

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **ARTS 540**

#### **PUBLICATION DESIGN**

#### **COURSE DESCRIPTION**

This course stresses individual direction and achievement in publication design. Students will research the vital role of visual communication and will examine the processes involved in creating and coordinating images and typography through both verbal and visual content across multiple and emerging media. Through readings, research, and assignments, students will explore the role of the designer in visual storytelling and will develop a body of work that attempts to influence and shape culture. May be taken twice.

#### **RATIONALE**

A designer is a visual communicator and should be able to craft any message into a piece that is both functional and beautiful, that engages an audience and elicits an intended response. Publication design takes skill, creativity and craft to accomplish well. The designer must beautifully and appropriately showcase many pages worth of content and craft layouts that engage the audience rather than overwhelm or alienate them. It is the designer's job to lead the audience from front cover to back cover. Understanding and implementing grid structures, organizing content and creating visual hierarchy and systems, understanding the anatomy of a document and adding the functional parts, understanding the content and appropriately illustrating it, crafting a document to be cohesive throughout without monotony, and maintaining a brand throughout a large document or series of publications are complex tasks. Publication design is both conceptual and technical. Designers must have a thorough knowledge of the content, document, client and audience in order to create a successful publication.

#### **I. PREREQUISITE**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

#### **II. REQUIRED RESOURCE PURCHASE**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. RECOMMENDED RESOURCE**

Bosler, Denise. *Mastering Type: The Essential Guide to Typography for Print and Web Design*. Cincinnati, Ohio: HOW Books, 2012. ISBN: 9781440313691.

#### **IV. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment

- B. Internet access (broadband recommended)
- C. Microsoft Office
- D. Adobe Creative Cloud (Student and Teacher Edition)

**V. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to:

- A. Understand and articulate how message and visuals impact society.
- B. Create a publication developing their own literary voice and visual style.
- C. Develop a cohesive system that integrates traditional and emerging media.

**VI. COURSE REQUIREMENTS AND ASSIGNMENTS**

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Blogs (4)

The student is required to create a blog post in response to the provided prompt. Each post must be at least 300 words and demonstrate course-related knowledge. In addition to the original post, the student is required to comment on 2 other classmates' blog posts. Each comment must be at least 50 words and contain visual support where appropriate.

- D. Publication Project

The student will conceptualize, write, design and illustrate a 32-page minimum publication of his/her own. Projects may include children's books, graphic novels or comic books, annual reports and magazines. The goal is to create a publication that showcases mastery of layout, image creation, and concept. All content, both written and visual, should originate from the student.

1. Proposal

The student will write a comprehensive proposal that includes the publication's concept, content overview, target audience, competitors and the media being used to tell the story. If the student is illustrating a children's book, a story draft is due.

2. Research

The student will research his/her topic and genre and will generate a detailed moodboard, content outline, story final (children's book), and will submit project sketches.

3. Planning

The student will develop a storyboard or flatplan for his/her project that indicate the visual direction for each page. Children's books will have character finals due as well.

4. Pages

The student will create the 32 pages of the book over the course of three modules/weeks. It is expected that each page be brought to a finished quality by the due date. In these modules/weeks it is appropriate to show layout, design, and illustration options.

5. Proof

The student will compile and submit the entire publication, including the cover, for a final review. Final imagery and content should be in place.

6. Final

The student will submit his/her final publication for grading. It is recommended that the student sends the publication to be printed professionally once the project is completed. Additionally, the student will submit a well-designed document that articulates his/her concept, design process, and what was learned through the completion of the project.

## VII. COURSE GRADING AND POLICIES

### A. Points

Course Requirements Checklist	10
Blogs (4 at 50 pts ea)	200
Publication Project	
Proposal	50
Research	50
Planning	100
Pages (3 at 100 pts ea)	300
Proof	100
Final	200
<b>Total</b>	<b>1010</b>

### B. Scale

A = 940–1010    A- = 920–939    B+ = 900–919    B = 860–899    B- = 840–859  
 C+ = 820–839    C = 780–819    C- = 760–779    D+ = 740–759    D = 700–739  
 D- = 680–699    F = 0–679

### C. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

## ***COURSE SCHEDULE***

### **ARTS 540**

Textbooks: Caldwell & Zappaterra, *Editorial Design: Digital and Print* (2014).  
Graver & Jura, *Best Practices for Graphic Designers* (2012).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Caldwell & Zappaterra: chs. 1–3 2 presentations 22 tutorials	Course Requirements Checklist Class Introductions Blog 1 Publication Project: Proposal	10 0 50 50
<b>2</b>	Caldwell & Zappaterra: chs. 4–6 1 presentation 13 tutorials	Publication Project: Research	50
<b>3</b>	Graver & Jura: Introduction–p. 53 1 presentation 41 tutorials	Publication Project: Planning	100
<b>4</b>	Graver & Jura: pp. 54–113 1 presentation 36 tutorials	Blog 2 Publication Project: Pages 1–10	50 100
<b>5</b>	Graver & Jura: pp. 114–167 1 presentation 26 tutorials	Blog 3 Publication Project: Pages 11–20	50 100
<b>6</b>	Graver & Jura: pp. 168–191 1 presentation 47 tutorials	Publication Project: Pages 21–32	100
<b>7</b>	Caldwell & Zappaterra: ch. 7 1 presentation 59 tutorials	Blog 4 Publication Project: Proof	50 100
<b>8</b>	1 presentation 38 tutorials	Publication Project: Final	200
<b>TOTAL</b>			<b>1010</b>

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.