

Term Information

Effective Term Summer 2024
[Previous Value](#) Autumn 2018

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Add GE designation in Foundations Category: Literacy, Visual and Performing Arts

Change course title to: Design Aesthetics of Fashion and Retail

What is the rationale for the proposed change(s)?

This course is a critical component to students studying a variety of design-based disciplines, including, but not limited to areas such as fashion and retail studies, product development, art, marketing and branding, architecture, landscape and interior design. The multidisciplinary approach to the material in this course helps to form a solid foundation for students being introduced to the field of design and the visual arts, and is one of the reasons why we feel as a program it is an excellent fit to be included in the General Education Foundation: Literacy, Visual and Performing Arts category.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Consumer Sci: Fashion & Retail
Fiscal Unit/Academic Org	Department of Human Sciences - D1251
College/Academic Group	Education & Human Ecology
Level/Career	Undergraduate
Course Number/Catalog	2370
Course Title	Design Aesthetics of Fashion & Retail
Previous Value	Aesthetics of Fashion & Retail
Transcript Abbreviation	Dsgn Aesth of F&R
Previous Value	Aesth of Fsn & Rt
Course Description	The perception and presentation of self and its surrounding environment through use of aesthetics with consideration of foundations of design, physical characteristics, environment, personal expression, and context.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Grading Basis	Letter Grade

COURSE CHANGE REQUEST
2370 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
10/21/2023

Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus</i>

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced

Yes

Previous Value

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

52.1902

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Previous Value

Freshman, Sophomore

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Literary, Visual and Performing Arts

Previous Value

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- 1. Students will learn to identify the Elements & Principles of design and determine how they are being applied in a variety of environments and visual applications.
- 1.1 Differentiate and identify existing design elements and principles among a variety of visual examples in landscape, architecture, interior design, fashion, advertisement and more.
- 1.2 Analyze and describe which design elements and principles are being used successfully or unsuccessfully with a design.
- 2. Students will learn how to communicate using design language and terminology
- 2.1 Explain design choices using expressive qualities made by both current/relevant designers, brands, and student's individual design assignments.
- 3. By the end of this course, the successful student will know how to use design software such as Adobe Photoshop, to visually communicate ideas.
- 3.1 Become proficient in foundational Adobe Photoshop tools and navigation of platform interface by implementing computer generated tools and techniques to original design compositions.
- 3.2 Identify which Adobe Photoshop tools and techniques are most appropriate to utilize to achieve the desired design configuration and meaning.
- 4. The successful student in this course will be able to identify and describe ways in which appearance and our senses influences human interaction.
- 4.1 Identify and describe expressive qualities associated with visual, olfactory & auditory senses and explain where and why the application of visual, olfactory & auditory senses are best matched with a particular brand and/or product.
- 4.2 Design an original composition and/or product that positively influences human engagement.
- 5. Have an appreciation for the complexity of designs and the decision making that goes behind a composition.
- 5.1 Discern and define each step in the design process and recognize why each step in the design process is important to the development of a final product or composition.

Previous Value

- *Describe major social, cultural, and ecological theories of appearance and presentation and apply them to contemporary situations*
- *Identify and describe ways in which appearance influences human interaction*
- *Identify ways that appearances communicate personality, role status, values, and attitudes*
- *Identify and apply the elements and principles of design to appearance, environment, and advertising/art construction*
- *Analyze clothing and environment alternatives in relationship to personality characteristics, psychographics and demographics, and body image/configuration*
- *Demonstrate the ability to effectively combine design elements and principles through creative design projects*
- *Identify current fashion trends and analyze them in relation to the social, economic, and cultural forces which influence them*

COURSE CHANGE REQUEST
2370 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
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Content Topic List

- Studying aesthetics
- Design elements & principles (environments, appearance, advertising/art)
- Color & light
- Aesthetics fashion & retail applications
- Body types, face shape & balancing techniques
- Dress style & silhouettes
- Lifestyle & wardrobe analysis (all types of consumers)
- Appearance & personal packaging (wardrobe planning)
- Personal branding
- Photoshop tutorial & projects
- Aesthetics portfolio

Sought Concurrence

No

Attachments

- 2370 FRS Cover Letter.pdf: 10.12.23
(Cover Letter. Owner: Tackett, Kimberly Ann)
- 2370 GE Submission Form.pdf: 10.12.23
(Other Supporting Documentation. Owner: Tackett, Kimberly Ann)
- 2370 FRST Syllabi.pdf: 10.16.23
(Syllabus. Owner: Tackett, Kimberly Ann)

Comments

- Sending back for updated syllabus. *(by Bagent, Aaron Michael on 10/16/2023 11:29 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Tackett, Kimberly Ann	10/12/2023 12:46 PM	Submitted for Approval
Approved	Tackett, Kimberly Ann	10/12/2023 04:43 PM	Unit Approval
Revision Requested	Bagent, Aaron Michael	10/16/2023 11:29 AM	College Approval
Submitted	Tackett, Kimberly Ann	10/16/2023 11:45 AM	Submitted for Approval
Approved	Tackett, Kimberly Ann	10/16/2023 11:47 AM	Unit Approval
Approved	Bagent, Aaron Michael	10/20/2023 12:00 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/20/2023 12:00 PM	ASCCAO Approval



September 19, 2023

Dear Sue Sutherland and Curriculum Committee Members:

It is with great excitement that I am requesting the review and approval of CSFRST 2370 Aesthetics of Fashion and Retail, with the support of the Fashion and Retail Studies program faculty, to become a part of the Ohio State University new General Education curriculum.

CSFRST 2370 Aesthetics of Fashion and Retail is a previously approved FRS major/minor required and elective option course open to all students at the University and has been taught in-person and in distance learning modalities. This course is a critical component to students studying a variety of design-based disciplines, including, but not limited to areas such as fashion and retail studies, product development, art, marketing and branding, architecture, landscape and interior design. The multidisciplinary approach to the material in this course helps to form a solid foundation for students being introduced to the field of design and the visual arts, and is one of the reasons why we feel as a program it is an excellent fit to be included in the General Education Foundation: Literacy, Visual and Performing Arts category. With the courses focus of the elements and principles of design at its core, we are proposing the addition of the word to the course title CSFRST 2370 Design Aesthetics of Fashion and Retail which we agree will capture the attention of the broader audience of student we feel will benefit from this course and its content.

Attached you will find the required documents requested for review along with the course syllabus which lists the GE goals and learning outcomes for this foundation category, along with the corresponding course goals. Please let me know if there are any follow up questions regarding the submission. The Fashion and Retail Studies faculty have reviewed and approved this proposal (Sept 2023).

Alexandra Ruiz Suer

B.A. Arch, M. Arch, A.A.S Fashion Design

Senior Lecturer, Speaker Series Coordinator

Provost's Award: Distinguished Teaching by a Lecturer

Fashion Production Association Advisor

S.T.E.P & YMA Scholarship Mentor

CFSRST 2370 – Design Aesthetics of Fashion & Retail

TERM 2024, 3 CREDIT HOURS, UG

Instructor: Alexandra Suer

Email: Suer.15@osu.edu

Office Hours: Virtual office hours by Appointment

Course Information

Course time and location: M/W/F 12:40pm - 1:35pm

Mode of delivery: Face to Face / In Person

Course Overview

Description/Rationale

The perception and presentation of the self and its surrounding environment through the use of aesthetics with consideration of foundations of design, physical characteristics, environment, personal expression, and context.

Prerequisites: No prerequisites - open to all majors and minors

Prerequisite Knowledge: Students should come prepared with strong observation skills, an open mind and positive attitude toward learning a new technology and software.

GE Goals and Learning Objectives / Course Goals and Learning Objectives

GEN Foundation: Literacy, Visual and Performing Arts:

1. Successful students will analyze, interpret and evaluate major forms of human thought, cultures and expression, and demonstrate capacities for aesthetic and culturally informed understanding.
2. Successful students will experience the arts and reflect on that experience critically and creatively.

