

PLEASE MAKE A COPY AND DO YOUR EDITS– DO NOT OVERWRITE THE MASTER
RED = EDIT FOR YOUR COURSE, PLEASE CHECK PAGE BREAKS AFTER FINAL EDITING

Course Name/Section ARTC 2348-000 / Synonym: 00000

Instructor Instructor Name

Contact Information (PH) xxx-xxx-xxxx, (Email) instructor email

Office Hours List office hours here

COURSE DESCRIPTION

This course focuses on teaching you the value of multi-app workflows using InDesign, Illustrator, Photoshop and other Adobe Creative Suite tools. This includes learning how to correctly set up a variety of files and documents and which factors need to be considered before choosing a course of action. Students will work from concept to completion addressing design problems, file output, preflight of files, color separations, and trapping techniques for both print and digital publications.

Credit Hours: 3 (select the appropriate format below)

- **Hybrid (meet once a week):**
 - Classroom Contact Hours per week: .8
 - Laboratory Contact Hours per week: 1.4
- **Online courses**
 - 3 credit hours

All courses offered in the Visual Communication department are workforce courses, and may have some transfer restrictions to other colleges. Students interested in transferring courses to another college should speak with our departmental advisors, Zoe Dahmen or Jennifer Jones, or their Area of Study advisor.

Course Prerequisites: ARTC 2313, GRPH 2371, ARTC 2305

COURSE RATIONALE/OBJECTIVES

Understanding the workflow of Adobe Creative Suite applications like InDesign, Illustrator, and Photoshop is crucial for efficient and effective design work. Each application serves distinct purposes: InDesign for layout and publishing, Illustrator for vector graphics and logos, and Photoshop for image editing and manipulation. Knowing their workflows means you can leverage their strengths seamlessly, ensuring smooth transitions between tasks and projects. This proficiency saves time and enhances productivity, allowing you to focus more on creative aspects rather than struggling with technical hurdles.

WHAT YOU'LL LEARN TO DO BY THE END OF THIS COURSE:

- Understand the differences between a path and a clipping path in Photoshop.
- Explain how to prepare grayscale images in Photoshop and recolor them in InDesign.
- Comprehend how to correctly set up Illustrator layers and artboards for importing into InDesign.
- Build layer comps in Photoshop and apply them in InDesign for creating multiple versions of a design.
- Apply different methods for bringing Illustrator artwork into Photoshop, based on project requirements.
- Create complex designs by integrating Illustrator artwork into Photoshop with advanced techniques.
- Develop intricate graphic styles and apply them creatively using the Appearance panel in Illustrator.
- Assess the effectiveness of layer comps in managing multiple versions in Photoshop and InDesign.

- Judge the quality of recoloring grayscale images in InDesign after preparation in Photoshop.
- Recall advanced techniques and best practices for working with the Links panel in all apps.

WHAT YOU'LL LEARN TO DO BY THE END OF THIS PROGRAM:**GRAPHIC MEDIA PRODUCTION PROGRAM:**

- **Tools and Techniques:** Students will effectively choose software, methods, and techniques to create deliverables for print and/or digital media.
- **Production Principles:** Students will apply a variety of skills, methods, and technologies to produce efficient and accurate final output files for print and/or digital media.
- **Professionalism:** Students will demonstrate effective communication and collaboration skills to stakeholders, clients, and peers.
- **Critical Thinking:** Students will analyze project goals to recommend effective production solutions to visual communication clients.

GRAPHIC DESIGN PROGRAM

- **Tools and Techniques:** Students will effectively choose software, methods, and techniques to create deliverables for print and/or digital media.
- **Design Process:** Students will select the most effective design processes and methods to meet project needs.
- **Professionalism:** Students will demonstrate effective communication and collaboration skills to stakeholders, clients, and peers.
- **Critical Thinking:** Students will analyze project goals to recommend effective design concepts and solutions to visual communication clients.
- **Design Principles:** Students will demonstrate proficiency in applying the elements and principles of graphic design.

