2009 Academic Summit

Program Sponsors

Matthews Paint Company
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05.26.2009
Educational Program Summary Outline
Drexel University

Program Summary
The Graphic Design program is a 4-year Bachelor of Science degree.

Historically, there has been a series of six Visual Communications courses in the program, each building on skill sets and knowledge from the previous courses. Two years ago we introduced 3 tracks for students: Advertising Graphic Design, Environmental Graphic Design and Web and Motion Graphics. All students continue to take the first three Visual Communications courses. Summer term of their sophomore year they are asked to declare their choice of a track or to continue in the general graphic design Visual Communications series.

If they choose the Environmental Graphic Design track, they will follow a course of study that includes six courses of dedicated EGD information and a senior thesis with an EGD focus. This sequence begins in their 8th term or junior year.

If they stay in the general graphic design Visual Communications series, the fourth course in the six Visual Communications series has a focus of Environmental Graphic Design. This is offered in the 8th term or junior year. The projects in the course are meant to give an introduction to the field of EGD. Some students have opted for the track after taking this course. The design exercise described below is from this course.

Faculty
Jody Graff: Instructor and Director, Drexel University Graphic Design Program
Amy Rees: Adjunct Instructor; Senior Associate, MERJE | ENVIRONMENTS & EXPERIENCES
Alice Dommert: Adjunct Instructor; Principal, dommert phillips

Course Goals
As the fourth course in a series of six Visual Communications courses, the goal is to continue to develop basic principles of graphic design, such as craft, typography, composition, color, appropriate use of images and hierarchy of information. In addition, new principles of scale, dimension, material, context, storytelling, durability and teamwork are introduced and explored through wayfinding and exhibition projects.

Lesson Plan Outline
Scale Exercise
The students have been working mostly in 2-D in their graphic design coursework until this point. Understanding scale has proven to be a considerable hurdle for many students. Environmental graphic designer Amy Rees, adjunct instructor in the program, designed an in-class exercise that allows the students to more clearly understand how to navigate scale in creating their documentation in Illustrator. A handout with general instructions of setting up the document is reviewed, and then the scale exercise is given in class, so the instructor can monitor the students.
**Drawing to Scale in Adobe Illustrator**

In PREFERENCES set your guides and grids to the scale you are working in.

For 1” = 1’ scale (1:12) set a gridline every 1 inch with 12 subdivisions. Each small square in your grid will represent 1 inch and each large square will represent 1 foot.

Similarly, for 1/2” = 1’ scale (1:24) set a gridline every 0.5 inch with 12 subdivisions.

For 3”=1’ scale (1:4, or quarter size) set a gridline every 3 inches with 12 subdivisions.

Once you set your grids, you can use the gridlines as reference, instead of the ruler. You can draw an 18”x 24” didactic panel in 1/2” scale by making a rectangle that takes up 18 little boxes across, and 24 down.

This is an example set to 1/2” = 1’ scale.

1/2”=1’ scale means that every 0.5” on your drawing represents 12 inches in real life, and every 1” equals 24 inches in real life. If you wanted to figure out sizes of objects mathematically, you would use a 1:24 ratio. So for an 18” object, you would divide 18” by 24, getting 0.75”. For 64 point type, you would divide 64 by 24 getting 2.66 pt.
### Scale Factors