Successful students are able to:

- 1.1 Analyze and interpret significant works of visual, spatial, literary and/or performing arts and design.
- 1.2 Describe and explain how cultures identify, evaluate, shape, and value works of literature, art, and design.
- 1.3 Evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.
- 1.4 Evaluate social and ethical implications in literature, visual and performing arts, and design.
- 2.1 Engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.
- 2.2 Critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

This course focuses on a multidisciplinary approach to design fundamentals and aesthetics and teaches the foundation of Adobe Photoshop skills to prepare students to use this industry standard software. It focuses on how to apply the elements and principles of design to projects and products to students in disciplines such as architecture, landscape, interior, graphic (marketing/advertising), textile and fashion design.

Additional Course Goals/Learning Outcomes

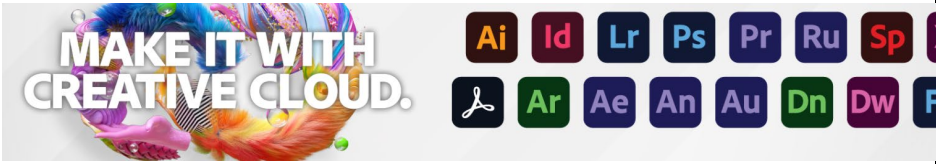
3. Students will learn to identify the Elements & Principles of design and determine how they are being applied in a variety of environments and visual applications
4. Students will learn how to communicate using design language and terminology (A successful student will be able to apply this learning in course assessments)
5. By the end of this course, the successful student will know how to use design software such as Adobe Photoshop, to visually communicate ideas
6. The successful student in this course will be able to identify and describe ways in which appearance and our senses influences human interaction
7. Have an appreciation for the complexity of designs and the decision making that goes behind a composition

Successful students are able to:

- 3.1 Differentiate and identify existing design elements and principles among a variety of visual examples in landscape, architecture, interior design, fashion, advertisement and more.
- 3.2 Analyze and describe which design elements and principles are being used successfully or unsuccessfully with a design.
- 4.1 Explain design choices using expressive qualities made by both current/relevant designers, brands, and student's individual design assignments (verbal & written).
- 5.1 Become proficient in foundational Adobe Photoshop tools and navigation of platform interface by implementing computer generated tools and techniques to original design compositions.
- 5.2 Identify which Adobe Photoshop tools and techniques are most appropriate to utilize to achieve the desired design configuration and meaning.
- 6.1 Identify and describe expressive qualities associated with visual, olfactory & auditory senses and explain where and why the application of visual, olfactory & auditory senses are best matched with a particular brand and/or product.
- 6.2 Design an original composition and/or product that positively influences human engagement.
- 7.1 Discern and define each step in the design process and recognize why each step in the design process is important to the development of a final product or composition.

Course Materials

Required		
Janice G. Ellinwood	<u>Fashion by Design</u> (2022)	Available at OSU bookstore + Barnes & Noble, ISBN#978-1-56367-848-6 (Please call ahead of time to make sure it is in stock. You may also choose to order online via Amazon or a used book store) A copy can also be found at the OSU Thompson Library.
Ingrid Fetell Lee	<u>Joyful: The Surprising Power of Ordinary Things to Create Extraordinary Happiness</u> (2018)	ISBN 978-0-316-39926-5 Amazon: https://www.amazon.com/Joyful-Surprising-Ordinary-Extraordinary-Happiness/dp/0316399264

<p>Adobe Creative Cloud</p>	<p><u>Adobe Ps</u></p> <p><u>Photoshop is required out of all of the options.</u></p>	<p>** SO exciting, OSU has purchased licenses for ALL students to download for FREE!! This is a HUGE saving in this course!!</p> <p>https://it.osu.edu/adobe</p> <p>Go to the below link and follow the instructions to opt into the Adobe Cloud and then download the apps. You will have access to the entire adobe creative suite but for this class we will only use Ps - Photoshop:</p> <p>https://it.osu.edu/get-started-adobe-creative-cloud</p> 
<p>1 Computer Mouse</p>		<p>Available at most bookstores or local retailer where computers are sold</p> <p>(A mouse makes navigating Photoshop – SO MUCH EASIER!! I promise, get one!) It is required for a reason ;)</p>
<p>A.R. Suer</p>	<p><u>Class Notes & Readings</u></p>	<p>Available on Canvas</p>
<p>Recommended</p>		
<p>#GroupMe</p>	<p><u>Phone App</u></p>	<p>You're invited to my new group '2370 Aesthetics of Fashion & Retail' on GroupMe. Click here to join: https://groupme.com/join_group/95952787/TcWll5Sn</p>
<p>Susan M. Lazear</p>	<p>Adobe Photoshop for Fashion Design</p>	<p>Available at OSU bookstore + Amazon, ISBN#978-0-13-119193-8</p> <p>(Please call ahead of time to make sure it is in stock. You may also choose to order online via Amazon or a used book store)</p> <p>*We do not follow the assignments in this book, it is just a nice reference for pshop.</p>
<p>1 Fashion Magazine</p>	<p>Ex. Vogue, Marie Clare, Style</p>	<p>Available at most bookstores, convenient store, or local retailer where magazines are sold (For project and design inspiration and extra visual practice)</p>

Course Requirements/Evaluation

Grades

Assignment	#	Points for Each	Total Points
Introduction & Picture Post	1	5	5
Online Syllabus Quiz	1	10	10
Photoshop Warm Up	1	20	20
Discussion Board Participation	10	10	100
Online Quizzes	8	25	200
Photoshop Tutorials	3	75	225
Group Project + Evaluation	1	115	115
Individual Project	1	100	100
Midterm Exam	1	100	100
Final Exam	1	125	125
Bonus Assignment(s): Ex. Speaker Series	1-2	5-25	+/-25 max
Total Points			1000

Late Assignments

Assignments will not be accepted later than one day after original due date, which will result in a 50% deduction. Assignments submitted two days after the original due date will not be accepted and will result in a 0% grade.

***When submitting word documents, please note that .pages files cannot be accepted. Please be sure these files are sent as .doc, .pdf or files otherwise specified in your assignment details.

Grading Scale

A	93-100	B+	87-89.9	C+	77-79.9	D+	67-69.9
A-	90-92.9	B	83-86.9	C	73-76.9	D	60-66.9
		B-	80-82.9	C-	70-72.9	E	Below 60

****Please note that Students majoring in Fashion & Retail Studies must earn a minimum grade of C- to earn graduation credit for any FRS course. Otherwise, students must repeat the course, and earn a C- ****

Assignment Descriptions

Attendance

Students are expected to attend all in person lectures, watch any posted videos and participate in any in person or online activities associated with the weekly modules.

**Note: Participation in this in person course is expected to be consistent and in keeping with the deadlines outlined in the course. Please see Assignments section for guidelines on make-up work. Please see the instructor in instances of emergency and absence for extended periods of time and advise within 72 hours prior to class or 24 hours after class of circumstances.

Speaker Series Participation

Participation is not required but is highly encouraged and will be offered as one of a few extra credit opportunities for this course. Dates will be listed on canvas. The speaker series may be held in person or via zoom depending on the presenters' preferences.

Online Quizzes

Students will be given quizzes to work on individually at home with open book & open notes. Assignments will vary in content, and will be given at random times during the semester. These quizzes are announced on the syllabus. If you miss the close of the quiz window you cannot make them up.

In instance of an excused absence, a quiz may be made up, but must be made up within one week of the initial quiz closing date. It is up to the student to find out if any in quizzes were given during their absence, and contact the instructor with proper documentation to make it up.

Photoshop Tutorials

You will be learning how to use Photoshop in face to face lectures and supplemental videos will be provided online. You will need to take notes and pay attention to follow the steps provided. Remember Youtube is your friend and other Adobe Photoshop resources will be provided that can help you if you get stuck! The professor and TA's will also be supportive with outside office hours and help.

Photoshop Warm Up: Choose 2 concepts found in a linked video tutorial or written instructions for example "using color" and "applying filters" and edit a provided image in any way of your choosing. See canvas for more detailed instructions.

