

DESIGN I

TPA 6009

FALL 2025

CON 218

TH 10:40-1:30

INSTRUCTORS: *Jen Dasher*

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Office Hours: M/W 1:00-3:00

REQUIRED TEXTS:

The Revolutionists by Lauren Gunderson

COURSE DESCRIPTION: Design I introduces students to the fundamental principles and elements of visual design, providing a comprehensive foundation in artistic and conceptual development. Through hands-on projects and theoretical exploration, students will learn to analyze, interpret, and create compelling visual compositions across various media. Emphasizing creativity, critical thinking, and technical skill, this course enables students to develop a personal design aesthetic while understanding the role of design in communication and problem-solving. Design I serves as a stepping stone for further exploration into specialized design disciplines.

COURSE OBJECTIVES: The course aims to introduce students to the fundamental principles and practices of design, fostering an understanding of core concepts such as form, function, and visual communication. Students will develop their ability to engage in the creative process through research, ideation, and iterative experimentation. The course also emphasizes building skills in visual representation, including sketching and drafting, to effectively communicate design ideas. Throughout the semester, students will explore the importance of contextual awareness by analyzing cultural, social, and environmental factors that influence design decisions. Critical thinking and reflective practice will be encouraged through critique sessions and feedback, promoting continuous improvement and professional growth. Additionally, students will be guided

to apply ethical and sustainable considerations in their work, aligning their practices with contemporary industry standards and societal needs.

1. Collaborative Design Skills: Students will demonstrate the ability to work effectively with stakeholders to translate ideas into functional design solutions.
2. Contextual and Cultural Awareness: Students will analyze and apply cultural, social, and historical context to inform and communicate the meaning of their design work.
3. Iterative Refinement and Problem-Solving: Students will develop the skills to create, test, and refine their designs through an iterative process, ensuring their work is visually coherent and practically effective.
4. Project Management and Resource Planning: Students will learn to manage resources, time, and project constraints to complete design tasks within set schedules and budgets.
5. Evaluation and Feedback Integration: Students will use feedback from reviews and user testing to improve and adapt their designs, fostering ongoing learning and refinement in their practice.

COURSE POLICIES:

ATTENDANCE POLICY: Your success in this course relies on on-time attendance, completion of projects and effective participation in all class periods. No absences will be excused without prior notification unless under emergency circumstances. Absences that will automatically be excused are in alignment with UF policies:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

ASSIGNMENT POLICY: *All assignments will be turned in on canvas. It is expected that these are uploaded in advance of class so that they are accessible to be projected and reviewed during class. No late submissions will be accepted. Instructor is available to work through best practices in managing multiple projects to successful on-time completion.*

ONLINE COURSE EVALUATION : Students are invited to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semesters, but students will be given specific times when they are open.

Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

UF POLICIES:

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES: “Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.”

UNIVERSITY POLICY ON ACADEMIC CONDUCT: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

GETTING HELP:

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- <http://helpdesk.ufl.edu>
- (352) 392-HELP (4357)
- Walk-in: HUB 132

GRADING POLICIES:

GRADING SCALE:

<i>A</i>	<i>94-100%</i>	<i>A-</i>	<i>90-93%</i>		
<i>B+</i>	<i>87%-89%</i>	<i>B</i>	<i>83%-86%</i>	<i>B-</i>	<i>80%-82%</i>
<i>C+</i>	<i>77%-79%</i>	<i>C</i>	<i>73%-76%</i>	<i>C-</i>	<i>70%-72%</i>
<i>D</i>	<i>68%-69%</i>				
<i>E</i>	<i>0-67%</i>				

Grading will follow the following pedagogy:

- A grade of “C” is average meaning the student has completed all requirements of the assignment satisfactorily. Students receiving a cumulative grade of “C” are automatically placed on academic probation within the program.
- A grade of “B” is good and indicates a level of commitment to the project that goes above the requirements of the assignment between 1-9%.
- A grade of “A” is excellent and indicates a level of commitment to the project that goes above the requirements of the assignment between 10-20%. It is expected that graduate students are striving to meet this expectation consistently through the course of the semester.

Assignment	Points or percentage
The Revolutionists	35%
Project Two	35%

Weekly Drawings	20%
Collaborative Critique Participation	10%

UF GRADING POLICIES:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

PROJECT DESCRIPTIONS:

DESIGN PROJECT 1: *The Revolutionists* by Lauren Gunderson

Project Overview:

Design and develop costumes for the main characters in *The Revolutionists*, a contemporary theatrical piece that explores themes of rebellion, identity, and history. Your project should demonstrate a sophisticated understanding of character development, historical context, and visual storytelling through costume design.

Project Requirements:

1. Concept Development and Research

- Conduct in-depth research on the historical period, cultural context, and thematic elements relevant to *The Revolutionists*.
- Develop a cohesive conceptual framework that interprets the characters' personalities, backgrounds, and arcs.
- Prepare visual research boards or collages that include historical references, color palettes, mood images, and thematic symbols.

