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Course title and number	VIST 205: Principles of Design III
Term	Fall 2015
Meeting times and location	MW: 9:10-10:00: ARCC 111 MW: 10:01-11:25: ARCC 206AA F 9:10-11:20: ARCC 206AA

### Course Description and Prerequisites

Introduction of design concepts and processes related to three-dimensional form, space and order; the relationship of anthropometrics and ergonomics to scale, human form and experience; conceptual notations and visual properties of form, materials, structure, lighting and environment; principles of spatial organization and movement through space.

Prerequisites: ARTS 115 (Drawing for Visualization); VIST 106 (Principles of Visualization II);  
**Concurrent enrollment in VIST 284-501/503 (Animation).**

### Introduction

VIST 205 introduces the student to the three major focus areas in the Visualization program: graphic design, gaming/interactive media and animation/vfx. To accomplish this goal, the semester will be divided into three independent modules, reflecting the three areas listed above. The graphic design module will explore two dimensional design as a vehicle to exhibit information about a selected topic. The gaming module will introduce principles of interactive storytelling and game play in the context of a simple game. The last unit will encourage students to explore 3D modeling, animation and video compositing in a linear time frame.

The intent of each module is to provide you with an introductory project in which you can evaluate your interests and skills which will be helpful in selecting future visualization studios and electives.

### Learning Outcomes

At the conclusion of VIST 205, the student will be expected to:

- Describe and illustrate principles of design which includes balance, emphasis/focal point, proportion/scale, rhythm, movement, unity/harmony, and variety/contrast.
- Select techniques and technologies to be used in the creation of 2D and 3D projects.
- Employ organizational principles such as gestalt, grids and regulating lines.
- Produce projects based on ideas and concepts through a variety of synthesis techniques.
- Analyze, evaluate and apply criticism as a means to develop creative works and personal expression.
- Formulate written statements identifying artistic intent for creative works.
- Design a collective project through idealizing, strategizing, organizing and executing a common set of goals and strategies.
- Create two-dimensional illustrations using principles of composition and design.
- Devise projects based on standards of self-discipline, organization and personal integrity.
- Design and execute a gaming project that explores simple game play.
- Interpret the elements of light, materials and motion in a 3D context.

### Core Curriculum Learning Outcomes

	1	2	3	4	5	6	7	8	9	10
Critical Thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Personal Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### Weave Assessment Learning Objectives

	1	2	3	4	5	6	7	8	9	10
To Stimulate Visual Thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
To Nurture Design Skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
To Enhance a Multidisciplinary Focus	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To Encourage Collaborative Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To Strengthen Ethical Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To Improve Personal Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Instructor Information

Name	Terry R. Larsen
Telephone number	979.845.7068
Email address	trl@viz.tamu.edu
Office hours	MTWR 1:00 – 2:30 or by appointment
Office location	Langford C104

### Textbook and/or Resource Material

Additional resource materials will be indicated on a per project basis. These materials will be made available via handouts or on the web.

### Grading Policies

Your grade will be based upon the following items. For the semester, the total grade is based on 100 points which is equal to 100% of your grade.

Project 1	30 Points
Project 2	30 Points
Project 3	30 Points
Active participation in class/design reviews	<u>10 Points</u>
	100 Points

As an aide to understanding the method by which your assignments are evaluated, read the following carefully. The actual grading criteria will be related to these categories but will be more specific in nature.

- F: 60 and below: The student work is unresolved; the intentions are unclear and major criteria or goals lack resolution; Presentation is incomplete and/or of poor quality; There is a complete lack of problem solving intent, artistic content and/or visual merit.
- D: 60 - 70: The solution has problems in two or more major areas; Skill and problem development is marginal or incomplete; The project lacks imagination and./ or design/artistic potential.
- C: 70 – 80: The student has solved the problem, but the solution lacks depth of understanding; Some program goals not completely satisfied and the solution contains little promise even though most issues have been addressed.
- B: 80 - 90: The student work shows imagination and potential; Presentation and visual content is good; Program requirements are fulfilled but in need of more refinement or development; There are no major issues that would require a total redesign of the project.
- A: 90 – 100: The student work has imagination and the solutions to the problems show understanding and thought; The problem solution is highly developed and well presented; The

entire project shows depth and breath and is well coordinated; The project potential has been achieved.

