

timeline project

OBJECTIVES

RUBRIC

SCHOLARLY SOURCES

RESEARCH & WRITE

GRAMMAR & SPELLING

CITATION GUIDE

SUPPLIED PROJECT MATERIALS

STEPS

- **A:** InDesign work. Build timeline and export to PDF.
 - **B-1:** Begin questionnaire for multiple under-represented designers.
 - **B-2:** Finish questionnaire on the approved designer.
 - **C:** Complete outline and academic citations.
 - **D:** Complete essay (500-800 words) and any additional citations.
 - **E:** Information into InDesign template, export to PDF.
- **F:** Build full PDF with all elements from classmates' research.

SCHEDULE

objectives

What is the overall history of graphic design? Art is influenced by its predecessors, as well as its cultural context. This is especially true for graphic design, which sits at the crossroads of fine art and communication, reflecting and reinforcing its specific social constructs. At the conclusion of this project, each student will have a PDF of a chronological timeline of images in addition to artwork samples and reports on under-represented artists/designers not presently in the canon.

- **Reinforced knowledge and recognition of pieces covered in this class**, which pull from the traditional canon of influential work in the history of graphic design. Multiple learning modalities are engaged in this project's creation so that the pieces are more likely to be embedded for later mental recall.
- **Research skills:** Awareness of the limitations of the present canon and encouragement for research into artists/designers not covered. Provided questionnaire guides student through the basic information retrieval, which then allows for higher level critical thinking skills used in essay writing. This also reinforces knowledge of what [scholarly sources](#) are.
- **Academic writing skills:** A properly constructed essay displaying thorough evaluation of subject matter will be composed and properly cited.
- Major skill development with Adobe programs, specifically **InDesign** and **Acrobat Pro**.
- **Organization skills:** There are 300+ images to pick from when placing the required images in relation to the required work in one's image list. The 2024 Timeline contains 314 images in total. Students must correctly place only **137** of these 314.
> EACH student will receive a slightly different image list and students will not know which pieces are different, so just be careful if you work with other students on Part A.
- **Time management:** This is a massive multi-step project that requires long-term planning and multi-tasking for best performance. Student should set her/his/their own calendar to be sure all work is completed at its highest level in relation to the project deadlines.

- **Understanding the historical bias of a canon and how/why to change it:**

“When people are grappling with larger social issues like racism, LGBTQ rights, gender equity and immigration, [public institutions] have both an obligation and an opportunity to respond. This is what we must do because it’s the ethical thing to do...I always remember the maxim **‘You can’t be what you don’t see’**. Opening up to diversity will enable increased visibility so people see themselves reflected and know they’re welcomed.”

-Matthew McLendon, director and chief curator of the University of Virginia’s Fralin Museum of Art.

The 500-800 word essay paper’s thesis and supporting arguments must answer:

State and explain the one most important effect your assigned under-represented artist/designer and the quality/importance of his/her/their work had or will have on the history of graphic design. In other words, why should the work be included in the canon of graphic design history?

The fact that the person is from an under-represented group cannot be the bulk of your thesis. It must be about the person’s work in relation to others deemed as canon-worthy.

UNDER-REPRESENTED groups in the present design canon studied in this course often include a segment of one – or an intersection – of the following. If you would like to discuss any other group(s), please speak with professor!

- **People of color**
- **Women** (preference for those practicing before 2000)
- **LGBTQ**
- **Native Americans** or other indigenous group
- **Person living with a disability**
- **Immigrants** - for this course, only consider those to America in the past 20 years.
- [See this Google Doc](#) list to get started; however these are not the only designers from which to choose!

USING A.I.:

- If A.I. is used to help you write, then you must understand how/why your writing needs correcting; hence, only the use of Grammarly (or similar approved by Prof. Nikki) is allowed/required to be used.
 - The Free (or Premium, if possible) version of Grammarly (or similar) is used for all writing before the essay in Part D.
 - Grammarly Reports for Part D must be at 100%, unless reduction was for a fix that professor agrees was not necessary.

RUBRIC:

- All directions followed perfectly.
- **No deadlines missed.** All work turned in on time and correctly at every step.
- Ambition - How much did you challenge yourself? Did you plan your time well?
- InDesign file for Part A uses formatted template correctly.
- The required pages of Part A for student to complete have correct images and information.
- All required written and visual information included on questionnaires. (Part B)
- Questionnaires display strong research from multiple scholarly sources. (Part B, C, D)
- Outlines show significant effort of organization and evaluation. (Part C)
- Citations complete and in correct style. (Part C and D)
- All citation sources will be checked by professor and must be true. These sources must also be relevant to the information and not pulled just to list something.
- A.I. is not allowed in any way for Part C (outline).
- **A.I. usage in Part D (essay) is only used to check grammar and verbiage. All original information must first be composed by student.**
- Minimum of 3 scholarly sources beyond the supplied Eskilson listing. (Part C and D)
Scholarly sources from JSTOR should include a [doi](#) in the full citation.
- Essay shows writing skills expected of an upper-level student, including well-composed sentences, perfect grammar, and correct spelling.

see next page

- Essay displays critical thinking skills.
- Essay is 500-800 (no less than 500, no more than 800) words with no verbal fluff.
- Essay has a clear thesis statement, which answers the proposed research topic well.
- Essay has an introductory paragraph.
- Essay has multiple paragraphs supporting the thesis statement.
- Essay has short closing paragraph summarizing points.
- Grammarly Premium Report of 100 achieved and turned in (Part D).
- InDesign file for Part E uses formatted template correctly.
- Final PDF file contains all students' work in addition to original timeline.
- PDF works correctly.

scholarly sources

Again because this project takes the place of a more comprehensive academic paper, the rules of researching “scholarly sources” and proper citation of materials per a specified system are both required even for a tiny 500-word essay. **Take these seriously because they are also a significant part of your project grade.**

USE [A-State’s access to JSTOR!!!!](#) <https://tinyurl.com/4pvz73dj>

This is the place for academic articles and books. You have access with your A-State ID! Find relative articles and/or start with [JSTOR for Art & Art History](#).

SCHOLARLY SOURCES

“Scholarly sources (also referred to as academic, peer-reviewed, or refereed sources) are **written by experts in a particular field** and serve to keep others interested in that field up to date on the most recent research, findings, and news. These resources will provide the most substantial information for your research and papers.

These sources are also often **peer-reviewed**. When a source has been peer-reviewed, it has undergone the review and scrutiny of a review board of colleagues in the author’s field. They evaluate this source as part of the body of research for a particular discipline and make recommendations regarding its publication in a journal, revisions prior to publication, or, in some cases, reject its publication.

The required study into an under-represented artist designer may prove challenging to find enough scholarly sources. Therefore, how can you tell if a source is scholarly?

The following pages list characteristics that can help you differentiate scholarly sources from those that are not.