Tutorial #1: With the basics of the Photoshop Warm Up mastered, you will demonstrate the techniques learned through an original fashion design implementing your basic Photoshop skills and employing the design elements learned in the course.

Fashion Design Croquis

- Use one DCT design basic croquis template provided of front and back sketch of male/female/or curvaceous female. Must delete DCT text, use only the croquis

Demonstration of Tools

- Free Transform tool: *scale/rotate/skew/distort/perspective/warp*
- Marquee/Lasso/Magic Wand tools
- Eye Dropper & Paint Bucket tools
- Line & Brush tools
- Filters & Texture tools: *ex. noise/distort/pixelate/sketch/stylize/patchwork/mosaic*

Written Description

- 5 detailed bullet points for each design explaining what different Elements were used as inspiration from your original word.
- Each bullet should discuss 1) one Element (underlined) that you implemented in your design, 2) Expressions of these, and 3) why they link to your design.
- Think about explaining the fashion design objective – what are you trying to express as the designer and how did you accomplish it? Here you should also include the type of fabrics/materials chosen and why.
- Identification and use of at least 5 design elements within the fashion design:
line/space/shape/form/texture/light/color/pattern

Tutorial #2: With the basics of Photoshop Tutorial 1 mastered, you will demonstrate the techniques learned through an original architectural or interior design implementing your basic Photoshop skills and employing the design principles learned in the course.

Design Templates

- Use one of the basic architectural or interior design templates provided on canvas as a starting point for your original design.

Demonstration of Tools

- Sharpen/Blur/Smudge tools
- Spot Healing & Clone Stamp tools
- Burn & Dodge tools
- Line/Rectangle/Ellipse/Custom Shape tools
- Paint Bucket/Color Palette

Written Description

- Save document as a PDF to be uploaded to Canvas with your .psd file – 1 page only
- Explanation of architectural or interior design objective – what are you trying to express as the designer and how did you accomplish it? Here you should also include the type of materials chosen and why. Be concise in your bullet points and keep each bullet to 2-3 sentences maximum.
- Identification and use of at least 3 design principles within the design:
balance/proportion/scale/emphasis/rhythm/unity

Tutorial #3: With the basics of Photoshop Tutorial 2 mastered, you will demonstrate the techniques learned through an original AD design implementing your basic Photoshop skills and employing the aspects of senses (auditory/olfactory) learned in the course.

Design Templates

- Use the basic billboard AD template provided on canvas as a starting point for your original design.

Demonstration of Tools Opacity tool

- Transform tools – skew/rotate/warp/distort/perspective
- 3D Layer Effects tools – drop shadow/inner/outer glow
- Black & White/Color Palette tools – levels/hue/saturation
- Text tool

Written Description

- Save document as a PDF to be uploaded to Canvas with your .psd file – 1 page only
- Explanation of AD design objective – what are you trying to express as the designer and how did you accomplish it? Here you should also include the type of visual elements and principles and the EXPRESSIVE QUALITIES associated with it. Please underline the expressive qualities used.
- Identification and use of a combination of at least 5 elements or principles relating to the sense you are trying to convey (auditory/olfactory) within the design:
Elements: line/space/shape/form/texture/light/color/pattern
Principles: balance/proportion/scale/emphasis/rhythm/unity

Specific details of what will be due for the tutorials will be posted on Canvas. You will need to download Photoshop when it comes time to begin lessons, it is now FREE at OSU, see required materials section of the syllabus.

More Support in Photoshop

OSU Digital Union: The Digital Union is more than just a high tech computer lab. They offer free 3-D printing, state of the art video and audio studios, meeting space and more. They can help with things like manipulating images in Photoshop, merging PDF files, editing video, graphing data in excel, formatting a lab report, recording a voiceover, and scanning photos. All resources and assistance are free, with the exception of printing. Please see the OSU Digital Unions website for hours of operation and locations. <https://odee.osu.edu/digital-union>

Lynda Photoshop Tutorials: The Digital Union no longer offers free access to Lynda.com, however, The Columbus metropolitan Library offer access to library cardholders and can be applied for online. See link for additional details: <https://odee.osu.edu/online-tutorials>

Canvas Discussion Board Participation

Participation is a requirement for this course, and the Canvas discussion board platform will be used for online discussion about class topics from the weekly reading “Joyful”. Through posting on our discussion boards, we will build an online curiosity community where you can be fearlessly curious and ask BIG questions about how what we are studying and how it relates to life and the real world.

Your participation on the Canvas discussion boards will count towards 10% percent of your final grade.

In order to receive your points per week, you must post **[1 Question and 1 Answers per week]** relevant to our class **subject matter and the chapter in Joyful** due per week.

Before you start posting, be sure to read our syllabus section on communication and netiquette. If your post doesn’t follow our course guidelines, there is a chance it will be removed and you won’t receive points for that post.

There will be a **Sunday 11:59 PM deadline** for submissions each week. Each week, we will highlighting discussions, encouraging feedback and recognizing top students on the announcement’s page!

Group Project

You will work in groups of 5 outside of class on one project which will focus on an “Inspirational Word” where students will then each design a piece of architecture, interior, landscape, advertising, and fashion design. It is due on the date listed on the class schedule. If a group member does not contribute to the project or submit their portion of the project, they will receive a 0% grade which will not be factored into the total groups overall grade.

Your randomly assigned group will be given a word on Canvas Groups to use as inspiration for this design project. As a group you will discuss your inspirational word and brainstorm to come up with a list of other words, images, and specific *Elements & Principles* that cohesively represent this word.

Each group member needs to pick one of the following forms (5 different) and create an original design representing your word based on the cohesive idea you have formed as a group.

1. Apparel Item *Whole outfit (top & bottom), not styled. Sketch & show materials
2. Interior Design *Floor plan & images of items, materials, etc.
3. Architecture Design *Sketch/Rendering & images of materials
4. Landscape Design *Top-down view & images of items, materials, etc.
5. Product Advertisement *Images, words & logo

*See me if there is another area you would like to work in.

Your word should be used as a source of inspiration. Words are a much more vague inspirational source to work from than actual objects. Your group could go many different routes. Make sure all 4 new designs reflect similar Elements & Principles of Design, and clearly show this visual link between them and your word. To help get started, before beginning your designs, you will create a collage of images and words to better understand the design direction you will go as a group. This collage will be included in your final group project as one of the beginning slides.

Individual Branding Project

You will work individually on a final project, which will focus on your entire identity: appearance, attitudes, feelings, likes/dislikes, etc will be used to create this project. You will brainstorm to come up with words, images, textures, etc that represent you as a brand. You will express this identity or brand through the creation of a collage in Photoshop and an original design that best represent you and your personality cluster. Pick one category in the following list to create your original design.

1. Apparel Item *Whole outfit (top&bottom), not styled. Sketch & show materials
2. Interior Design Floor plan & images of items, materials, etc.
3. Architecture Design Sketch/Rendering & images of materials
4. Landscape Design Top-down view & images of items, materials, etc.
5. Product Advertisement *Images, words & logo

*See me if there is another area you would like to work in.

You and your personality cluster are your source of inspiration. Take some time to first work on your collage in Photoshop that represents you and your personality cluster found in class. This collage should include (but not be limited to) images and words. You should have 1 image of yourself. All other images should be conceptual images of things/colors/materials that capture the essence of you. For instance, if part of your personality cluster was Romantic and Natural, you may show some images of flowers but in a vintage way (washed out colors, artsy angle, torn edges). Maybe you love being cozy and comfortable, so you show a garment with a soft pile texture, etc. Have fun with these collages.

Examinations

Students are expected to take the exam when scheduled. Failure to complete the exam at the designated time will result in a 0% grade.

Make-Up Exams

Will be given only when **all 3** of the following conditions are met:

- 1) Student notifies the instructor **before** the scheduled exam time
- 2) Circumstances are justifiable (with for example a written doctor excuse, etc.)
- 3) Student presents proof of the circumstances

Bonus Opportunity

Will be posted on Canvas and must be submitted by the date listed on the syllabus for credit. These opportunities range from analyzing elements and principles of design found in advertisements in magazines or online, attendance at the Fashion and Retail Studies speaker series, and tours to local retailers.