2. Character Analysis and Costume Narratives

- Write detailed character breakdowns, including personality traits, social status, motivations, and relationships.

- Create costume narratives explaining how each costume reflects these character aspects, supporting storytelling and thematic coherence.

3. Sketches and Rendering

- Produce detailed costume sketches for each character, demonstrating variety and visual clarity.
- Include multiple views (front, side, back) and indicate fabric textures, colors, and key costume details.
- Incorporate digital or hand-drawn techniques as appropriate.

4. Materials and Construction

- Select appropriate fabrics, trims, and accessories, with rationale connecting choices to character and thematic context.
- Develop a costume construction plan, including measurements, pattern ideas, and any special techniques needed.

5. Design Presentation

- Create a professional presentation board or digital portfolio that integrates sketches, research, material selections, and mood visuals.
- Prepare a verbal presentation or annotated digital file explaining your design process, character interpretation, and design choices.

Deliverables:

- Research and concept boards
- Character analysis and costume narratives
- Final sketches/renderings for each character
- Material and construction plans
- Presentation materials (digital or print)

DESIGN PROJECT 2: Character Driven Design

Project Overview:

Design and develop costumes for characters from a story, script, or narrative of your choosing—either existing or original—that is centered around strong character development. Your project should demonstrate a sophisticated understanding of character analysis, storytelling, and visual communication through costume design.

Project Requirements:

1. Concept Development and Research

- Select a story, script, or character-driven narrative that inspires your design—this could be a play, film, novel, or original story.
- Conduct in-depth research on the context, characters, and themes within your chosen narrative.
- Develop a cohesive conceptual framework that interprets the characters' personalities, arcs, and thematic elements.
- Prepare visual research boards or collages that include references, color palettes, mood images, and symbolic elements related to your chosen story.

2. Character Analysis and Costume Narratives

- Write detailed character breakdowns, including personality traits, backgrounds, motivations, and relationships.
- Develop costume narratives explaining how each costume reflects character traits, supports storytelling, and aligns with thematic elements.

3. Sketches and Renderings

- Produce detailed costume sketches for each character, demonstrating variety and clarity.
- Include multiple views (front, side, back) and indicate fabric textures, colors, and key details.
- Use digital drawing or hand-sketching techniques as appropriate.

4. Materials and Construction

- Select fabrics, trims, and accessories suitable for your characters, with a clear explanation of your choices linking to the story and character development.
- Develop a costume construction plan, including measurements, pattern ideas, and techniques needed for realization.

5. Design Presentation

- Create a professional presentation board or digital portfolio that includes sketches, research, material selections, and mood visuals.
- Prepare a verbal or written presentation explaining your design process, character interpretation, and how your choices support storytelling.

Deliverables:

- Research and concept boards
- Character analysis and costume narratives
- Final sketches/renderings for each character
- Material and construction plans
- Presentation materials (digital or printed)

Design Project 1 & 2 Grading Rubric:

<i>Criteria</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Developing</i>	<i>Unsatisfactory</i>	<i>Weight</i>
Research & Concept Development	Demonstrates insightful research integrating historical, cultural, and thematic elements; conceptually rich and original.	Shows thorough research with clear connections to thematic and historical context; ideas are well-developed.	Basic research evident; connections to theme or history are superficial or underdeveloped.	Minimal or inaccurate research; lack of clear conceptual development.	20%

Character Analysis & Narrative	Provides comprehensive, nuanced character analysis; narratives clearly inform design choices, enhancing storytelling.	Character analysis is clear and supports design decisions; narratives are well articulated.	Basic character summaries; some connection to design, but lacks depth or clarity.	Incomplete or superficial character analysis; design choices are unclear or disconnected from character.	20%
Design & Sketches	Highly detailed, conceptually original sketches; excellent use of visual elements demonstrating skill and clarity.	Clear, detailed sketches with attention to detail, fabric, and color indications.	Basic sketches; some areas lack detail or clarity; conceptual clarity is limited.	Poorly executed or unclear sketches; lack of detail or technical consistency.	30%
Material Selection & Construction Plan	Thoughtful, purposeful material choices; comprehensive, well-organized construction plan demonstrating technical understanding.	Appropriate materials selected with clear rationale; construction plan includes necessary details.	Materials generally appropriate, but rationale or details are limited.	Inadequate or inappropriate material choices; construction plan incomplete or unclear.	20%
Presentation & Communication	Professional, polished presentation; articulate and compelling verbal or digital delivery; visual assets are cohesive.	Clear, organized presentation; effective communication of design process and choices.	Basic presentation; some organization or clarity issues; moderate effectiveness in communication.	Disorganized or unprofessional presentation; difficulty communicating design intent.	10%

WEEKLY DRAWING SERIES

Project Description:

Throughout this series, each week you will select an illustration created by a professional artist or designer in your chosen field—such as character design, concept art, fashion illustration, or environmental design. Your goal is to carefully replicate the chosen artwork, paying close attention to the style, details, and techniques used by the original creator. This exercise aims to enhance your technical drawing skills, deepen your understanding of visual storytelling, and familiarize you with diverse artistic approaches.