Remember you can also research a genre or style that is a broader subject informing and framing your artist/designer in the world. For example, if the artist specializes in what may be considered graffiti, research that too!

Authors

- Are author names provided?
 - Are the authors' credentials provided?
 - Are the credentials relevant to the information provided?

Publishers

- Who is the publisher of the information?
 - Is the publisher an academic institution, scholarly, or professional organization?
 - Is their purpose for publishing this information evident?

Audience

- Who is the intended audience of this source?
- Is the language geared toward those with knowledge of a specific discipline rather than the general public?

Content

- Why is the information being provided?
- Are sources cited?
- Are there charts, graphs, tables, and bibliographies included?
- Are research claims documented?
- Are conclusions based on evidence provided?
- How long is the source?

Currency/Timeliness

- Is the date of publication evident?

Additional Tips for Specific Scholarly Source Types: Each resource type below will also have unique criteria that can be applied to it to determine if it is scholarly.

Books

- *Publishers*
 - » Books published by a University Press are likely to be scholarly.
 - » Professional organizations and the U.S. Government Printing Office can also be indicators that a book is scholarly.
- *Book Reviews*
 - » Book reviews can provide clues as to if a source is scholarly and highlight the intended audience. See our Find Reviews guide to locate reviews on titles of interest.

Articles

- Are the author's professional affiliations provided?
- Who is the publisher?
- How frequently is the periodical published?

Most articles will be found in a peer-reviewed "academic journal".

SEE **A-State's JSTOR** (<https://tinyurl.com/4pvz73dj>).

Below are great sources for graphic design academic journals; however, do not pay for any of these. See Prof. Nikki or an A-State librarian for help long before project deadlines.

For all of the following, copy-paste the URL into your web app if the hyperlink doesn't work.

- **Dialectic** (AIGA) - <https://educators.aiga.org/category/dialectic/>
- **Design Incubation** > Abstracts and Papers > <https://designincubation.com>
- **Design Principles & Practices** Community Journal Collection - <https://designprinciplesandpractices.com/journals>
- **Design and Culture** - The Journal of the Design Studies Forum (Part of CAA) - <https://www.tandfonline.com/loi/rfdc20>
- **Touchpoint** (Service Design Network) - <https://www.service-design-network.org/touchpoint>
- **UCDA Journal** (University and College Design Association) - <https://www.ucda.com/journal/>
- **Design Management Journal** - <https://www.dmi.org/page/Journal>
- **The Design Journal** - <https://www.tandfonline.com/loi/rfdj20#.VbEEZ3g8KSO>
- **Design Philosophy Papers** - https://www.tandfonline.com/loi/rfdp20?open=12&repetition=0#vol_12
- **Design Research Society Archives** - <https://dl.designresearchsociety.org/drs-archive/>
- **Design Studies - An International Journal of Design Research** - <https://www.journals.elsevier.com/design-studies>
- **Information Design Journal** - <https://benjamins.com/catalog/idj/main>
- **International Journal of Art & Design Education** - <https://onlinelibrary.wiley.com/journal/14768070>
- **International Journal of Design** - <http://www.ijdesign.org/index.php/IJDesign>

- **Journal of Design Research** - <https://www.inderscience.com/jhome.php?jcode=jdr>
- **Journal of Design History** - <https://academic.oup.com/jdh>
- **Openings: Studies in Book Art** - <https://journals.sfu.ca/cbaa/index.php/jcbaa/index>
- **She Ji: The Journal of Design, Economics, and Innovation** - <https://www.journals.elsevier.com/she-ji-the-journal-of-design-economics-and-innovation>

Pages

Use [Google Scholar](#) to search, though some academic articles may be unavailable.

What is the domain of the page?

.gov or **.edu** might be **OK** | **.com** are probably **NOT**

- Who is publishing or sponsoring the page?
- Is contact information for the author/publisher provided?
- How recently was the page updated?
- Is the information biased? Scholarly materials published online should not have any evidence of bias.”
- Wikipedia is never EVER allowed for a research project, but you may check articles’ sources for possible further research.

Encyclopedias

- You’re not in high school anymore. Research MORE. Though these are scholarly, encyclopedic sources will be limited. An exception could be an encyclopedia only of designers/artists.

Social Media

- Social media isn’t the best platform for research unless the thesis is about some aspect of social media itself. It is a conversational medium – and conversations are rife with uninformed opinion. However, social media may be the key to starting a line of research into something more scholarly, especially for an under-represented artist!

Paraphrased from [this source](#). Design Journal links from [this source](#).

research & write

DO NOT TURN IN A BOOK REPORT.

Don't just reword what somebody else already wrote. That's plagiarism. Use higher level critical thinking skills to analyze the information and formulate your thesis statement and the evidence to back up your point.

Remember your essay is not just a biography.

The 500-800 word essay paper's thesis and supporting arguments must answer:

State and explain the one most important effect your assigned [under-represented artist/designer](#) and the quality/importance of his/her/their work had or will have on the history of graphic design. In other words, why should the work be included in the canon of graphic design history? The fact that the person is from an under-represented group cannot be the bulk of your thesis. It must be about the person's work in relation to others deemed as canon-worthy.

Below is a handy step-by-step guide to follow. Remember you can also visit the Writing Center on campus from the beginning of this process! They are there to help you!

1. Locate at least 5-10 possible sources for your short paper. Some (not all) can include things that aren't necessarily scholarly and even just be images. Start collecting information and have fun! Always record all of your sources, even if it's not in proper [Chicago Style](#) yet.
2. Now figure out what is scholarly and what isn't. Items that aren't scholarly need to go away or be the starting point to finding a scholarly source.
3. **For everything you read and see, take copious and comprehensive notes** that work for you. Read and look at many things, not just about that one artist/designer. Why are they under-represented? There are plenty of scholarly articles about that. What is the genre in which they specialize? There are plenty of scholarly articles about that. Etc. RESEARCH. **Don't start writing your essay yet.**

4. *Keep track of all of your sources, including what page something was on in a tangible source if you want to footnote it!*
5. Now digest all of the research and figure out how that applies to your thesis statement. Really think about it and build your argument. The required outline will help you structure your points for a clear and concise essay, but **don't start writing your essay yet.**
6. After fixing any issues pointed out by feedback from professor, then start writing.

Now would be a great time to visit the Writing Center if you haven't already. They aren't there to proofread at the end. They help you become a better writer!