Course Policies

Communication

The University's official mode of communication is via university email. Students should use their buckeyemail when emailing their professor, and faculty will use their OSU email when emailing students. Please include the course name and number (CSFRST2370) in the subject line.

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm does not always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Response Times: I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** or use 8help@osu.edu at any time if you have a technical problem.)

Grading and feedback: For large weekly assignments, you can generally expect feedback within **7-14 days** depending on the scale of assignment.

E-mail: I will do my best to reply to e-mails within **48 hours M-F**.

#GroupMe: I will check and reply to messages in the #GroupMe every 24-48 hours on school days. This will typically be the fastest way to communicate with me during the semester for basic questions about the course or upcoming assignments. Here is a link to our chat!

You're invited to my new group '2370 Aesthetics of Fashion & Retail' on GroupMe. Click here to join: https://groupme.com/join_group/95952787/TcWll5Sn

Netiquette

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. Following the rules of etiquette on the Internet (netiquette) helps improve the readability of your messages, keeps conversations focused, increases trust, and creates a more positive experience for all participants. Netiquette includes, but is not limited to, the following guidelines:

- Honor people's rights to their opinions; respect the right for people to disagree.
- Be professional; use language that is not considered foul or abusive.
- Respond to peers honestly but thoughtfully, respectfully, and constructively.
- Avoid writing in all caps – it conveys shouting and anger.
- Avoid colors like red and green for accessibility reasons; avoid font styles, colors, and sizes that are difficult to read.
- Address the ideas, not the person, when responding to messages or discussions.
- Be careful when using sarcasm or humor – without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.
- Don't distribute copyrighted materials, such as articles and images (most things online are not licensed as "fair use").
- Share links to those materials instead and be sure to properly cite all sources to avoid unintentional plagiarism.

As it pertains to discussion posts:

- Avoid writing in all caps – it conveys shouting and anger.
- Avoid font styles, colors like yellow and green, and sizes that are difficult to read for accessibility reasons.
- Address ideas, not the person, when responding to messages or discussions.
- Be careful when using sarcasm or humor – without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.

- Do not distribute copyrighted materials, such as articles and images; most things online are not licensed as “fair use.” Share links to those materials instead and be sure to properly cite all sources to avoid unintentional plagiarism.

Course Assignments and Course Academic Integrity

In addition to Ohio State’s Academic Integrity Policy, listed below, please review my course-specific policies:

Written assignments: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow [MLA/APA/Chicago etc.] style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in, but no one else should revise or rewrite your work.

Reusing past work: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Falsifying research or results: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

Collaboration and informal peer-review: The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please ask ahead of time.

Group projects: This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://it.osu.edu/help>, and support for urgent issues is available 24 hours and 7 days a week.

Self-Service and Chat Support: <https://osuitsm.service-now.com/selfservice/>

Phone: 614-688-HELP (4357)

Email: 8help@osu.edu

TTY: 614-688-8743

Technology necessary for this course:

You will be required to have Adobe Photoshop installed on a laptop computer for this course to use in class and at home for assignments. If you do not have a laptop computer, please let me know to see if we can get you a loaner from the University.

Student Resources

TECHNOLOGY

[EHE Tech Help](#)

ACADEMICS

[EHE Homepage](#)

[OSU Advising](#)

[Dennis Learning Center](#)

OSU Office of Research

STUDENT LIFE

OSU Student Health Services

[OSU Tech Support](#)

[EHE Advising Resource Guide](#)

[OSU Thompson Library](#)

EHE Office of Research

EHE Office of Undergraduate Education

Course Schedule

Please see Canvas for specific due dates and times.

2370 COURSE STRUCTURE			
Week	Course Objectives & GE Goals	Topics, Readings & Activities	Assignments & Assessments
MODULE 1: ELEMENTS OF DESIGN			
Week 1	Course Objective 3 (3.1) Gen Ed Goal 1 (1.1, 1.3); Goal 2 (2.1)	<p>(W) Syllabus Review & Introduction</p> <p>(W) Introduction to Photoshop & Canvas Discussion Board</p> <p>(W) Review Announcement's page</p> <p>(W) Add yourself to the #GroupMe page!</p> <p>(F) Start getting familiar with Photoshop – work on your introduction and review picture post assignment</p> <p>(F) FTF Lecture: Overview Photoshop Warm Up & Overview of the Elements and Principles of Design</p> <p><i>Design Application: Photoshop (Written assignment posted)</i></p> <p><u>Week Summary:</u></p> <p>We will be taking the week to get comfortable with the canvas and online platform. Please take the time to explore all of the materials and video's posted in the week one module, which will help you understand how to best navigate this course and complete weekly assignments, especially if you are new to the online way of learning.</p> <p>The next big objective to get comfortable with the canvas discussion page. In this course you will create a question based on the weeks content (beginning in the upcoming weeks) and you will share it with your fellow classmates on the canvas discussion page platform. You will then answer any other student's question that you find interesting in the community. The goal is to post videos, pictures, and thought provoking questions and answers that will bring another level of richness, learning and interest to the course. This is meant to be a fun and interactive way to engage with your classmates and to push each other to think more deeply about relevant topics in the fashion design and other related industries which we will cover in this course.</p>	<p>Download Photoshop & (Start Practicing!)</p> <p>Purchase Required Books</p>

		<p>Consider purchasing or renting the course textbooks (see syllabus for more details). There may be limited availability at the OSU bookstore of these items, plan on calling ahead of time to see if they have them available and to save yourself a trip. I would recommend purchasing or renting online copies of these texts or making use of the copies located at the Thompson library.</p> <p>Finally, you will need to begin to get comfortable navigating and gaining access to Adobe Photoshop, which is a small part of the Adobe Creative Suite which OSU offers for free (see syllabus Photoshop section for details)! Adobe Photoshop is very popular software among a number of varying types of designers and image editors; including Architects, Interior designers, Graphic designers, Visual Merchandisers and Fashion design disciplines. It is a user friendly software (after some practice! ;) that offers lots of unique tools that help you unleash your creativity. In this program you will be able to manipulate and create original imagery and artwork which you will use in your individual Photoshop assignments, group work and final individual project. Adobe Photoshop is an excellent program to put on your resume to make you stand and be competitive in the design industry. It will take a lot of time and independent practice to feel confident in the program, but the pay off at the end of the semester will be the start of a portfolio of work to take to interviews and include on your personal websites. The hard work will payoff!</p> <p>“Creativity is nothing but a mind set free.”</p> <p>–Torrie T. Asai, Graphic Designer</p>	
<p>Week 2</p>	<p>Course Objective 3 (3.1,3.2), 4 (4.1), 5 (5.1, 5.2)</p> <p>Gen Ed Goal 1 (1.1 - 1.4); Goal 2 (2.1)</p>	<p>(M) FTF Lecture: Design Elements: Line</p> <p>(W) FTF Lecture: Design Elements: Space</p> <p>(F) FTF Lecture: Design Elements: Shape</p> <p><i>Design Application: Continue to work on Photoshop Assignment</i></p> <p><u>Week Summary:</u></p> <p>This week you will be introduced to the Elements and Principles of Design. These are the building blocks of every artistic composition and are the foundation of the language we use to talk about art and design.</p> <p>We will begin to review the Elements of design comprised of line, space, shape, form, light, color, texture and pattern. This week will focus more specifically on line, space, and shape and begin to explore the expressive qualities associated with the different</p>	<p>Chapter 1: About Design, Chapter 2: (Elements of Design) Form, Shape, Space, Chapter 3: (Elements of Design) Line</p> <hr/> <p>Online Syllabus Quiz due</p> <hr/> <p>Introduction & Picture Post due</p>