VISUAL DESIGN PROGRAM:

- **Tools and Techniques:** Students will effectively choose software, methods, and techniques to create deliverables for print and/or digital media.
- **Design Process:** Students will select the most effective design processes and methods to meet project needs.
- **Systems Methods:** Students will design systems of reusable elements for digital media following industry-standard methods and practices.
- **Critical Thinking:** Students will analyze project goals to recommend effective design concepts and platform appropriate solutions to visual communication clients.
- **Design Principles:** Students will demonstrate proficiency in applying the elements and principles of graphic

WHAT YOU'LL LEARN THAT WILL HELP IN THE WORKFORCE:

Secretary's Commission on Achieving Necessary Skills (SCANS): In 1989, the U.S. Department of Labor education jointly surveyed U.S. employers to find out the most important skills and competencies needed by workers. The results of that survey identified SCANS (Secretaries Commission on Achieving Necessary Skills). These are skills that employers need the most from their workers. SCANS skills are the predictors of success in the workplace.

Digital Publishing III satisfies the following SCANS Competencies:

RESOURCES 1.1 Manages Time	INTERPERSONAL 2.3 Serves Clients/Customers 2.5 Negotiates 2.6 Works with Cultural Diversity	INFORMATION 3.1 Acquires and Evaluates Information 3.2 Organizes and Maintains Information 3.3 Uses Computers to Process Information	SYSTEMS 4.1 Understands Systems 4.2 Monitors and Corrects Performance 4.3 Improves and Designs Systems
TECHNOLOGY 5.1 Selects Technology 5.2 Applies Technology to Task 5.3 Maintains and Troubleshoots Technology	BASIC SKILLS 6.1 Reading 6.2 Writing 6.3 Arithmetic 6.4 Mathematics 6.5 Listening 6.6 Speaking	THINKING SKILLS 7.1 Creative Thinking 7.2 Decision Making 7.3 Problem Solving 7.4 Mental Visualization 7.5 Knowing How To Learn 7.6 Reasoning	PERSONAL SKILLS 8.1 Responsibility 8.2 Self-Esteem 8.3 Sociability 8.4 Self-Management 8.5 Integrity/Honesty

For expanded definitions of the listed SCANS, please go to: <http://www.academicinnovations.com/report.html>

REQUIRED TEXTS AND MATERIALS

Required Text:

Adobe Photoshop, Illustrator, and InDesign Collaboration and Workflow, 2023 Release Classroom in a Book, The official training workbook from Adobe, Bart Van de Wiele

ISBN-13: 978-0-13-790846-2

ISBN-10: 0-13-790846-6

Hardware/Computer Equipment

- Computer with minimum Specifications to run Adobe Creative Cloud 2024
- Webcam and microphone—you will need to use your camera and mic during online class meetings

Required Online Resources

- To successfully complete the course, you'll need access to a computer capable of running Adobe Creative Cloud software, (All registered ACC Visual Communication Students will have the option to access an [Enterprise subscription to Adobe CC 2024](#) for \$10 per semester). This will include access to Adobe InDesign, Illustrator and Photoshop plus a variety of other Adobe software.
- [Blackboard](#)
- **ACC Google Apps:** including calendar, docs and drive

Materials:

Media storage, such as jump drive or access to cloud storage, to transport and save assignments if working on ACC computers..

Computer Prerequisites:

Students should have a working knowledge of their computer and its operating system, and know how to use the mouse and standard menus and commands, how to open, save and close files. If you need to review these techniques, see the documentation for your Microsoft® Windows® PC or Apple® Mac® computer.

To complete this course you will need to have **Adobe CC 2024** installed.