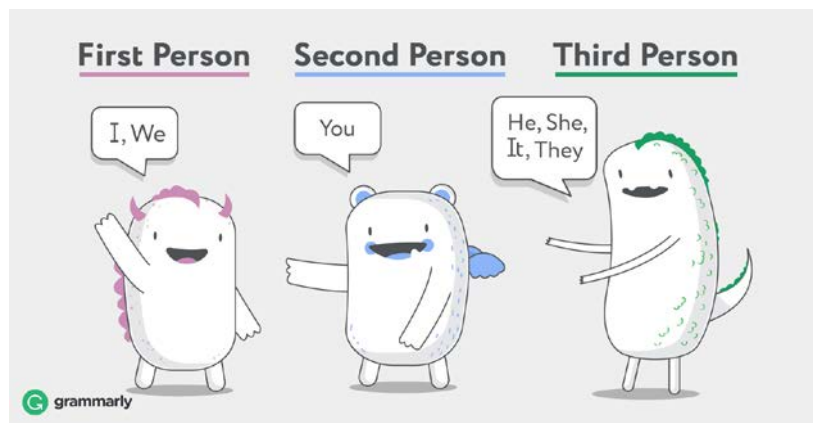
7. If you have anxiety about writing, first type a rough draft where it is just free-flow following your outline. Do not worry about grammar or spelling yet. Just write – and write with confidence! The points you are trying to make are in there!
8. Then take a break. Walk away from that and let it sit with you for a couple of days. Think about it more and be sure you said what you want to in your essay.
9. Make sure you didn't plagiarize. If you paraphrased a point too much, cite it. However, do not just have an essay of things other people wrote that you cited.
10. Now go back over it with correct grammar, a good thesaurus, and a spell check. This is where it is required that you use the Premium version of Grammarly. Also make sure **the paper is between 500 and 800 words, not including any citations.** Put a lot of time into all of the parts of this editing step!
11. Get somebody else to read the work. Take any critique from them. Revise. Make perfect.
12. Check it again with Grammarly Premium.
13. **Check all citations and bibliography are correct and in Chicago Style using its Notes and Bibliography system.** Do not use any other citation format, like MLA or APA.
14. Hand in the essay and its citations! :)

grammar & spelling

This project takes the place of a more comprehensive academic paper; therefore take the short essay* very seriously because they make up a large portion of the grade for this project! This means all lines of research, academic citations, preliminary outline, thesis statement(s), and the ability to compose a compelling essay using eloquence, correct grammar, and perfect spelling all will inform your grade.

TIPS

- **PROOFREAD BEFORE YOU TURN ANYTHING IN TO BE GRADED!!! CHECK YOUR GRAMMAR.**
- **Do not trust InDesign's Spell Check.** The design program is notoriously unreliable when compared to the power of programs like Word, and neither can do the work of the full version of Grammarly!
- Use at least the free version of **Grammarly.com** on everything, and Premium on the essay. It is highly recommended to splurge on the full subscription. It makes you a better writer!
- Find a way for your essays to be checked for content, eloquence of academic writing, and grammar. If you need help, there is a **Writing Center** on campus and free tutoring.
- Remember:
only **3rd person** point-of-view for the main essay.



- At the end of writing, do a spell check one more time for good measure.
 - Also Find (Mac: **Command + F** | Windows: **Control + F**) sneaky words like *to* and be sure it shouldn't be *too* or *two*. Same thing with *its* vs. *it's*, *their* vs. *there* vs. *they're*, *your* vs. *you're*, *sole* vs. *soul*, etc.
- Avoid verbal fluff just to fill word count. Be an efficient and eloquent writer.
 - >> Really", "very," and "so" are verbal fluff and should be avoided in academic writing. **I will reduce your grade for using these words unnecessarily.**
- Always review your words and remove or reword with the help of a thesaurus.
 - >> For example, instead of "extremely talkative", use "gregarious".
 - >> Something cannot be "very unique" - it's either unique or it isn't.
 - >> I see the phrase "to look at" a lot in these essays.
 - Find better verb(s) like "to evaluate", "to observe", "to analyze", etc.
- Avoid ending sentences in prepositions.
 - "That is what I look **at**." "This is what he thought **of**." "This is what she based the work **on**."*
 - Reword, like the following:
 - "I look at this." "He thought of that." "This is the subject on which she based the work."*
- Stop repeating words in a sentence (other than *the*, *a*, *is*, etc.).
 - Find a different word or way of phrasing.

The **Premium version of Grammarly** should help you with all of that and more! In Part D, you must **achieve a report of 100** and turn in proof of this.

Note: nobody gets 100 on their first try. Grammarly guides you through the process until you get to 100. Grammarly Premium is your friend!

citation guide

ABOUT CITATIONS

Academic papers – even a short essay! – must be cited. This helps you to avoid plagiarizing, which has severe consequences. Citing work also strengthens the support of your thesis statement and overall essay because authoritative sources increase your own credibility. For the sake of this Timeline Project, it also is an easy way to show you know what scholarly sources are and how to research correctly.


PLAGIARISM AND CONSEQUENCES

Plagiarism – even unintentional plagiarism – can get you thrown out of the university. It will be cause for severe consequences, the least of which will be **failing all or part of the Timeline Project** (14% of your course grade).

“Arkansas State University promotes academic integrity and professional ethics among all members of the A-State academic community. **Violations of this policy are considered as serious misconduct and may result in severe penalties, up to and including expulsion from Arkansas State University.** A student deemed to have engaged in academic misconduct may not avoid academic sanctions by withdrawing from a class, a program, or the University. Students that participate in the Honors College and/or Athletics program(s) are subject to dismissal from those programs in addition to the penalties set forth below. The respective program(s) will be notified of any offense. Colleges and Departments may add to these prohibitions and standards applicable to all students in order to enforce academic integrity and professional ethics to meet their special needs for a specific degree program.”

- **What is unintentional plagiarism?**
[Read this very short article](#) to make sure you’re not doing it.
- **Still don’t think you’ll be caught?** There are so many easy ways for professors to check your work. It’s also obvious when your writing style and vocabulary suddenly change. Even when students move words around to attempt not to plagiarize, it’s obvious.

IN-TEXT CITATIONS: FOOTNOTES VS. ENDNOTES

Both of these are in-text citations, but you only use one. **This paper will use Footnotes.** 

Footnotes and endnotes are formulated in exactly the same way – the only difference is that footnotes appear on the bottom of the page on which a work is cited, whereas endnotes appear at the end of a manuscript. .

IN-TEXT CITATIONS VS. BIBLIOGRAPHY

As explained above, In-text citations in a paper can use either footnotes or endnotes, but not both. They cite in the text, sometimes to give credit to a quote – direct or paraphrased – and other times to expand upon a point separately so the essay stays focused.

All of the footnote sources also go into the bibliography, though it is formatted differently. Bibliographies also should include any and all information you studied from a scholarly source, even if not so directly as to need an in-text citation. This is why you should all have the Eskilson textbook included in the bibliography, though you probably will not need a footnote from it. You read it and were informed by it, but you probably not quote or paraphrase it. For example, if you choose a designer from Art Nouveau and you studied a history book about 19th century Europe, that could be in your bibliography.

WHEN SHOULD YOU ADD AN IN-TEXT CITATION?