		<p>variations of each element. The term "expressive qualities" will become extremely important to understand this semester so be sure to work on committing these to memory as they connect back to each particular design Element or Principle as you engage in the weekly lectures.</p> <p>In upcoming weeks, once we have mastered an understanding of the Elements, we will then learn how to organize and rearrange them to achieve the design Principles, proportion, scale, balance, emphasis, rhythm and unity.</p> <p>“Design can be art. Design can be simple. That’s why it’s so complicated.”</p> <p>–Paul Rand</p>	
<p>Week 3</p>	<p>Course Objective 3 (3.1,3.2), 4 (4.1), 5 (5.1,5.2) 7 (7.1)</p> <p>Gen Ed Goal 1 (1.1 - 1.4); Goal 2 (2.1,2.2)</p>	<p>LABOR DAY - Monday</p> <p>(W) FTF Lecture: Design Elements: Form</p> <p>(F) FTF Lecture: Design Elements: Light</p> <p>(F) FTF & Video Tutorial provided: Overview Photoshop Tutorial 1</p> <p><i>Design Application: Photoshop (Video)</i></p> <p><u>Week Summary:</u></p> <p>This week we will continue to focus on the Elements of Design. More specifically on form and light, but of which you need in order to understand how each element functions. Remember to continue to pay special attention to the expressive qualities associated with each of these elements, and don't be afraid to start looking around in your daily life, experiences and interactions to observe how form and light come into play and impact those said interactions.</p> <p>You will also have your first Photoshop tutorial this week! I understand that there are both visual (spatial/image based) and verbal (speech/written) learners in this course. I have provided both a video tutorial in Photoshop and written instructions for Photoshop Tutorial #1. Feel free to check out the examples posted as well, to give you an idea of expectations for the final submission. Photoshop is not easy if you have never used the program before! It will get easier and you will slowly gain confidence!</p> <p>“Digital design is like painting, except the paint never dries.”</p> <p>- Neville Brody</p>	<p>Chapter 6: (Elements of Design) Light - only</p> <p>Online Quiz #1 due</p> <p>Photoshop Warm Up due</p>

			Canvas Discussion Board #1 Participation due 11:59pm (Joyful Chapter 1 - Energy)
Week 4	<p>Course Objective 3 (3.1,3.2), 4 (4.1) 5 (5.1,5.2)</p> <p>Gen Ed Goal 1 (1.1 - 1.4); Goal 2 (2.1)</p>	<p>(M/W) FTF Lecture: Design Elements: Color</p> <p>(F) FTF Lecture: Design Elements: Texture</p> <p><i>Design Application: Continue to work on Photoshop Assignment</i></p> <p><u>Week Summary:</u></p> <p>This week we will continue to focus on the Elements of Design, more specifically on texture and color, a couple of my favorites! Check out this week's introduction video to see a bit more of what you should be focusing on and thinking about as you engage in the weekly lectures and a few more tip's on where to go for extra Photoshop help, including the below link, which can help you get started with the basics.</p> <p>https://helpx.adobe.com/photoshop/tutorials.htmlLinks to an external site. (free)</p> <p>https://www.lynda.com/Links to an external site. (free for 1 month or free through your local library)</p> <p>“Design is an opportunity to continue telling the story, not just to sum everything up.”</p> <p>–Tate Linden</p>	<p>Chapter 4: (Elements of Design) Color and Value, Chapter 5: (Elements of Design) Color and Industry Chapter 6: (Elements of Design) Texture - only</p> <p>Watch Ted Talk Video "The language of color - the effects of color on our experience and behavior" - Ted Talk by Axle Buether</p>
			Online Quiz #2 due
			Canvas Discussion Board #2 Participation due 11:59pm (Joyful Chapter 2 - Abundance)
Week 5	<p>Course Objective 3</p>	<p>(M) FTF Lecture: Design Elements: Pattern</p>	Chapter 7: (Elements of Design) Pattern

	<p>(3.1,3.2), 4 (4.1) 5 (5.1,5.2)</p> <p>Gen Ed Goal 1 (1.1 - 1.4); Goal 2 (2.1, 2.2)</p>	<p>(W/F) FTF Lecture: Review of Elements</p> <p><i>Design Application: Continue to work on Photoshop Assignment</i></p> <p><u>Week Summary:</u></p> <p>This week will be the final week to focus on the Elements of Design. Your final Element "lecture" this week will be on Patterns and will consist of a PowerPoint and key notes and websites to supplement the slideshow (no video).</p> <p><i>“Trends, reoccurring events and circumstances. These are common ways we see patterns. Patterns are the laws of nature and life that present themselves in all disciplines of life — from the smallest microorganism to macrocosm. They manage the systems by which our universe operates. While patterns aren’t always apparent, they are continuous and autonomous.”</i></p> <p>— TEDx VCU</p>	<p>Ph Tutorial 1 due by Midnight</p>
			<p>Canvas Discussion Board #3 Participation due 11:59pm</p> <p>(Joyful Chapter 3 - Freedom)</p>
		<p>MODULE 2: PRINCIPLES OF DESIGN</p>	
<p>Week 6</p>	<p>Course Objective 3 (3.1,3.2), 4 (4.1) 5 (5.1,5.2)</p> <p>Gen Ed Goal 1 (1.1 - 1.4); Goal 2 (2.1)</p>	<p>(M) FTF Lecture: Design Principles: Proportion</p> <p>(W) FTF Lecture: Design Principles: Scale</p> <p>(F) Announce Group Project / Group Work</p> <p><u>Week Summary:</u></p> <p>Congratulations! We have made it through the Elements of Design and you will now begin to focus on the Principles of Design. The reason you learn the elements first, is as you might recall, they are really the foundation or building blocks, essential to the aesthetic composition of any design. Now, you will learn how to take those Elements and combine them and re-arrange them in order to achieve the Principles of Design. Each choice that you make in a design makes a difference in how it will impact the viewer or the user. You have a great power as a designer - to influence how someone feels and ultimately reacts to what you have created. So remember....</p> <p><i>“With great power comes great responsibility”</i></p> <p>—Uncle Ben/Spider Man/Amazing Fantasy #15</p>	<p>Chapter 11: (Principles of Design) Proportion</p> <p>Online Quiz #3 due</p>

			Canvas Discussion Board #4 Participation due 11:59pm (Joyful Chapter 4 - Harmony)
Week 7	<p>Course Objective 3 (3.1,3.2), 4 (4.1), 5 (5.1,5.2) 7 (7.1)</p> <p>Gen Ed Goal 1 (1.1 - 1.4); Goal 2 (2.1, 2.2)</p>	<p>(M) FTF Lecture: Design Principles: Balance</p> <p>(W) FTF Lecture: Design Principles: Emphasis</p> <p>(F) FTF & Video Tutorial provided: Overview Photoshop Tutorial 2</p> <p><i>Design Application: Photoshop (Online Video)</i></p> <p><u>Week Summary:</u></p> <p>This week we will continue onward examining the Principles of Design, mainly balance and emphasis. The concept of balance is not something that is always easy to understand right away visually, it takes time and practice to really know how a designer is arranging and including the Elements of design within their composition to create a particular sense of "visual weight". I know heavy stuff - (wink wink).</p> <p>On the other hand, Emphasis tends to come more naturally to a learner. Emphasis is more relate-able as we typically work every day to call attention to something in our daily lives, whether that be through a visual representation or through how we speak, the mannerisms we use and the movements we make. You already do this daily, so you've got the concept deeply rooted and in the bag!</p> <p><i>"Be aware of wonder. Live a balanced life – learn some and think some and draw and paint and sing and dance and play and work every day some."</i></p> <p>— Robert Fulgham</p>	<p>Chapter 8: (Principles of Design) Emphasis, Chapter 9: (Principles of Design) Balance</p> <p>Online Quiz #4 due</p>
			Canvas Discussion Board #5 Participation due 11:59pm (Joyful Chapter 5 - Play)
Week 8	<p>Course Objective 3 (3.1,3.2), 4 (4.1)</p>	<p>FALL BREAK – end of the week</p> <p>(M) FTF Lecture: Design Principles: Rhythm</p> <p>(W) FTF Lecture: Design Principles: Unity</p>	<p>Chapter 10: (Principles of Design) Rhythm</p> <p>Chapter 12: (Principles of Design) Unity</p>