<table>
<thead>
<tr>
<th>Scale</th>
<th>Ratio</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>6&quot; = 1'-0&quot;</td>
<td>1:2</td>
<td>72pt type at actual size is 36pt on a drawing</td>
</tr>
<tr>
<td>1/2&quot; = 1&quot;</td>
<td>1:2</td>
<td></td>
</tr>
<tr>
<td>3&quot; = 1'-0&quot;</td>
<td>1:4</td>
<td>72pt type at actual size is 18pt on a drawing</td>
</tr>
<tr>
<td>1/4&quot; = 1&quot;</td>
<td>1:4</td>
<td></td>
</tr>
<tr>
<td>1 1/2&quot; = 1'-0&quot;</td>
<td>1:8</td>
<td>72pt type at actual size is 9pt on a drawing</td>
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<tr>
<td>1/8&quot; = 1&quot;</td>
<td>1:8</td>
<td></td>
</tr>
<tr>
<td>1&quot; = 1'-0&quot;</td>
<td>1:12</td>
<td>72pt type at actual size is 6pt on a drawing</td>
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<tr>
<td>3/4&quot; = 1'-0&quot;</td>
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<td>72pt type at actual size is 4.5pt on a drawing</td>
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<td>1:24</td>
<td>72pt type at actual size is 3pt on a drawing</td>
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<td>3/8&quot; = 1'-0&quot;</td>
<td>1:36</td>
<td>72pt type at actual size is 2pt on a drawing</td>
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<tr>
<td>1/4&quot; = 1'-0&quot;</td>
<td>1:48</td>
<td>72pt type at actual size is 1.5pt on a drawing</td>
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<td>3/16&quot; = 1'-0&quot;</td>
<td>1:64</td>
<td>72pt type at actual size is 1.125pt on a drawing</td>
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<tr>
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<td>72pt type at actual size is 0.75pt on a drawing</td>
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<tr>
<td>1/16&quot; = 1'-0&quot;</td>
<td>1:192</td>
<td>72pt type at actual size is 0.375pt on a drawing</td>
</tr>
</tbody>
</table>

### Text For Scale Drawing Exercise #2

**Wayfinding**

Wayfinding encompasses all of the ways in which people and animals orient themselves in physical space and navigate from place to place.

Wayfinding is often used to refer to traditional navigation methods used by indigenous peoples. In more modern times, wayfinding is used in the context of architecture to refer to the user experience of orientation and choosing a path within the built environment, and it also refers to the set of architectural and/or design elements that aid orientation.

Urban planner Kevin A. Lynch coined the term in his 1960 book *Image of the City*, where he defined wayfinding as “a consistent use and organization of definite sensory cues from the external environment.” In 1984, environmental psychologist Romedi Passini published the full-length “Wayfinding in Architecture” and expanded the concept to include signage and other graphic communication, clues inherent in the building’s spatial grammar, logical space planning, audible communication, tactile elements and provision for special-needs users.

Historically, wayfinding refers to the techniques used by travelers over land and sea to find relatively unmarked and often mislabeled routes. These include but are not limited to dead reckoning, map and compass, astronomical positioning and, more recently, global positioning.

This term is also used in reference to parking management strategies that help drivers find parking garages.
Scale Drawing Exercise #1
Elevation drawing at 1/2” = 1'-0” scale
• Draw a wall that is 12 feet wide by 10 feet tall.
• Add a doorway that is 6 feet wide by 7 feet tall.
• Locate the doorway 2 1/2 feet from the right hand edge of the wall.
• Draw a sign plaque that is 6 inches wide by 8 inches high.
• Locate the sign 2 inches from the left side if the doorway and align the top of the sign at 60 inches above the base of the wall.
• Add three inch high lettering that reads: “Leonard Pearlstein Gallery,” 4 inches above the doorway.
• Finally add a scale figure that stands 6 feet tall.

Scale Drawing Exercise #2
Elevation drawing at 3” = 1'-0”
• Draw a panel that is 30 inches wide by 24 inches tall.
• Layout the following copy on the panel as follows:
  a. The header should be 66pt. at full size.
  b. The body copy should be 42pt./64pt. at full size.
  c. Maintain 3-inch margins on the left, right and 2 inches at the bottom.
  d. Align the header copy baseline at 2 1/2 inches
  e. Begin the body copy 2 1/2 inches below the header copy.
**Report**

The scale exercise has eliminated much of the confusion and frustration concerning scale and creating documents for the students. They are able to fully concentrate on the development of the design and not the technical process. The type portion of the exercise has proven to be more challenging for students.

They are still required to create full-size studies to evaluate their design decisions, helping to reinforce what they are creating in sketches and on screen.

**Samples of Student Work (wayfinding and exhibition)**