To avoid plagiarism, you must give credit whenever you use:

- Another person’s idea, opinion, or theory.
- Any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge.
- Quotations of another person’s actual spoken or written words.
- Paraphrase of another person’s spoken or written words.

Read the rest of this article,

[“Plagiarism: What It is and How to Recognize and Avoid It”](#).

REQUIREMENTS FOR THIS PROJECT

- **All research must be correct and from a minimum of 3 scholarly sources.**

Students may list the Eskilson textbook in the bibliography, but this does not count toward the required number of sources.

- Credit the 2 required photographs for **Part E**. (Photograph of the artist/designer and the work.)
- All citations must be in [Chicago Style](#) and use its [Notes and Bibliography](#) system. DO NOT USE the Author-Date system, which is the other Chicago Style citation system.
 - » “The Notes and Bibliography system is preferred by many working in the humanities—including literature, history, and the arts. In this system, sources are cited in numbered footnotes or endnotes. **Each note corresponds to a raised (superscript) number in the text. Sources are also listed in a separate bibliography.**”
- **FOOTNOTES:** The text within the essay would have a superscript number like the one at the end of this sentence, which would respond to the footnote at the bottom of that page.¹
 - For footnotes, use “[Shortened Notes](#)” format.

<p><i>Shortened notes</i></p> <p>3. Yu, <i>Interior Chinatown</i>, 48.</p> <p>4. Binder and Kidder, <i>Channels of Student Activism</i>, 125.</p>

- **Don't forget to keep track of exactly where in the source the footnote references!**
A footnote must have the precise page (or similar) instead of just the source itself!

See the next page for an example:

1 Like this one. It was created by using InDesign's **Type : Insert Footnote**.

In the examples below:

- The Shortened Note (or **Footnote for this project**) below cites **exactly where** the paraphrased or quoted information is located within the cited source.
- The numbers listed in the **bibliography** below **reference the entire article that was referenced**.
- *For your essay, all information cited in footnotes must be cited as a whole in the bibliography. Also located in the bibliography are sources you read or referenced to inform your essay, even if you did not need to cite it for any reason in the essay. This is why Eskilson book is in your bibliography, even though you will probably not use it in a footnote.*

Examples using the same sources:

Shortened notes

4. Satterfield, "Livy," 172-73.
5. Keng, Lin, and Orazem, "Expanding College Access," 23.
6. LaSalle, "Conundrum," 101.

Bibliography entries (in alphabetical order)

Keng, Shao-Hsun, Chun-Hung Lin, and Peter F. Orazem. "Expanding College Access in Taiwan, 1978-2014: Effects on Graduate Quality and Income Inequality." *Journal of Human Capital* 11, no. 1 (Spring 2017): 1-34.
<https://doi.org/10.1086/690235>.

LaSalle, Peter. "Conundrum: A Story about Reading." *New England Review* 38, no. 1 (2017): 95-109. Project MUSE.

Satterfield, Susan. "Livy and the *Pax Deum*." *Classical Philology* 111, no. 2 (April 2016): 165-76.

^^^ Perhaps there was a direct quotation or a paraphrased point in the article you wrote containing these citations.

That would mean that the quote was from Satterfield's article "Livy and the *Pax Deum*" in the *Classical Philology* journal from April 2016. That article was on pages 165-76 of the journal, but the quote/paraphrased point is on pages 172-173.

BIBLIOGRAPHY

- It is suggest students use a cite like [Scribbr](#). Ensure the link is **Chicago full notes and bibliography 17th edition**. You will use the **Reference List Entry** for the Bibliography and the **Shortened Note** for footnotes. Ignore the Full Note listing.

supplied project materials

All of the following are supplied via the Canvas TIMELINE PROJECT Module. Each part has a separate download of materials.

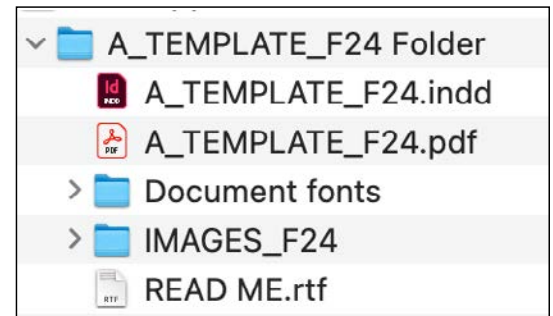
- » **.zip files are compressed files.** Once the ZIP file is opened somewhere other than Google Drive (computer desktop is the ideal location), it will “unzip” to the multiple files described below.
- » **.docx files** can be opened in Pages if you do not have Microsoft Office.

A

A Template Supplies: This download is the most significant in size - 487 MB.

The files are available via the Google Drive link supplied on Canvas TIMELINE PROJECT module under A; however, student may instead provide professor with a flash drive to upload all files quickly and easily. DO NOT link files from Google Drive to your InDesign document. Download the files first, then start linking.

- **A_TEMPLATE_F24 Folder >**
 - **A_TEMPLATE_F24.indd** (InDesign 2024) file
 - Compressed PDF of the template to view
 - Document Fonts: These are Google Fonts and will work on any platform
 - **IMAGES_F24:** Folder with 300+ images + Contact Sheet for quick reference



List

Student will be emailed their list from Prof. Nikki. *There are only slight differences between lists, and some lists have no difference at all. Be careful if you choose to work with other students.*

- **LIST_(Student’s LAST NAME)_F24.docx > Word doc for each student. Only use yours!**

B

These files are available on Canvas TIMELINE PROJECT module under B.

- **B1_Questionnaire_F24.docx**: List of questions about an artist, including sourcing sample images and locating multiple research sources.
- **B2_Questionnaire_F24.docx**: Once an artist/designer is picked by the professor and student from the B1 questionnaire, this second set of questions digs deeper into research.

C

This file is available on Canvas TIMELINE PROJECT module under C.

- **C_Outline_F24.docx**: Directions and form for the essay's outline and its citations.

D

This file is available on Canvas TIMELINE PROJECT module under D.

- **D_Essay_F24.docx**: Directions and form for the 500-(minimum) to 800- (maximum) word essay and its footnote citations. Directions for the bibliography.

E

E Template Supplies files are available via the Google Drive link supplied on Canvas TIMELINE PROJECT module under E. These are not large files.

E_TEMPLATE_F24 Folder >

- **E_TEMPLATE_F24.indd** (InDesign 2024) file
- Compressed PDF of the template to view



Specified information from B-1 and B-2, plus the cited essay and bibliography from D will be placed in the template, then formatted as directed.

Note: Don't let this scare you! There will be multiple help sessions offered if needed.

➔ [This video](#) is also available if you need it. Though the file design is from a timeline project of a previous year, the directions remain the same.

STEP 1: Download all files that have been supplied. Do not work from Google.

STUDENT MAY ALSO SUPPLY PROFESSOR WITH A FLASH DRIVE TO EASILY/QUICKLY UPLOAD ALL OF THE FILES THAT WAY!

