

Fall 1-2018

Project Based Learning Syllabus - CSUSB Art Department Brand Identity Re-design

Andrew Oakes
aoakes@csusb.edu

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/q2sep>

 Part of the [Advertising and Promotion Management Commons](#), [Business and Corporate Communications Commons](#), [Graphic Design Commons](#), and the [Marketing Commons](#)

Recommended Citation

Oakes, Andrew, "Project Based Learning Syllabus - CSUSB Art Department Brand Identity Re-design" (2018). *Q2S Enhancing Pedagogy*. 4.
<https://scholarworks.lib.csusb.edu/q2sep/4>

This Course Outline / Syllabus is brought to you for free and open access by CSUSB ScholarWorks. It has been accepted for inclusion in Q2S Enhancing Pedagogy by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.

Course Syllabus, Including Project #1 with Schedule

Course Title: Art 344 - Graphic Design 2

Class Meetings: T/Th 8:00 AM – 11:50 PM, Room 226

Session/Year: Fall 2018

Instructor Name: Andrew Oakes **Office:** 209

Email Address: aoakes@csusb.edu

Phone: 909-327-8353

Office Hours: Mondays 9am – 1pm

Promotional Design

Course Description:

to apply design and aesthetic principles to regional and national, corporate and retail environments. Some of what we will focus on includes: the design process; interactions between business people and designers; the realities of planning, marketing, and strategic positioning of both company and product.

Course Competencies:

Upon successful completion of this course, the student should be able to:

Course Description:

To develop competency of photography, illustration, collage and typography applied to posters, games, book covers, magazines, point-of-purchase displays, and promotional materials, and includes instruction in computer-graphics software programs in a Macintosh-based computer laboratory.

Upon successful completion of this course, the student should be able to:

- Create a design brief
- Analyze the components of effective promotional design
- Assess target audiences and develop relevant promotional strategies
- Experiment with different problem solving techniques for promotional needs
- Develop a master color palette for promotional materials
- Illustrate promotional concepts
- Apply basic design principles to the creation of promotional materials such as logos, newsletters, brochures, posters, etc.
- Apply basic design principles to the creation of print advertisements, packaging, labels, website homepages and links
- Use photography, illustration, collage and typography effectively in the creation of promotional materials
- Demonstrate the effectiveness of solutions to promotional problems
- Distinguish between good and bad solutions to promotional problems
- Evaluate the effectiveness of promotional campaigns
- Present promotional concepts through audio visual media

- Be conversant with postal regulations re: mail order materials (see <http://www.usps.gov> for regulations)
- Prepare and photograph course work for portfolio submission.

Soft Skills, and Career Oriented Objectives:

- *Develop proficiency with working in a group and collaborating with others.*
- *Develop project based learning skill sets*
- *Analyze personal agency and self development*
- *Perform complex problem solving activities, involving critical thinking skills*
- *Understand what service learning and service based projects represent*
- *Develop leadership skills and communication skills within a professional group setting*

As you will note when you look at the schedule there is one multi-component project to be completed this term; this requires a significant commitment of time to the course beyond that spent in the classroom. Work conscientiously; don't get behind!

Textbook: There is no textbook required for this course, however there are required readings. All reading materials are provided on Dropbox in the form of PDF's or digital textbook excerpts.

Materials and Supplies and Technology Needed: MAC LAPTOP with the most current version of Adobe CC. Notebook, pencil, pen, storage media, digital printouts and xacto or utility knife.

Estimated Homework Hours: 4 hours

Process for Evaluation:

Class Participation	40%
Resume and Cover Letter	10%
Project Development	20%
Final Presentation	10%
<u>Team Participation</u>	<u>20%</u>
Total	100%

Student Evaluation/Grading Policies:

- Class time will be spent in a productive manner.
- Grading will be done on a point system.
- All work must be received by the set deadlines.
- Late work receives a grade of zero.
- On-time projects may be redone with instructor approval.

- ABSOLUTELY NO WORK WILL BE ACCEPTED AFTER THE FINAL CLASS MEETS

Classroom Policy:

- Attendance is taken immediately after break. If you are not in the room, you are **absent**.
- Break time is 9:50 – 10:10
- No private software is to be brought to lab or loaded onto school computers.
- Headphones are required if listening to music during lab. No headphones are allowed in lecture.
- Any student who has special needs that may affect his or her performance in this class is asked to identify his/her needs to the instructor in private by the end of the first day of class. Any resulting class performance problems that may arise for those who do not identify their needs will not receive any special grading considerations.

*If a student is absent it is **their responsibility** to contact the instructor about missed lecture material, handouts, assignments and any other materials they missed from being absent.*

No late work will be accepted.