### Attendance Policy

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at <http://student-rules.tamu.edu>. Class participation requires your attendance. Therefore, 50% of your participation grade is based solely upon your attendance.

### Course Topics, Calendar of Activities, Major Assignment Dates

The preliminary project schedule is as follows. Changes will be made if necessary but will be for the entire class. Individual projects not turned in on the due date will receive a 5 point late penalty for each day or portion of a day the project is late if the absence is not due to reasons outlined by in the student rules.

Project		1	31 August	30 September	
		2	2 October	30 October	
		3	2 November	9 December	

  

Week	Day	Project	Lecture Topic	Reading/Reference	Course Objectives
1	Aug 1	#1 Issued	Course Introduction		
	Sep 2		pb 1 Introduction; Choosing a data Set		1,2,3,5,7,8
2	Sep 7		File and Data Manipulation		1,2,3,5,7,8
	Sep 9		Map Projections; Visual Perception		
3	Sep 14		Understanding SVG		1,2,3,5,7,8
	Sep 16		SVG to 3D		
4	Sep 21		Sheet Layout		1,2,3,5,7,8
	Sep 23				
5	Sep 28				1,2,3,5,7,8
	Sep 30	#1 Due	Review		
	Oct 2	#2 Issued	Problem 2 introduction		
6	Oct 5	#1 Due	Review		5,8
	Oct 7	#2 Issued	Problem 2 introduction		
7	Oct 12		Game Types		1,2,3,5,7,9
	Oct 14		Story telling principles		
8	Oct 19		<b>Research Symposium</b>		1,2,3,5,7,9
	Oct 21		Logic Bricks		
9	Oct 26		Bullet Physics		1,2,3,5,7,9
	Oct 28		pygame		
	Oct 30	#2 Due	Review		
10	Nov 2	#3 Issued	Problem 3 introduction		1,2,3,5,7,9
	Nov 4		Story boarding		
11	Nov 9		SteamPunk Design		5,9

	Nov 11	Virtual camera & perspective	
12	Nov 16 Nov 18	2D animatic	1,2,3,4,5,7,10
13	Nov 23 Nov 25	3D animatic Image Quality	1,2,3,4,5,7,10
14	Nov 30 Dec 1	Special Effects Preliminary Review	1,2,3,4,5,7,10
15	Dec 7 Dec 9	#3 Due <b>Review</b>	1,2,3,4,5,7,10 5,10

## Other Pertinent Course Information

### COURSE CONDUCT

Please note the following regarding class conduct.

- Once a project has begun, due dates are final as extensions often prove less beneficial to students who have managed their time wisely.
- Students who wish to re-do or complete projects after the due date should note that these projects will *not* be regraded.
- Any papers or required research papers will be presented in a typed 8 ½ x 11 inch professional format.
- Do not bring food into the studio during scheduled class times.
- Students are responsible for bringing necessary supplies/equipment/information to class before the period begins.
- Playing of music during class is allowed only with the use of headphones. Be considerate of your classmates.
- Spray painting booths are located in the courtyard of building A. **Students who are caught defacing College property (including spray painting) will be immediately expelled.**

### Costs For The Course

The total cost for the course should be between \$10 and \$20 for DVDs or a flash drive necessary to turn in project assignments. These will *not* be returned.

### Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit <http://disability.tamu.edu>

### Academic Integrity

For additional information please visit: <http://www.tamu.edu/aggiehonor>

*“An Aggie does not lie, cheat, or steal, or tolerate those who do.”*

### **Statement of Responsibility**

"It is unlawful for any person to damage or deface any of the buildings, statues, monuments, trees, shrubs, grasses, or flowers on the grounds of any state institutions of higher education (Texas Education Code Section 51.204)"

The words damage or deface refer specifically to any and all actions, whether direct or indirect, that either diminish the value or mar the appearance of the physical environment.