- Your computer must meet the minimum technical specifications to run **Adobe CC 2024**. View this link for help: helpx.adobe.com/support/illustrator.html
- This course qualifies for discounted Adobe Creative Cloud access. Please use this link once registered for the class to acquire license: <https://www.austincc.edu/adobe-creative-cloud-acc>

INSTRUCTIONAL METHODOLOGY

The teaching methods in this class are based on professional experience and best practices in the area of design and production. These methods might include: lecture, demonstration, critiques in group and one-on-one settings, group activities, and student presentations, as well as reading assignments.

Each project will be preceded by a series of lessons from the class textbook and exercises that build the necessary skills for successful completion of the project. Quizzes will be used to reinforce textbook lessons and vocabulary. Students will use the Blackboard learning management system for assignment instructions, submitting assignments, and collaboration.

Students can view recorded demonstrations in Blackboard that supplement the lectures and written explanations.

FOR DISTANCE EDUCATION (Including Online, Hybrid and Hyflex Classes)

If part or all of the course instruction is online, students are required to have access to the latest [Illustrator Creative Cloud](#) version and access to high speed internet. Access to a scanner or digital camera (smart phone) are helpful. The class is time and computer intensive, requiring 6 -10 or more hours per week to complete assignments. Quizzes are also taken online.

Your instructor can be contacted by email or during online office hours. We encourage you to review the [ACC Distance Education General Information](#)

STUDENT TECHNOLOGY SUPPORT SERVICES

ACC provides free, secure drive-up WiFi to students and employees in the parking lots of all campus locations. WiFi can be accessed seven days a week, 7 am to 11 pm. Additional details are available at <https://www.austincc.edu/coronavirus/drive-up-wifi>

Students who do not have the necessary technology to complete their ACC courses can request to borrow devices from Student Technology Services. Available devices include iPads, webcams, headsets, calculators, etc. Students must be registered for a credit course, Adult Education, or Continuing Education course to be eligible. For more information, including how to request a device, visit <http://www.austincc.edu/sts>.

Student Technology Services offers phone, live-chat, and email-based technical support for students and can provide support on topics such as password resets, accessing or using Blackboard, access to technology, etc. To view hours of operation and ways to request support, visit <http://www.austincc.edu/sts>.

COURSE GRADING SYSTEM

You can keep track of your semester progress by accessing your grades at any time in Blackboard. All files are submitted electronically in Blackboard and graded as they are completed.

Grading scale: 90-100 = A, 80-89 = B, 70-79 = C, 69 and below = F

Quizzes	15% of your grade	These tests are open-book, open-computer and cover your understanding of skills from the textbook.
Classroom in a Book lessons	5% of your grade	These lessons are the assigned chapters in the textbook
Exercises	20% of your grade	A review of the skills covered in your Classroom in a Book lessons

Projects	60% of your grade	Each Project's skills are based upon a Module that will be measured using the following criteria: use of required features, accuracy in production, mastery of software, exploration, experimentation, presentation and project submission.
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THREE MAJOR PROJECTS WILL BE ASSIGNED

Grade sheets and assignment rubrics detail exactly how your projects will be graded and are posted in Blackboard for your review before you begin the project. Deadlines are posted on Blackboard.

- **Module 1 – Major Review Project 1**
- **Module 2 – Major Review Project 2**
- **Module 3 – Major Review Project 3**

COURSE POLICIES

Student standards of conduct

Acceptable standards of conduct include behavior that is civil, courteous, and respectful of all members of the campus community, their property, and the property of the college; promotes mutual respect, equality, and safety of its members and opposes those acts that harass, intimidate, or haze its members.

Illegal acts, include, but not limited to possession or use of firearms, explosives or other weapons; gambling; unlawful possession, use, and distribution of narcotics; assault or stalking. ACC's policy on student standards and code of conduct can be found here: <https://students.austincc.edu/student-rights-responsibilities/student-conduct/>

Classroom interaction

Throughout the course of the semester, you will be interacting with me, fellow students and outside professionals in critiques and group discussion. You will be both giving and receiving feedback on your work. These critiques will be conducted in various ways, from one-on-one interactions to large group environments. In all instances, classroom behavior should support and enhance learning. I expect everyone to treat one another with understanding, dignity, and respect.