	<p>Gen Ed Goal 1 (1.1 - 1.4); Goal 2 (2.1)</p>	<p><i>Design Application: Continue to work on Photoshop Assignment</i></p> <p><u>Week Summary:</u></p> <p>By the end of this week you will have completed all of the Elements & Principles of design - can you believe it!</p> <p>Your final two principles of design are rhythm and lastly, unity. The concept of rhythm is one that we will visit again down the line when we discuss more on our senses, especially our auditory senses, but there we will focus more on the actual sound a rhythm makes and what types of behavior it encourages. This week, rhythm is still being used as a visual tool to allow us as designers to encourage our viewers to move their eye throughout our design and lead them through the image in a more guided or systematic way. Oh the power! ;)</p> <p>Once we have established the best ways to use of rhythm, we will tie everything together that we have learned up until this point in a nice little package called unity! Through line, space, color, shape, texture, form, pattern - you name it....we can use our principles of design to create balance and establish emphasis in a comprehensive overall design aesthetic. Unity is the most important principle of design as it is how we put a period at the end of our sentence, a bow on the final package - the complete composition we want our customer or viewer to take in and connect with an emotion - for better or for worse! This is when we turn over our thoughts and put them in the hands of someone else to have an opinion on....scary, but you are ready to take the dive. Critique is essential to the best designs.</p> <p><i>"The best way to predict the future is to create it"</i></p> <p>— Abraham Lincoln</p>	<p><i>Watch: Knowlton School of Architecture – Video's</i></p> <p>Ph Tutorial 2 due by Midnight</p> <p>(due to Fall break this assignment due date will be adjusted)</p>
			<p>Canvas Discussion Board #6 Participation due 11:59pm</p> <p>(Joyful Chapter 6 - Surprise)</p>
<p>Week 9</p>	<p>Course Objective 3 (3.1,3.2), 4 (4.1), 5 (5.1,5.2) 7 (7.1)</p> <p>Gen Ed Goal 1 (1.1 - 1.4);</p>	<p>(M/W/F) Finalize Group Projects – In Class Group Work</p> <p><u>Week Summary:</u></p> <p>The Principles of design are complete!</p> <p>Use this week to go back through the course materials including listening to any lectures you need refreshing on, re-reading parts of your textbook, reviewing the first few quizzes and participating in any review activities that were part of the modules.</p>	<p>Online Quiz #5 due</p> <p>Group Projects Due</p>

	Goal 2 (2.1, 2.2)	<p>Don't forget your group project is finally due! You have been working on this for many weeks at this point, so hopefully you are almost finished and are just putting finishing touches on the project at this point. Take some time to be sure your team is on the same page and submitting a stellar project as a cohesive unit.</p> <p><i>“Learn the rules like a pro, so you can break them like an artist”</i> — Pablo Picasso</p>	
			<p>Canvas Discussion Board #7 Participation due 11:59pm</p> <p>(Joyful Chapter 7 - Transcendence)</p>
Week 10	<p>Course Objective 3 (3.1,3.2), 4 (4.1)</p> <p>Gen Ed Goal 1 (1.1 - 1.4); Goal 2 (2.1, 2.2)</p>	<p>(M/W) FTF Lecture: Review of Principles</p> <p>(F) FTF Lecture: Midterm Exam Review</p> <p><u>Week Summary:</u></p> <p>Slow down everyone, and take some time to review and study what you have learned in this course!</p> <p>The midterm exam will have questions similar to your quizzes but with an extra layer of thought and complexity. We will turn that up one more notch by the time the final exam rolls around, but until then, consider this a warm up along with all of the quizzes. My best advice regarding the exam is not only to refresh and review course materials, but to really pay very close attention to the <u>expressive qualities</u> associated with each aspect of the Elements and Principles of design.</p> <p><i>“If I had asked people what they wanted, they would have said - faster horses”</i> — Henry Ford</p>	<p><u>Midterm Exam ONLINE</u></p> <p>Review Joyful ToolKit p. 299-318</p>
		MODULE 3: OLFATORY & AUDITORY	
Week 11	<p>Course Objective 3 (3.1,3.2), 4 (4.1), 5 (5.1,5.2), 6</p>	<p>(M) FTF Lecture: Olfactory</p> <p>(W) FTF Lecture: Auditory</p> <p>(F) FTF Lecture: Combining Visual, Olfactory & Auditory</p>	<p>Online Quiz #6 due</p>

	<p>(6.1, 6.2), 7 (7.1)</p> <p>Gen Ed Goal 1 (1.1 - 1.4); Goal 2 (2.1, 2.2)</p>	<p>(F) FTF & Video Tutorial provided: Overview Photoshop Tutorial 3</p> <p><i>Design Application: Photoshop (Online Video)</i></p> <p><u>Week Summary:</u></p> <p>We are going to start moving into discussing how all of our senses become such an important part of the design process. With our Elements and Principles as a foundation, which focus on the most basic visual aspect of design, we will take a look this week at how our sense of smell and sound can impact an overall design and brand's impression.</p> <p>This week you will watch video's, listen to music clips, read articles and do some "at home" activities to better understand how important our senses are in both design and brand recognition. This section of our course is a pinch more challenging to capture via the online platform, so we will have to be creative and pay attention to the expressive qualities and information shared in the lecture Power Points and video's.</p> <p>Under this weeks module, be sure to review the requirements and example posted for the expectations for Photoshop Tutorial 3.</p> <p><i>"Good design is like a refrigerator—when it works, no one notices, but when it doesn't, it sure stinks."</i></p> <p><i>— Irene Au</i></p>	<p>Watch: The 4 ways sounds affect us" - Ted Talk by Julian Treasure & recorded guest speaker: Lisa Witherow: DNA Strategist, essential oils and our senses</p>
			<p>Canvas Discussion Board #8 Participation due 11:59pm</p> <p>(Joyful Chapter 8 - Magic)</p>
		<p>MODULE 4: PERSONALITY & BRANDING</p>	
<p>Week 12</p>	<p>Course Objective 3 (3.1,3.2), 4 (4.1), 5 (5.1,5.2) 6 (6.2) 7 (7.1)</p> <p>Gen Ed Goal 1 (1.1 - 1.4);</p>	<p>(M) FTF Lecture: Appealing Compositions & Collages</p> <p>(W) FTF Lecture: Presentation & Slide Composition</p> <p>(F) FTF Lecture: Personality Type/Cluster</p> <p>(F) Announce Individual Project</p> <p><i>Design Application: Continue to work on Photoshop Assignment</i></p>	<p>Online Quiz #7 due</p>

	Goal 2 (2.1, 2.2)	<p><u>Week Summary:</u></p> <p>Take this week to really absorb what we have learned up until this point in class! You have learned so much about the Elements and Principles of Design and now how you can really begin to design not just to grab a customer's attention in 2D space, but in a retail environment and into the 3D realm of possibilities by understanding how important and influential our olfactory and auditory senses are to a customer and brand.</p> <p>Take some time to read through the information posted on how to create an impact-ful appealing collage in the modules section, you will use this as a resource when creating your final individual project for the course. Next week you will learn what fashion personality you identify with most and you may want to begin collecting imagery of visuals that you feel embody and represent who you are for the upcoming assignment. Take a look through the final project expectations and examples as well which are also posted in this weeks module. You have plenty of time to start thinking about what you will put together as a final assessment for the course.</p> <p>Don't forget your final Photoshop Tutorial #3 - Designing a Fragrance Advertisement, will be a great way to visually show what you have learned regarding your senses, especially olfactory!</p> <p><i>“The goal of a designer is to listen, observe, understand, sympathize, empathize, synthesize, and glean insights that enable him or her to ‘make the invisible visible.’”</i></p> <p>— Hillman Curtis</p>	
Week 13	<p>Course Objective 3 (3.1,3.2), 4 (4.1) 5 (5.1,5.2) 6 (6.2)</p> <p>Gen Ed Goal 1 (1.1 - 1.4); Goal 2 (2.1, 2.2)</p>	<p>(M) FTF Lecture: Personal Coloration & Body Type</p> <p>(W) FTF Lecture: Apparel Styles & Silhouettes</p> <p>(F) Photoshop Review & Help Session</p> <p><u>Week Summary:</u></p> <p>What fashion personality are YOU?</p> <p>Well if you don't know....YOU will by the end of this week!</p> <p>Take the Jung's Typology Quiz to get closer to understanding a little more about YOU!</p> <p>If you haven't figured it out yet...this week is about getting to know YOU a little bit better, your brand, your sense of style and who YOU are both inside and the reflection to the outside world.</p>	<p>Online Quiz #8 due</p> <p>Ph Tutorial 3 due by Midnight</p> <p>Watch: Historic Costume Collection Silhouettes Video</p>