- Find the **A_TEMPLATE_F24 Folder**. Within is an InDesign template with Parent Pages, automated page numbers that match the text file, Character Styles, and helper pages already completed.

STEP 2: Find a place for the large folder of images in **IMAGES_F24_Folder**.

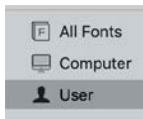
Download these on to your desktop or external drive. Do not link to Google.

Understand and organize them because it's A LOT.

- **Also locate the **CONTACT_SHEET_Fall24.pdf in the folder.**
- 177 of the 314 images have been completed for you already and are the same across all the different image lists. These are in blue on the text file.
- *Obviously, not all images in the folder will be used by you.*
- **Be sure the images you place are correct! It's part of your grade!**

STEP 3: Open all files and prepare the InDesign document.

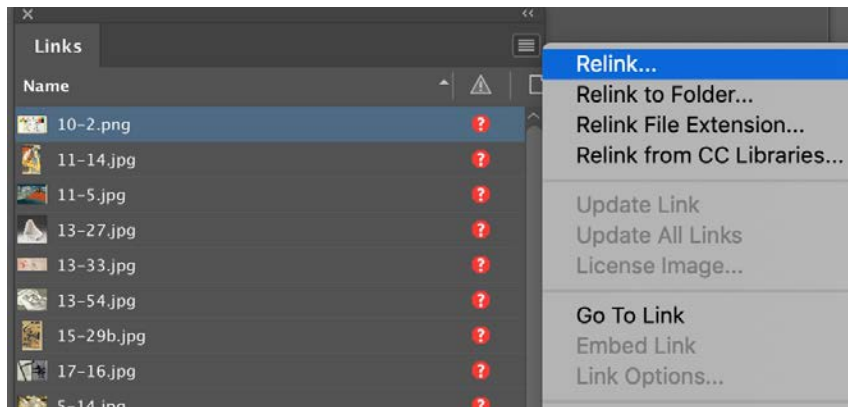
- On a Mac, **load fonts** into FontBook  and into User.



Google similar how to load and activate fonts on other devices. Please see professor soon for an easy fix if there are problems. Don't be frustrated!

- **Open InDesign file.**

When a warning about missing links appears, fix it (Window : Links). When the program finds one link (Relink), it will locate all others. *If Update All Links is available, you may try that first.*



To better see elements on the page, also do the following:

- View : Extras : **Show Frame Edges** (if it says Hide, they're already showing)
- View : Guides : **Show Guides** (if it says Hide, they're already showing)

STEP 4: Familiarize yourself with the Parent Pages and Pages.

- Open **Pages** (Window : Pages).
- Familiarize yourself with the **Parent Pages** and **Pages**, though all you will work with are Pages. **MAKE SURE YOU DO ALL OF YOUR WORK ON PAGES!**
- *Note: Students should not need to **Override All Parent Page Items**. Any elements on the pages that are still locked should be elements that students do not need to adjust.*

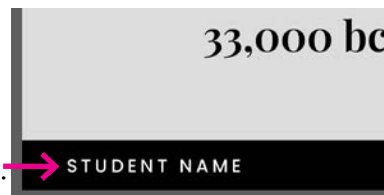
**PARENT
PAGES**

PAGES



STEP 5: Make it yours! :)

- On the cover, fill in your first and last name.
- Save As **YourLastName_A_F24.indd**.



STEP 6: Now that you understand the InDesign file, start working!

WORDS >>

Open the **LIST_LastName_F24.docx** file. Use your file only.

For each listing:

- **The numbers in red above the lines of text should not be copied into the InDesign document.** The numbers should match the page number in the InDesign document, which is already set up.

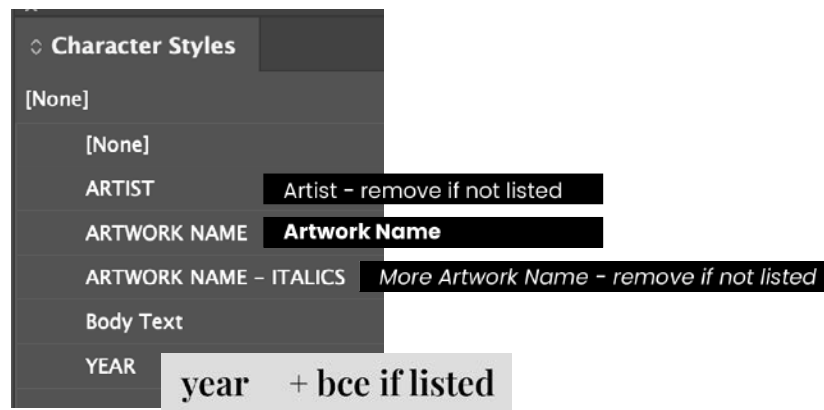
- **TOP:** Type (or copy) in the year exactly as listed on sheet. It should stay the correct font, but use **YEAR** Character Style if necessary.
- **BOTTOM: Copy** (Cmnd + C) from Word and **Paste** (Cmnd + V) credit information on

to page. All text will become ARTWORK NAME Character Style because the first line is assigned this. Change each line to the correct Style in InDesign that corresponds to how it's styled on the list you are provided.

- Font used should follow the InDesign document's Character Style.

Character Styles must be assigned correctly to text.

- Use the Character Style to assign whether it is bold (ARTWORK NAME), Regular Italic (ARTWORK NAME - ITALICS), or Regular (ARTIST).
- *Once you get a routine, this is easy!*



IMAGES >>

- Find your groove with matching up the images to the image information by using [InDesign shortcuts](#). >> *If your placed image is not fitting proportionally, check this link!*

