

This course evaluates engagement with the design **process**—from problem definition through the presentation of outcomes. As such, the grading scale is broken down into 18 process outcomes, each worth 4pts, with +3 points for completion of at least 17 of these. These process outcomes are 75% of the course grade. Each of the two projects is 10% of the grade, and the final case studies for those two projects are 5% of the grade.

## Grading scale:

The grading scale for this course is consistent with the current UF policy for assigning grade points which can be viewed at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

<i>Letter</i>	<i>GPA</i>	<i>Percent</i>	<i>Course points</i>	<i>Letter</i>	<i>GPA</i>	<i>Percent</i>	<i>Course points</i>
A	4.00	100-94%	1000-950 points	C	2.00	76-73%	769-730 points
A-	3.67	93-90%	949-900 points	C-	1.67	72-70%	729-700 points
B+	3.33	89-87%	899-870 points	D+	1.33	69-67%	699-670 points
B	3.00	86-83%	869-830 points	D	1.00	66-63%	669-630 points
B-	2.67	82-80%	829-800 points	D-	0.67	62-60%	629-600 points
C+	2.33	79-77%	799-770 points	F	0.00	59% or below	599 points or less

### Course policies:

**Attendance:** Being present for class allows you to participate in credit-earning, in-class activities and complete required assignments; more importantly, your contributions to discussions and peer review sessions facilitate an engaged learning community. After the first two absences, each additional unexcused absence will reduce the final course grade by 5/100 points, or half a letter grade. Unless you check in via email **ahead of time** to make specific and mutually agreeable arrangements, official documentation of university-approved circumstances (illness, military service, university travel, religious observances, etc.) is required for absences to be excused. Two late arrivals or early departures equal one absence. More than six absences results in automatic failure of the course, unless we've made arrangements ahead of time to accommodate ongoing, documented situations.

**Students Requiring Accommodation:** Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It's important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. If there's something I/we can do that you know to be helpful and functional for you, feel free to **let me know** informally.

**Make-up work:** Presentations and in-class activities can only be made up in the case of documented emergencies or for university approved reasons such as military/university travel, illness, or religious observances; contact me ahead of time to make arrangements. Read the full university policies regarding attendance, excused absences, and make-up exams at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**Academic integrity:** If you use words, images, or ideas that are not your own, **cite them**. This includes the use of AI text and image generators. Claiming the work of others (including AI) as your own is a serious breach of professional ethics and will result in a failing grade in this class. The UF Honor Code specifies a number of other behaviors that are in violation of this code and the possible sanctions. View the Honor Code online: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

**Course evaluations:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last 2-3 weeks of the semester, but 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/>.

**UF in-class recording policy:** Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor. A class lecture does not include lab/studio sessions, student presentations, academic exercises involving solely student participation, or private conversations between students in the class or between a student and the faculty or lecturer during a class session.

**UF guidance on engaging uncomfortable ideas:** People learn best when encouraged to ask questions and express diverse insights on course content which may include images, texts, data, or theories from many fields. This class addresses concepts of race, color, sex, gender, and/or national origin as related to design. We study these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we don't limit access to, or classroom discussion of, ideas and opinions—including those that some may find uncomfortable or even offensive. In response to challenging material, students and instructors are

encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility and disruptive or disrespectful behavior have no place in a classroom, and we will respect one another's full humanity in this course.

**Campus resources:**

*Emergency Contacts*

UF Police: Emergency 911, non-emergency 352-392-1111 or <http://www.police.ufl.edu/>  
UF Counseling and Wellness Center: 352-392-1575 or <http://www.counseling.ufl.edu/cwc/>  
UF 24/7 Crisis Center: <http://www.counseling.ufl.edu/cwc/Emergency-Services>

*Student Healthcare Center*

Dial 911 for medical emergencies  
Dial 352-392-1161 for urgent after-hours medical questions  
Dial 352-392-1171 for after-hours mental health assistance, <http://shcc.ufl.edu>

*General University Policies*

Most policies and procedures important to students recorded here: <http://www.dso.ufl.edu/>

*Academic Services*

Library Support, <http://cms.uflib.ufl.edu/ask>  
Writing Studio, 302 Tigert Hall, 846-1138; <http://writing.ufl.edu/writing-studio/>

## GRA4196c FA23 calendar

### PHASE 1: UNDERSTAND (IDEAS) — WKS 1-3

**Understand:** [Sustainable Development](#) & [Design Futures](#)

**Outcome:** collaborative concept map and group presentation

### PHASE 2: EXPLORE (YOU) — WKS 4-8

**Explore:** Positionality, embodiment, and community belonging

**Inspiration:** [Design for Belonging](#) at the Stanford d-School

**Prompt:** Design a subscription box or a pop-up shop for a community you belong to

**Outcome:** Brand identity guidelines (2D), example of packaging with 3+ content items (3D), social media ads (4D)

### PHASE 3: IMAGINE (FUTURES) — WKS 9-14

**Imagine:** Access and Futuring in Local & Global Contexts

**Inspiration:** “Why are we waiting for the future? How do we bring the future to the present? Design can create a framework to tell people it’s okay to think differently.” —[Lesley-Ann Noel](#)

**Prompt:** Create a design that imagines a more accessible future in \_\_\_\_\_ for \_\_\_\_\_.

**Example:** “This design solution imagines a more accessible future in *reading web comics* for *people who are blind or low-vision*.” (see [MIT’s blog](#) on this project)

**Outcome:** A fictional but tangible designed **artifact** (2D, 3D, and/or 4D) and a short **animation** or other time-based media solution that explains/promotes your solution.

### PHASE 4: PRESENT (OUTCOMES) — WKS 15-16

**Prepare:** Portfolio-ready Case Studies