		<p>We are complicated creatures, and fashion and design is just another opportunity to express ourselves without saying any words to the outside world. Every morning you wake up and get DRESSED or surround yourself with designed objects you have chosen. This conscious or unconscious moment of decision making speaks volumes about who you are or who you want others to think you are EVERYDAY.</p> <p>After watching the lecture on personality types and clusters, try to get closer to identifying your fashion personality.</p> <p>Some extra information regarding personal body type identification and coloration are included in this week's module as well (no audio). These will be helpful to you as future merchants, designers and stylists! We will start learning next week, which silhouettes fit particular body types the best and how to emphasize or de-emphasize certain parts of the body according to whatever makes YOU feel best!</p> <p><i>"Fashion is about dressing according to what's fashionable. Style is more about being yourself."</i></p> <p><i>— Oscar de la Renta</i></p>	
			<p>Canvas Discussion Board #9 Participation due 11:59pm (Joyful Chapter 9 - Celebration)</p>
Week 14		HAPPY THANKSGIVING!	
Week 15	<p>Course Objective 3 (3.1,3.2), 4 (4.1) 5 (5.1,5.2) 6 (6.1,6.2)</p> <p>Gen Ed Goal 1 (1.1 - 1.4); Goal 2 (2.1, 2.2)</p>	<p>(M) FTF Lecture: Branding</p> <p>(W) FTF Lecture: Personal Branding</p> <p>(F) FTF Lecture: Personal Presentation & Etiquette</p> <p>(F) FTF Lecture: Design Application: Packaging</p> <p><u>Week Summary:</u></p> <p>In a world of a billion brands - how do YOU stand out?</p> <p>Personal and retail branding are topics that could be discussed over entire semesters! But we will simply touch on them in the remaining weeks of class. If this is a topic that interests you, I recommend looking in to additional courses that take a deeper</p>	<p>Individual Project due</p>

		<p>dive in the FRS program or across OSU's business/marketing programs.</p> <p>The important thing about brands is that they help simplify and accelerate decision making. Brands influences choices of customers, employee's, inventors and government authorities.</p> <p>In a world with so many choices, a brand's symbol is extremely influential for a business's success.</p> <p>How will YOU stand out from the crowd? Or how will THE BRAND you represent make their presence known within the retail industry? How can you use all the design skills you have learned this semester to put YOU at the forefront of the competition?</p> <p>Challenge, extended ;)</p> <p><i>"You don't think your way to creative work. You work your way to creative thinking."</i></p> <p>— George Nelson</p>	
			<p>Canvas Discussion Board #10 Participation due 11:59pm (Joyful Chapter 10 - Renewal)</p>
<p>Week 16</p>	<p>Course Objective 3 (3.1,3.2), 4 (4.1) 5 (5.1,5.2) 6 (6.1,6.2) 7 (7.1)</p> <p>Gen Ed Goal 1 (1.1 - 1.4); Goal 2 (2.1, 2.2)</p>	<p>(W) FTF Lecture: Final Exam Review</p> <p>Work on completing course Bonus assignments</p> <p>Final Exams Begin</p> <p>Please see Canvas for final exam date</p> <p><u>Week Summary:</u></p> <p>You have reached the end of this course – congratulations! I hope that you have added new tools to your creative tool belts and will keep the “big rocks” you learned along the way in mind as you move into your respective fields – whether they are design related or not.</p> <p>You have learned the industry standard software Adobe Photoshop, how to speak like a designer using expressive qualities to back up your design decisions, reflected upon cultures, societies and customers wants and needs, and learned how to tell a story through visuals. You have learned how to see beyond what is in front of you and understand and appreciate the thinking that went</p>	<p>Final Exam</p>

		into a designed object. Always remember, design is for everyone and..... <i>“Design Creates Culture. Culture shapes values. Values determine the future.”</i> — Robert L. Peters	
Week 17		Final Exams End	

***The schedule above is subject to change based on course and participant needs. Any changes in schedule will be posted in Carmen.*

Institutional Policies

Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize the at failure to follow the rules and guidelines established in the University’s *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes as academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- [COAM: The Committee on Academic Misconduct](#)
- [Ten Suggestions for Preserving Academic Integrity](#)
- [Eight Cardinal Rules of Academic Integrity](#)

[See Course Assignments and Course Academic Integrity, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.]

Accessibility Accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services](#). After registration,

make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Grievances

According to University policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by **speaking first with the instructor or professor**. Then, if necessary, with the department chairperson, college dean, and provide, in that order. Specific procedures are outlines in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.”

Off-Campus Field Experiences

We may have the opportunity to tour professional retail work places to give students insights into the real working retail industry. This field experience is a huge benefit to students and formed through connections of the Fashion and Retail Studies advisory board. Please be respectful of industry members time and talents on any off-campus field experiences we may have.

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

- **Course Audio and Video Recording:** Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the *Code of Student Conduct*.
- **Student Generated Materials:** Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course Materials:** These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course, but this does not apply to uses outside of the course.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning such as: strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the [Office of Student Life’s Counseling and Consultation Service](#) (CCS) or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower. **You can reach an on-call counselor when CCS is closed at 614-292-5766- and 24-hour emergency help is also available 24.7 by dialing 988 to reach the Suicide and Crisis Lifeline.**

Diversity Statement

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different, as discrimination on the basis of age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages everyone to strive to reach their own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches the University's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

Statement on Title IX: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources by visiting the [Title IX Office of Institutional Equity](#) website or calling the Title IX Coordinator at titleix@osu.edu.

The Office of Diversity and Inclusion provides holistic support for qualifying student parents enrolled at Ohio State. To learn more, contact the "Child Care Access Means Parents in School" (CCAMPIS) Program at 614-247-7092, email lewis.40@osu.edu, or visit www.odi.osu.edu/ccampis.

Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course Subject and Number: CSFRST 2370

GE Rationale: Foundations: Literary, Visual or Performing Arts (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

This course focuses on a multidisciplinary approach to design fundamentals and aesthetics and teaches the foundation of Adobe Photoshop skills to prepare students to use this design and product development industry standard software. It focuses on how to apply the elements and principles of art and design to projects and products to students in disciplines including, but not limited to areas such as fashion and retail studies, product development, art, marketing and branding, architecture, landscape, and interior design. CSFRST2370 also focuses on the perception and presentation of the self and its surrounding environment through the use of aesthetics with consideration of foundations of design, physical characteristics, environment, personal expression, and context.

B. Specific Goals

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Students will learn to differentiate and identify existing design elements among a variety of provided visual examples in landscape, architecture, interior design, fashion, advertisement and more. Each week students learn a different element or principle of design and how to identify, analyze and describe which design elements and principles are being used successfully or unsuccessfully with a design. They will have the opportunity to analyze and interpret a variety of visual design works through the weekly provided lecture content, readings and videos, class discussion board postings, optional gamified online activities, low stakes quiz assessments, midterm and final exams.