1. Select  (top clear arrow) **the image box.**

2. File : Place image

Mac: **Command + D** | Windows: **Control + D**

3. Object : Fitting : Fit Content Proportionally

Mac: **Command + Option + Shift + E** | Windows: **Control + Alt + Shift + E**

4. Object : Fitting : Center Content

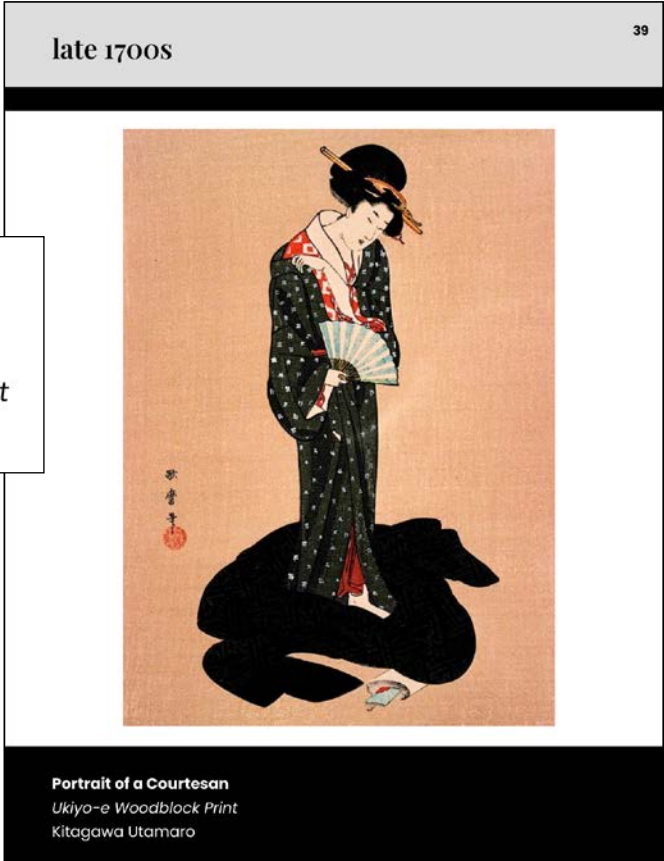
Mac: **Command + Shift + E** | Windows: **Control + Shift + E**

5. Move on to the next image and do the same thing.

Take shortcuts very seriously and learn more! You will use this skill as a designer, as shortcuts cut down time immensely AND often stay the same regardless of the Adobe version's placement of the action on its menu. They also often are the same between the main Adobe programs.

The sample here (Page 39) has all elements required. If there were no known artist nor any description, the lines would be blank.

39
late 1700s
Portrait of a Courtesan
Ukiyo-e Woodblock Print
Kitagawa Utamaro



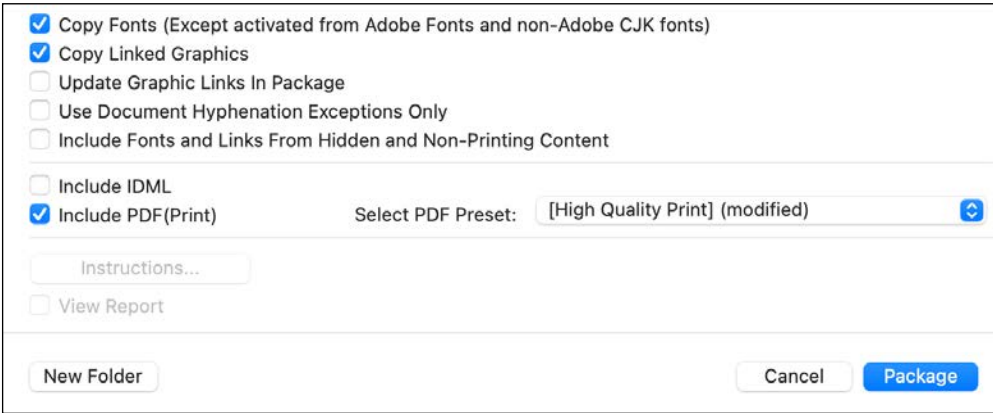
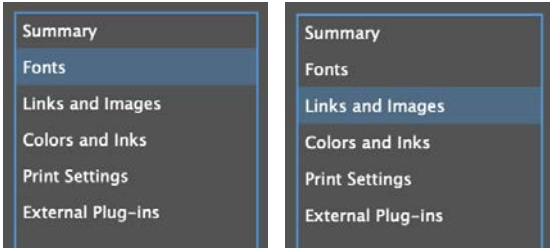
STEP 8: ALMOST DONE!

Finish up by checking all work and prepare final file to turn in.

- Be sure your name is on the cover and file is named correctly.
- **File : Package** and InDesign will check much of your file preparation work. Fix any problems.
- Links and Images will likely give a warning about images using RGB color. Don't worry about this, but be concerned with any other warnings provided, especially missing links.

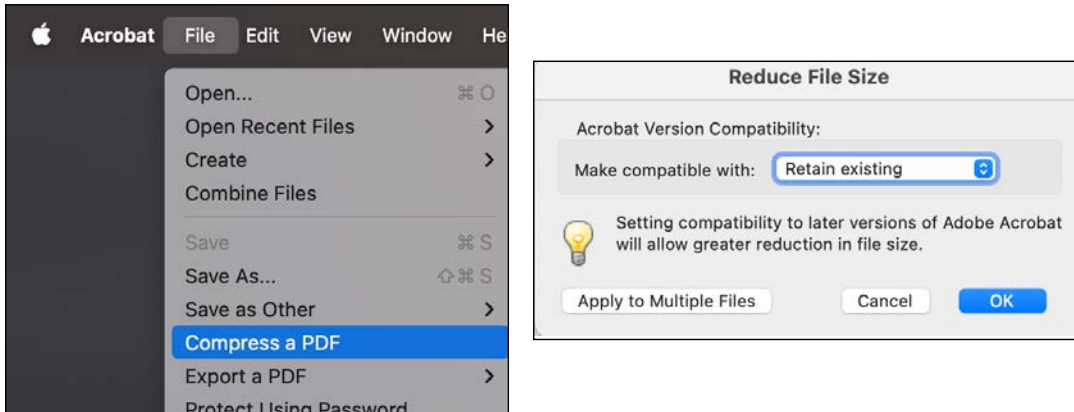


- Check all fonts are working and linked images are indeed linked. Fix any problems.
- Then do as shown below.



- **ONE MORE IMPORTANT STEP!!**

Open the PDF in Adobe Acrobat (Pro or Reader). Go **File : Compress a PDF** and save over the PDF created in your Packaged file. [See more here.](#)



DUE > WHAT • WHEN • WHERE

DUE by **7:30am** on **Thursday, October 31st:**

Upload PDF file to Canvas Module TIMELINE PROJECT : Timeline Project - PART A >> THE BIG INDESIGN FILE

- **YourLastName_A_F24.pdf** << ONLY THE COMPRESSED PDF IS REQUIRED TO TURN IN

DO NOT turn in the packaged file to the shared folder. Only turn in the PDF!

Keep the full packaged file with all the working files for yourself.

B - 1

Each student will first do preliminary research about at least 3 artists/designers from an under-represented group who are not presently documented in the Timeline Project.

A list will be provided in TIMELINE PROJECT : Timeline Project-PART B-1 (Preliminary Research 1) Module, though students are not limited to only this list. Students may also research the same artists/designers at this step, though the next step will ensure each artist/designer is fully researched only once.

Research should begin early. Procrastination will only make this much more difficult. Multi-tasking is also key, as students should also devote time to the long process of Step A.

DIRECTIONS

Keep track of all material researched so later citations will be easy!