I will not tolerate disruptive behavior, which may include:

- Persistent speaking without permission or side conversations
- Engaging in activities not related to the class
- Ringing cell phones or using a cell phone to talk or send text messages
- Using PDAs or laptop computers in the classroom for non-course related purposes
- Sleeping in class
- Eating/drinking in class without permission
- Monopolizing class discussion and refusing to defer to instructor, or listen to others; persisting when the instructor has indicated that the student's remarks are off topic and it is time to move on
- Reacting angrily or defensively to critique from guests, instructors or classmates
- Sighing, rolling eyes, or muttering when other people are talking
- Refusing to participate in group activities such as group or peer-to-peer critiques
- Chronically entering late/leaving early, moving about the classroom
- Filming, photographing, or taping the class without the instructor's prior permission

- Disputing authority and arguing with faculty and other students
- Yelling, arguing, swearing, bullying, or other harassing or intimidating behavior
- Physically or verbally abusive conduct
- Failure to adhere to the instructor's rules or instructions
- Vulgar or obscene language, slurs or other forms of intimidation
- Showing up to class under the influence of alcohol/drugs
- Threats of any kind or destruction of property
- Any behavior that puts the health or safety of the instructor or other students in the classroom in jeopardy.

If you engage in disruptive behavior, I may file a Student Discipline Report and refer you to the Dean of Student Services. The Dean will investigate the case, and based on the investigation, s/he may put sanctions into place, including but not limited to withdrawing you from the class. If the behavior is severe, I will call Campus Police, who may immediately refer you to the Dean of Student Services.

ATTENDANCE AND PARTICIPATION

Regular and timely class participation and completion of work is expected of all students. **If attendance or compliance with other course policies is unsatisfactory, the instructor may withdraw students from the class.**

The student is responsible for communicating with their professor during the closure and completing any assignments or other activities designated by their professor.

IMPORTANT TIPS:

Absences

don't fall behind on classes! Attendance is mandatory and recorded every class. If for any reason you're unable to come to class, you will be counted as absent. You are allowed 3 absences. I make no distinction between an excused or unexcused absence, so use your absences meaningfully and sparingly.

I'll count you absent if you:

- are not in class
- leave the class extremely early
- disappear in the middle of the class for a significant length of time
- get to class extremely late
- **At your fourth absence, I will drop your course grade by a letter grade. I will drop your grade a further letter grade for each subsequent absence thereafter.**
- Arriving late: Don't be late. It's unprofessional to keep others waiting. A continual pattern of late attendance will count against your final grade.
- Leaving early: If you must leave class early, please make arrangements with me before class begins, so you'll know what material we'll be covering for the rest of the class period.

Turn in assignments on time.

Follow the calendar in Blackboard for specific deadlines. **Late work will automatically get a 10% grade reduction. For each week past the due date, another 10% will be deducted.** Remember that in the working world, work turned in late would miss the deadline date and you would quite possibly be fired. **No project accepted after 2 weeks past the due date.**

Regularly back up your work

Always back up your work to a jump drive, external hard drive or use your student Google Drive. Everyone has lost computer work at one time or another, but it cannot be an excuse for failing to complete a project on time. Keep your work on your home computer but also remember to back up the "big stuff".

Submit your files in Blackboard using proper naming convention.

All of your work this semester will be sent to me through links in Blackboard: this includes lessons, exercises and projects.

Always name your file starting with the first four letters of your last name, followed by an underscore and descriptive text and the extension for the file type.

For example, Ann Smith would name a vector file: smit_scissors.ai

CLASS INTERACTION

Throughout the course of the semester, you will be interacting with me and fellow students through Blackboard's Discussion Board or other online tools. I expect everyone to treat one another with understanding, dignity, and respect.