Reading textbook Fashion by Design:

Chapter 1: About Design

Chapter 2: (Elements of Design) Form, Shape, Space

Chapter 3: (Elements of Design) Line

Chapter 4: (Elements of Design) Color and Value

Chapter 5: (Elements of Design) Color and Industry

Chapter 6: (Elements of Design) Texture and Light,

Chapter 7: (Elements of Design) Pattern

Chapter 8: (Principles of Design) Emphasis

Chapter 9: (Principles of Design) Balance

Chapter 10: (Principles of Design) Rhythm

Chapter 11: (Principles of Design) Proportion

Chapter 12: (Principles of Design) Unity

Discussion Board Postings: Reading "Joyful: The Surprising Power of Ordinary Things to Create Extraordinary Happiness " Ch.1 -10 energy, abundance, freedom, harmony, play, surprise, transcendence, magic, celebration, and renewal.

Optional gamified online activities: Light, Color, Texture, Pattern, Elements of Design Review, Proportion, Scale, Balance, Emphasis, Rhythm, Unity, Olfactory, Auditory

Quizzes: Q1 Line, Shape, Space, Q2 Form, Texture, Light, Color, Q3 Line, Shape, Form, Space, Pattern, Silhouettes, Q4 Space, Color, Pattern, Proportion, Scale, Q5

Adobe Photoshop Tools, Q6 Olfactory, Auditory, Visual Combination, Q7 Personality Cluster, Q8 Personality Types and Branding

Exams: Cover all lecture, reading & quiz topics and materials noted above

Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Students will learn about a variety of design disciplines and how design is perceived and created differently through cultural influences. As one example, when students learn about color associations, we take a global perspective to what choosing the color red might mean in Chinese, Indian, versus Western culture. Each have historical influences and perceptions which impact how we interact with an object or design. This is just one of many examples discussed throughout the course. Students learn about how their design choices and creations impact and influence those around them and so they must be conscious and respectful of other cultures and the meaning behind what they make. Students must have a written description that accompanies each design assignment, where they explain their inspiration and design decision making process through the use of key expressive qualities and terminology.

Photoshop Tutorial #1: Create an original fashion design implementing your basic Photoshop skills and employing the design elements.

Photoshop Tutorial #2: Create an original architectural or interior design implementing your basic Photoshop skills and employing the design principles.

Photoshop Tutorial #3: Create original AD design implementing your basic Photoshop skills and employing the aspects of auditory or olfactory senses.

Group Project: Groups receive an inspirational word and brainstorm to come up with a list of other words, images, and specific Elements & Principles of design that cohesively represent this word. Each group member creates an original design representing the inspirational word based on the cohesive idea they have formed as a group. Example original designs: apparel design, interior design, architectural design, landscape design, and product advertisement.

Individual Project: Students analyze their entire identity: appearance, culture, attitudes, feelings, likes/dislikes, etc to create this project. They brainstorm to come up with words, images, textures, etc that represent themselves as a brand. They will express this identity or brand through the creation of a collage in Photoshop and an original design that best represent them and their personality clusters.

Additional Content to Highlight: "The language of color - the effects of color on our experience and behavior" - Ted Talk by Axle Buether

Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Discerning and defining each step in the design process is a very important aspect of this course along with recognizing why each step in the design process is important to the development of a final product or composition. Design always begins with inspiration and the artistic ideas linked to this learning outcome. Students have the opportunity to analyze where current designers and artistic movements influences began through weekly provided lecture content, readings (textbook: Fashion by Design) and videos, and class discussion board postings which focuses on the book "Joyful: The Surprising Power of Ordinary Things to Create Extraordinary Happiness ".The book "Joyful" uses examples from all over the world and how designers make particular choices to influence external environments and products that then spark happiness and delight for observers, users or customers alike. In this course we highlight positive aspects of a design and have the opportunity to propose recommendations on how to improve design layouts or forms through verbal and/or written critiques and feedback in peer-to-peer discussions and from the professor. Once students learn the foundational elements and principles of design, the course focuses on they can put them all together spatially in an interior or advertisement to create a particular mood and feeling through our aesthetic, olfactory, and auditory choices.

(Most assignments touch on this ELO in some way. Below are the most directly linked)

Discussion Board Postings: Reading "Joyful: The Surprising Power of Ordinary Things to Create Extraordinary Happiness" Ch.1 -10 energy, abundance, freedom, harmony, play, surprise, transcendence, magic, celebration, and renewal.

Photoshop Tutorial #3: Create original AD design implementing your basic Photoshop skills and employing the aspects of auditory or olfactory senses.

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Design is for everyone. This is a critical component to this course. Students learn what 'design thinking' is, what is the motivation behind it, how can we be inclusive to everyone who interacts with the art, product, or ideas we are producing? This is a huge challenge in the design world and an important overarching topic that is plugged into nearly all assignments and conversations surrounding the analysis of a design. Universal design is usable, accessible and inclusive. Students are challenged to keep this top of mind when creating their assignments and asked to identify what components make their ideas fall into this key component of 'design thinking'. We cover not only the visual senses of design through the elements and principles, but also examine the importance of the olfactory and auditory senses to everyone of all abilities who experiences our design ideas and influences. The course discusses how social and ethical design decisions are made by particular brands and how this impacts how they are viewed by a number of audiences.

Photoshop Tutorial #1: Create an original fashion design implementing your basic Photoshop skills and employing the design elements.

Photoshop Tutorial #2: Create an original architectural or interior design implementing your basic Photoshop skills and employing the design principles.

Photoshop Tutorial #3: Create original AD design implementing your basic Photoshop skills and employing the aspects of auditory or olfactory senses.

Group Project: Groups receive an inspirational word and brainstorm to come up with a list of other words, images, and specific Elements & Principles of design that cohesively represent this word. Each group member creates an original design representing the inspirational word based on the cohesive idea they have formed as a group. Example original designs: apparel design, interior design, architectural design, landscape design, and product advertisement.

Individual Project: Students analyze their entire identity: appearance, culture, attitudes, feelings, likes/dislikes, etc to create this project. They brainstorm to come up with words, images, textures, etc that represent themselves as a brand. They will express this identity or brand through the creation of a collage in Photoshop and an original design that best represent them and their personality clusters.

Bonus Assignment: Auditory and olfactory store analysis: Head to your favorite store and describe in detail the experience at the Olfactory/Auditory and Visual level. What makes the space so successful? How did the Visual Merchandising team and store planners think through their material choices, colors, and product to make the space speak to you and make you want to buy using olfactory, auditory and visual senses?

Additional Content to Highlight: "The 4 ways sounds affect us" - Ted Talk by Julian Treasure & recorded guest speaker: Lisa Witherow: DNA Strategist, essential oils, and our senses.

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Students become proficient in foundational Adobe Photoshop tools and navigation of platform interface. This software is industry standard and critical to the success of anyone who has an idea and needs a way to express it to others visually. Students implement computer generated tools and techniques to formulate original design compositions across a variety of disciplines and applications. They learn how to identify which tools and techniques are most appropriate to utilize to achieve desired design configurations and meanings and to communicate visual stories with their ideas through Photoshop video tutorials. They learn to design original compositions and/or products that positively influences human engagement and interaction.

Photoshop Warm Up: Students choose 2 concepts found in a linked video tutorial or written instructions for example "using color" and "applying filters" and edit a provided image in any way they choose.

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Individual Project: Students analyze their entire identity: appearance, culture, attitudes, feelings, likes/dislikes, etc to create this project. They brainstorm to come up with words, images, textures, etc that represent themselves as a brand. They will express this identity or brand through the creation of a collage in Photoshop and an original design that best represent them and their personality clusters.

Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Students learn to actively conceptualize, reflect, and explain their design choices (both verbally and written) using expressive qualities made by current/relevant designers and brands through individual design assignments. Throughout the course, students are actively encouraged to draw from their own experiences and surroundings to develop meaningful projects and ideas. Having worked through the design process from start to finish, allows students to have an appreciation for the complexity of designs and the decision making that goes behind a composition or final product.

Discussion Board Postings: Reading "Joyful: The Surprising Power of Ordinary Things to Create Extraordinary Happiness " Ch.1 -10 energy, abundance, freedom, harmony, play, surprise, transcendence, magic, celebration, and renewal.

Photoshop Tutorial #1: Create an original fashion design implementing your basic Photoshop skills and employing the design elements.

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