1. Open the file **B1_Questionnaire_F24.docx** in Word, Pages, or other software that will create a PDF when finished.
2. Resave the file as **YourLastName_B1_Questionnaire_F24.docx** (or other native file format).
3. Fill out information for all of the 3 under-represented artists/designers you chose to research.
4. Check all spelling. Check all grammar on answers that are in complete sentences.
5. Create a PDF from this. *Depending on the program, this is usually achieved via File: Export, File: Save As, or File: Print to PDF.*

DUE > WHAT • WHEN • WHERE

DUE by 7:30am on **Thursday, September 12th:**

Upload PDF file to Canvas Module TIMELINE PROJECT : Timeline Project - PART B-1 (Preliminary Research 1)

- **YourLastName_B1_Questionnaire_F24.pdf**

Only turn in the PDF, but keep the native file because you will continue to work on it.

B - 2

Student and professor will discuss and pick the one artist/designer to continue study.

DIRECTIONS

Keep track of all material researched so later citations will be easy!

1. Open the file **B2_Questionnaire_F24.docx** in Word, Pages, or other software that will create a PDF when finished.
2. Resave the file as **YourLastName_B2_Questionnaire_F24.docx** (or other native file format).
3. Fill out information for your one under-represented artists/designer assigned to you after B-1.
4. Check all spelling. Check all grammar on answers that are in complete sentences.
5. Create a PDF from this. *Depending on the program, this is usually achieved via File: Export, File: Save As, or File: Print to PDF.*

DUE > WHAT • WHEN • WHERE

DUE by **7:30am** on **Tuesday, September 24th**:

Upload PDF file to Canvas Module TIMELINE PROJECT : Timeline Project - PART B-2 (Preliminary Research 2)

- **YourLastName_B2_Questionnaire_F24.pdf**

Only turn in the PDF, but keep the native file because you will continue to work on it. It's ok if the file overwrites the previous PDF of the same name.

C

After much research and keeping track of sources, student should begin to formulate the thesis and construct an outline for the final essay. A form has been constructed to guide students through the process.

The essay paper's thesis and supporting arguments must answer:

State and explain the one most important effect your assigned under-represented artist/designer and the quality/importance of his/her/their work had or will have on the history of graphic design. In other words, why should the work be included in the canon of graphic design history? The fact that the person is from an under-represented group cannot be the bulk of your thesis. It must about the person's work in relation to others deemed as canon-worthy.

DIRECTIONS

1. Open the file **C_Outline_F24.docx** in Word, Pages, or other software that will create a PDF when finished.
2. Resave the file as **YourLastName_C_Outline_F24.docx** (or other native file format).
3. Follow directions and fill in all required material.
4. **Cite all sources correctly.**
5. Check all spelling. Check all grammar on answers that are in complete sentences.
6. Create a PDF from this. *Depending on the program, this is usually achieved via File: Export, File: Save As, or File: Print to PDF.*

DUE > WHAT • WHEN • WHERE

DUE uploaded to Canvas Module C by **7:30am** on **Thursday, October 17th**:

- **YourLastName_C_Outline_F24.pdf**

Only turn in the PDF, but keep the native file for yourself.

D

After making any corrections or doing further requested research, proceed on to writing your essay that answers the required question. See all guidelines in this project sheet about [how to research and write](#), [use correct grammar and spelling](#), and [cite all research](#) properly. Also, create your bibliography on a separate page.

DIRECTIONS

START WITH ESSAY AND FOOTNOTES

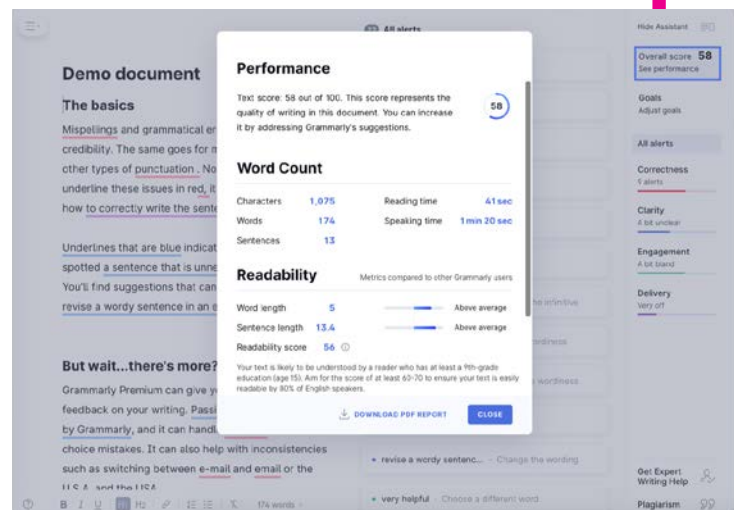
1. Open the file **D_Essay_F24.docx** in Word, Pages, or other software that will create a PDF when finished.
2. Resave the file as **YourLastName_D_Essay_F24.docx** (or other native file format, like .pages).
3. Follow directions and write the essay. It must be no less than 500 words and no more than 800 with no verbal fluff just to fill word count.

4. GRAMMARLY PREMIUM REPORT

Students must continue to run their written essay through Grammarly - *Premium highly recommended* - until they get a report back with a **100 rating**. This may take multiple times, depending on one's writing skills.

When obtaining the 100* rating, [download a PDF of the report from Grammarly](#).

Save the PDF as **YourLastName_Report.PDF** and turn it in with your essay and bibliography PDFs.



**If there is something like a foreign word that is correct but causing Grammarly to not produce 100, please message Prof Nikki!*

5. [Cite all sources correctly](#), using footnotes in the correct format on the essay.

FYI: The Bibliography page is explained next. Bibliography ≠ Footnotes, though they are related.

6. Resave the file as **YourLastName_D_Essay_F24.docx**.

THEN FINALIZE THE BIBLIOGRAPHY:

7. See the last Bibliography page in the template.
8. Create a bibliography listing all sources in the correct format:
 - > Every source cited in footnotes at least once must be in your bibliography.
 - > **Also** include any academic source that you read, watched, etc. that informed your opinion. *The Eskilson textbook is an example of a source that should not be cited in your essay, but is definitely something that informed your research; hence, it's already listed.*
9. Resave the file as **YourLastName_D_Essay_F24.docx**.

CREATE A PDF

10. Create a PDF for each of these. *Depending on the program, this is usually achieved via File: Export, File: Save As, or File: Print to PDF.*
11. Then combine them into one PDF in Acrobat or Preview. File : Save As **YourLastName_D_Essay_F24.pdf**

DUE > WHAT • WHEN • WHERE

DUE uploaded to Canvas Module D by **7:30am** on **Thursday, November 7th**:

- **YourLastName_D_Essay_F24.pdf**

Only turn in the PDF, but keep the native file for yourself.

Professor will also ask to see your final report from Grammarly (or other) in class, so make sure to create a file, like a PDF, when you do this.

- **YourLastName_Report.pdf**

NOTE: THE ESSAY YOU TURN IN AT PART D IS A SIGNIFICANT PART OF YOUR FINAL GRADE.

Though you are expected to fix anything marked when you move your essay into the InDesign template in Part E, it is too late to fix a sloppy essay or incorrect citations then.