What to Include:

- Accurately reproduce the illustration's composition, details, and stylistic elements.
- Incorporate any background, environment, or contextual elements that complement the main subject as seen in the original.
- Add labels, annotations, or notes if included in the original illustration, explaining design features, techniques, or materials.
- Use the same or similar media and techniques as the original artwork to achieve an authentic replication and develop proficiency in that style.

Goals of the Project:

- Improve precision, attention to detail, and technical recording skills.
- Gain insight into different illustration styles and media used in professional work.
- Study how professional artists communicate ideas, mood, and story through their visuals.
- Create a diverse portfolio of reproductions that showcase various styles, approaches, and skill sets.

Submission Deliverables:

- Final replicated illustration, including any background and labels present in the original.
- A brief reflective paragraph discussing your process, the media used, and what you learned from the exercise.

Criteria	Exemplary	Proficient	Developing	Satisfactory	Weight
Accuracy & Fidelity to Original	The reproduction is highly precise, capturing all details, style, and nuances of the original illustration with exceptional accuracy.	The reproduction closely resembles the original, capturing most details and stylistic elements effectively.	The reproduction shows some attempt at accuracy but misses key details or stylistic aspects.	The reproduction is noticeably inaccurate or inconsistent with the original; significant details are missing or misinterpreted.	35%
Technical Skill & Medium Application	Demonstrates advanced technical skill; media and techniques are applied skillfully to enhance the authenticity and visual quality.	Shows solid technical ability; media is used appropriately, and the rendering is clear and competent.	Adequate technical skill; some inconsistencies or limitations in media application.	Technical execution is weak; media application lacks control or clarity.	35%
Reflection & Critique	Reflection is insightful, clearly discusses techniques, challenges, and learning outcomes, demonstrating depth of thought.	Reflection is thoughtful, covering process, media, and what was learned with clarity.	Reflection addresses basic process and learning but lacks depth or detail.	Reflection is superficial, incomplete, or missing.	30%

COURSE SCHEDULE:

Schedule			
Week 1		In Class:	Due:
1/10	Tuesday	Intro to Class	
1/12	Thursday	Design Principals Review Weekly Drawing Critique Design Principals Review	Weekly Drawing Due
Week 2			
1/17	Tuesday	Discuss The Revolutionists, Design Process: Research	The Revolutionists Analysis
1/19	Thursday	Weekly Drawing Critique	Project 2 Proposal Due Weekly Drawing Due
Week 3			
1/24	Tuesday	No Class – URTA Conference	
1/26	Thursday	No Class – URTA Conference	
Week 4			
		Weekly Drawing Critique	Weekly Drawing Due
2/2	Tuesday	Determine Parameters for Project 2	
2/4	Thursday	Critique The Revolutionists Design Approach 1	The Revolutionists Design Approach 1 Due
Week 5			
2/7	Tuesday	Critique Weekly Drawing, Design Process Prototyping	Weekly Drawing Due
2/9	Thursday	Design Materials	
Week 6			
2/14	Tuesday	Design Materials	Weekly Drawing Due
2/16	Thursday	Weekly Drawing Critique, Design Materials	
Week 7			
2/21	Tuesday	Critique: The Revolutionists Design Approach 2	The Revolutionists Design Approach 2 Due
2/23	Thursday	Weekly Drawing Critique, Design: Working with a Client	Weekly Drawing Due
Week 8			
2/28	Tuesday	Preparing a Design Brief and Concept Statement	
3/2	Thursday	Project 2: Concept Statement Weekly Drawing Critique	Project 2: Concept Weekly Drawing Due
Week 9			
3/7	Tuesday	Project 2: Focus on Research Weekly Drawing Critique, Design Communication:	Project 2 Research Phase “Complete” Weekly Drawing Due
3/9	Thursday	Paperwork	
Week 10			
3/21	Tuesday	Project 2: Focus on Research	

	3/23	Thursday	Weekly Drawing Critique, Project 2: Focus on Visual Communication	Weekly Drawing Due
Week 11				
	3/28	Tuesday	Project 2 Scope Assessment Weekly Drawing Critique	Project 2 Initial Design Due Weekly Drawing Due
	3/30	Thursday	Adjusting the Scope	
Week 12				
	4/4	Tuesday	Project 2: Focus on Visual Communication	
	4/6	Thursday	Technical Drawing in Design Weekly Drawing Critique	Weekly Drawing Due
Week 13				
	4/11	Tuesday	Project 2: Technical Drawing Studio Day	
	4/13	Thursday	Weekly Drawing Critique	Weekly Drawing Due
Week 14				
	4/18	Tuesday	Studio Day	
	4/20	Thursday	Studio Day	
Week 15				
	4/25	Tuesday	Final Design Presentation	

Disclaimer: This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.