COMMUNICATIONS WITHIN THIS CLASS AS YOUR INSTRUCTOR:

- I will answer emails within 24 hours during the work week.
- I do not normally answer emails over the weekend from 5:00 pm Friday to 9:00 am Monday.
- I will email you only at your ACC gmail account and only answer questions from your ACC email account to mine.

WITHDRAWAL

It is the responsibility of each student to ensure that his or her name is removed from the roll should he or she decide to withdraw from the class. **The instructor does, however, reserve the right to drop a student should he or she feel it is necessary.**

If a student decides to withdraw, he or she should also verify that the withdrawal is submitted before the Final Withdrawal Date. The Final Withdrawal Date for this semester is **November 21, 2024**. The student is also strongly encouraged to retain their copy of the withdrawal form for their records.

Students are responsible for understanding the impact that withdrawal from a course may have on their financial aid, veterans' benefits, and international student status. Per state law, students enrolling for the first time in Fall 2007 or later at any public Texas college or university may not withdraw (receive a W) from more than six courses during their undergraduate college education. Some exemptions for good cause could allow a student to withdraw from a course without having it count toward this limit. **Students are strongly encouraged to meet with an advisor when making decisions about course selection, course loads, and course withdrawals.**

INCOMPLETE

If you are unable to complete all of the objectives for the passing grade in this course due to extraordinary circumstances — such as major illness or death in the family — I may grant an "incomplete." Generally, to receive a grade of I, **you must have completed all quizzes and assignments to date, be passing**, and have personal circumstances that prevent you from completing the course. Finally, these circumstances must have occurred after the deadline to withdraw with a grade of W.

Students may request an Incomplete from their faculty member if they believe circumstances warrant. The faculty member will determine whether the Incomplete is appropriate to award or not. The following processes must be followed when awarding a student an "I" grade:

- Prior to the end of the semester in which the "I" is to be awarded, the student must meet with the instructor to determine the assignments and exams that must be completed prior to the deadline date. This meeting can occur virtually or in person. The instructor should complete the Report of Incomplete Grade form.
- The faculty member will complete the form, including all requirements to complete the course and the due date, sign (by typing in name) and then email it to the student. The student will then complete his/her section, sign (by typing in name), and return the completed form to the faculty member to complete the agreement. A copy of the fully completed form can then be emailed by the faculty member to the student

and the department chair for each grade of Incomplete that the faculty member submits at the end of the semester.

- The student must complete all remaining work by the date specified on the form above. This date is determined by the instructor in collaboration with the student, but it may not be later than the final withdrawal deadline in the subsequent long semester.
- Students will retain access to the course Blackboard page through the subsequent semester in order to submit work and complete the course. Students will be able to log on to Blackboard and have access to the course section materials, assignments, and grades from the course and semester in which the Incomplete was awarded.
- When the student completes the required work by the Incomplete deadline, the instructor will submit an electronic Grade Change Form to change the student's performance grade from an "I" to the earned grade of A, B, C, or F.
- If an Incomplete is not resolved by the deadline, the grade automatically converts to an "F." **Approval to carry an Incomplete for longer than the following semester or session deadline is not frequently granted.**

HEALTH AND SAFETY PROTOCOLS

Because of the ever-changing situation, please go to ACC's Covid website at <https://www.austincc.edu/coronavirus> for the latest updates and guidance.

COPYRIGHT

The software programs used in the labs are licensed to the college, which is the original purchaser.

- Students cannot duplicate the software used in the labs for their personal use.
- Do not use college equipment to duplicate software for other students or to produce work-for-profit.
- Do not download, copy or scan copyrighted material for use in your projects unless it meets the [Fair Use Guidelines](#) below and the copyright holder is properly credited.

Fair use is an important element of U.S. copyright law that allows for the use of copyrighted work without asking permission of the copyright holder, especially **when the copyrighted work is used for criticism, scholarship, and education.**

Under the Fair Use guidelines students may:

- Incorporate portions of copyrighted materials when producing a project for a specific course; and
- Perform and display their own projects and use them in their portfolio
- or use the project for job interviews or as supporting materials for application to other schools.