E

After making any corrections to the essay and its citations, place the information from B and D, the best example of artwork from the artist/designer, and a photo of the person in the supplied InDesign template for this step.

DIRECTIONS

Download all files that have been supplied. Do not work from Google.

1. Download the **E_NEW_TEMPLATE_F24 Folder.zip** compressed file. Within is an InDesign template with a Master Page and Character Styles. The only linked image is the Motivational Penguin, so you do not need to relink it. The fonts are the same as Part A, so you should not need to upload anything if you are working on the same computer.

picture of artwork

photo of artist/designer

year

name of artist

Designer's full name:
Remove this text and write name (no punctuation)

Designer's pseudonym/nickname:
Remove this text and write name. Remove completely if there is pseudonym or nickname (no punctuation)

Year Born:
Remove this text and write year (no punctuation)

Country Born:
Remove this text and write the country in which the artist was born (no punctuation)

Country/Countries in which designer spends/spent major professional life:
Answer here. Be sure your text stays black Regular. (no punctuation)

Year Died:
Remove this text and write year. If not dead, write: Still alive in present (no punctuation)

Artwork Name
More Artwork Name - remove if not listed
Artist - remove if not listed

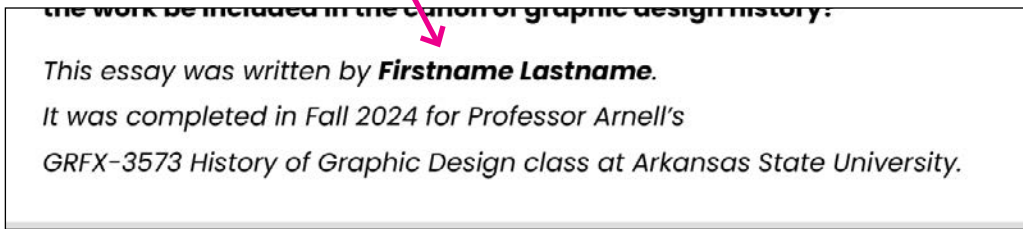
State and explain the one most important effect your assigned under-represented artist/designer and the quality/importance of his/her/their work

bibliography

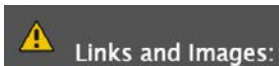
Eskilson, Stephen J. *Graphic Design: A New History, Third Edition*. New Haven: Yale University Press, 2019.

use footnotes tool in InDesign

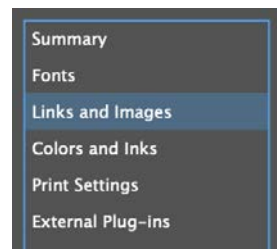
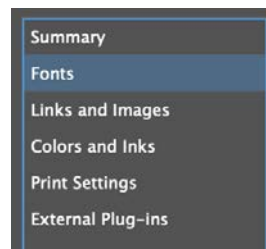
2. Re-save the InDesign file as **YourLastName_E_F24.indd**.
3. There is an image box calling for an example of a work of art from artist/designer and a picture of the artist/designer. For both, find the **highest-resolution image** you can.
4. Replace **Firstname Lastname** with your name under the Essay question.



5. [Cite all sources correctly](#), using footnotes in the correct format.
[Use InDesign's automated formatting](#).
6. Also create the Bibliography at the end using automated bullet points
7. Check all spelling and grammar again. Check all citation formats again.
8. Credit the photograph sources too. If you cannot, please see professor about it.
9. File : Package your work like in Part A:
 - Be sure your name is on the cover and file is named correctly.
 - **File : Package** and InDesign will check much of your file preparation work. Fix any problems.
 - Links and Images will likely give a warning about images using RGB color. Don't worry about this, but be concerned with any other warnings provided, especially missing links.



- Check all fonts are working and linked images are indeed linked. Fix any problems.
- Then do as shown on next page.



Copy Fonts (Except activated from Adobe Fonts and non-Adobe CJK fonts)
 Copy Linked Graphics
 Update Graphic Links In Package
 Use Document Hyphenation Exceptions Only
 Include Fonts and Links From Hidden and Non-Printing Content

Include IDML
 Include PDF(Print) Select PDF Preset: [High Quality Print] (modified) [v]

Instructions...

View Report

New Folder Cancel Package

DUE > WHAT • WHEN • WHERE

DUE uploaded to Canvas Module E by **7:30am** on **Thursday, November 21st**:

- **YourLastName_E_Essay_F24.pdf** << ONLY THE PDF IS REQUIRED TO TURN IN

Keep the full packaged InDesign file with all the links and fonts because you're not done yet!

F

DIRECTIONS

1. See Canvas TIMELINE PROJECT module F for the link to one large PDF created by Prof. Nikki that contains every student's report in chronological order.
Download this file to your desktop.
2. Open your **YourLastName_A_F24.pdf** file in **Acrobat PRO** (not Reader!).
If you know how to do the following using Preview or similar program, you are welcome to use it.
3. Click on Organize Pages and you will see all of the pages separately.
4. Pull the icon of the file from Prof. Nikki to the spot after the last page on your A file. Voila!
5. Re-save your file as **YourLastName_Timeline_Final_F24.pdf**
6. File : Reduce File Size. *This might take a bit of time, so don't be scared.*
7. Save file again and SMILE!! YOU'RE DONE! :)

DUE > WHAT • WHEN • WHERE

DUE uploaded to Canvas Module F by **7:30am** on **Thursday, December 5th**:

- **YourLastName_Timeline_Final_F24.pdf**

WEEK OF AUG 26

THURS SEPT AUG 29:

- Introduce Timeline Project

WEEK OF SEPT 2

TUES SEPT 3:

- Introduce Timeline Project
- Begin **A** >

Continue to work on this throughout the semester until it is due on Halloween.



THURS SEPT 5:

- Begin **B-1**

WEEK OF SEPT 9

THURS SEPT 12:

- **B-1 DUE**

BY TUES SEPT 17:

- *Artist/Designer assigned. Begin **B-2.***

WEEK OF SEPT 23

TUES SEPT 24:

- **B-2 DUE**
- Begin **C.**

THURS SEPT 26:

- *Review why and how to cite academic work while writing outline.*

WEEK OF OCT 14

THURS OCT 17:

- [C DUE](#)
- Begin **D**
- *Discuss purchase the full version of Grammarly for at least one month (and other options).*
- *Review #2 >> how and why to cite academic papers –specifically footnotes – to support your informed opinion.*

WEEK OF OCT 28

THURS OCT 31:

- [A DUE](#) ←

WEEK OF NOV 4

THURS NOV 7:

- [D DUE](#)

WEEK OF NOV 18

THURS NOV 21:

- [E DUE](#)

WEEK OF DEC 2

TUES DEC 3

- One multi-paged PDF of all students' E files will be supplied by professor to students.

THURS DEC 5

- [F DUE](#)