For more information on Fair Use see http://en.wikipedia.org/wiki/Fair_use

Use of Artificial Intelligence (AI)

Any use of AI-created content in coursework must include attribution or credit identifying it as such.

USE OF ACC EMAIL

All College e-mail communication to students will be sent solely to the student's ACCmail account, with the expectation that such communications will be read in a timely fashion. ACC will send important information and will notify students of any college-related emergencies using this account. Students should only expect to receive email communication from their instructor using this account. Likewise, students should use their ACCmail account when communicating with instructors and staff. Information about ACC email accounts, including instructions for accessing it, are available at: <http://www.austincc.edu/help/accmail/questions-and-answers>

SCHOLASTIC DISHONESTY

A student attending ACC assumes responsibility for conduct compatible with the mission of the college as an educational institution. Students have the responsibility to submit coursework that is the result of their own thought, research, or self-expression. Students must follow all instructions given by faculty or designated college representatives when taking examinations, placement assessments, tests, quizzes, and evaluations. Actions constituting scholastic dishonesty include, but are not limited to, plagiarism, cheating, fabrication, collusion, and falsifying documents. Penalties for scholastic dishonesty will depend upon the nature of the violation and may range from lowering a grade on one assignment to an “F” in the course and/or expulsion from the college. See the Student Standards of Conduct and Disciplinary Process and other policies at:

<https://students.austincc.edu/student-rights-responsibilities/student-conduct/>

COURSE OUTLINE/CALENDAR

This schedule is approximate. Always refer to the Blackboard Calendar for specific deadlines.

Weeks	Module	Module Project
1-6	Module 1	MRP 1
7-11	Module 2	MRP 2
12-16	Module 3	MR

VISUAL COMMUNICATIONS LABS AND TUTORING

Most support services will be available online. Tutoring will be available online—a tutoring schedule will be available early in the semester on In [the Viscom Student Field Guide](#):

ETIQUETTE GUIDE FOR ONLINE COURSES

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These skills will be valuable in the workforce, so now is the time to establish good habits.

Online Security

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Don't share your password with anyone.
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.
- Be careful with personal information (both yours and others').

General Online Guidelines

When communicating online, you should always:

- Treat your instructor and classmates with respect in email or any other communication.
- Use clear, concise language.
- Remember that all college-level communication should have correct spelling and grammar (this includes discussion boards).

- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.”
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Limit and possibly avoid the use of emoticons like :)
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Before asking a question, check the instructor’s FAQs or search your Learning Management System resources and/or the internet to see if the answer is obvious or easy to find.

Email Etiquette

When you send an email to your instructor, or classmates, you should:

- Use a descriptive subject line.
- Begin with an appropriate greeting or salutation (for formal emails, “Dear Dr. Rhodes:” or more casual emails could use, “Hi Anna,”).
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name.
- Avoid using “reply all.”
- Be sure that the message author intended for the information to be passed along before you click the “forward” button.
- If you must forward an email chain to someone, summarize questions or concerns in your email.
- When emailing college staff with requests that will require them to look up your records, include your eID in your signature.

Message Board Etiquette and Guidelines

When posting on the Discussion Board or other online messaging apps in your online class, you should:

- Make posts that are on topic and within the scope of the course material.
- Take your posts seriously and review and edit your posts before sending.
- Be as brief as possible while still making a thorough comment.
- Always give proper credit when referencing or quoting another source.
- Be sure to read all messages in a thread before replying.
- Don’t wait until the last minute to make your post. Allow time for other students to respond before the deadline. Likewise, don’t wait to post your replies until the deadline; the author deserves an opportunity to address any questions you have or respond to points you make.
- Avoid short, generic replies such as, “I agree.” You should include why you agree or add to the previous point.
- Always be respectful of others’ opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Be open-minded.