This class will be treated in a professional manner. All deadlines must be met. In a real-world situation, failure to meet deadlines would result in the loss of the job. There will be an open, in-class critique of each project. This class is a studio and meets for eight hours per week.

Grading

Grades will be based on discussions, in-class participation, delivery of assignments and completed projects, proficiency of the work delivered, and critiques. Each student will complete the individual project assignments. Failure to complete all projects will result in an automatic failure of the course. Projects will be evaluated based upon the development of the underlying ideas (concept), effectiveness of their realization (technique), and on the quality of the project itself (form). Projects that fulfill all of the assignments basic parameters and are average in concept, form, and technique will earn a grade of C. Projects that go beyond the basic parameters of the assignment and are above-average in concept will earn a grade of B. Only projects that are outstanding in both concept and production, and that go above and beyond the parameters of the project with excellence in execution will receive a grade of A.

Support for Student with Disabilities

If you are in need of an accommodation for a disability in order to participate in this class, please contact Services to Students with Disabilities at UH-183, (909)537-5238.

Plagiarism and Cheating

Plagiarism and cheating are violations of the Student Discipline Code and may be dealt with by both the instructor and the Judicial Affairs Officer. Procedures for addressing cheating and plagiarism are found below. Questions about academic dishonesty and the policy should be addressed to the Office of the Vice President, Student Services. Plagiarism is the act of presenting the ideas and writing of another as one's

own. Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.

Cheating includes but is not limited to:

- Copying, in part or in whole, from another’s test, software, or other evaluation instrument;
- Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy;
- Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by the department policies of both departments;
- Using or consulting during an examination sources or materials not authorized by the instructor;
- Altering or interfering with grading or grading instructions;
- Sitting for an examination by a surrogate, or as a surrogate;
- Any other act committed by a student in the course of his or her academic work, which defrauds or misrepresents, including aiding or abetting in any of the actions defined above. Plagiarism is academically dishonest and subjects the offending student to penalties up to and including expulsion. Students must make appropriate acknowledgements of the original source where material written or compiled by another is used.

Attendance

Class begins at the scheduled time, and if you are not in attendance at the beginning of class you will miss information. You are still responsible for any announcements or information you may have missed due to either being late or absent. If you arrive more than thirty minutes after the scheduled start of class, you will be marked absent. If you leave twenty minutes or more before the scheduled end of class, you will be marked absent. Although you may have a computer at home where you work outside of class, it is important that you have peer interaction and dialogue as you complete assignments, much as you would in a professional environment. It is important at this stage in your development that you learn to work synergistically and in a team. Assignments are due on the dates indicated; coming to class without your assignments will result in your not receiving credit for that assignment. The due date is the due date.

Main Class Project: Solve a Communication Problem

Stated Problem: *“The CSUSB Department of Art is currently without a Brand Identity, it is your Groups Task to Create One”.*

Stated Goal: Through research, analysis, collaboration, and reflection we will create a robust visual and verbal brand identity solution for the CSUSB art department.

Historical Background and Evidence of the Necessity for Change: Over the past 50 years at CSUSB the face of art and design has changed immensely. This school has seen the rise of

digital technology slowly infuse almost all of the traditional art media that was once completely analog. Not only have areas like graphic design gone through a complete transformation over the past 25 years, (starting in the early 80's with the first Apple computers) we are now seeing areas like sculpture and ceramics being completely re-defined by technologies like 3D printing, digital fabrication, and 3D Mold making. In addition to these traditional areas artists are beginning to integrate big data, coding, robotics and electronics into their artistic representations and expressions. As part of this change, educational institutions need to adjust and transform their curriculum and their approach to teaching, the traditional "chalk talk" does not work anymore and students are looking for immersive experiences that will prepare them for diverse work environments and a quickly evolving workplace landscape.

Project Overview: In this course and over the entire quarter you will be involved in a group project, which explores and aims to solve a real design and communication problem. As times have changed and the face of art and design has changed so has our perception of what art and design are, as well (and most importantly to you, "where do I fit in, and what skill sets will I need to be successful in this new creative workforce?) Three new studies show that the skills wanted by employers in the design related fields involve not only the hard skills like knowing the design programs or how to produce one specific thing, but more importantly "soft skills" – things like being a good oral communicator, having the ability to collaborate and work in teams (this is why you will be working in groups) and potential employees must possess excellent critical thinking and problem solving skills.

Project Deliverables:

Research and Analysis: (how well did you define the problem, analyze the problem and what type of critical thinking and problem solving skills did you employ to come up with as a direction for creative exploration)

1. Creative Brief and Positioning Statement
2. Create a formal Process Book including your Research and initial Ideation
3. Moodboard, 22"x 28" Printed and mounted board for presentation

Assessment: (this is what the client sees as a direct result of your research, analysis, ideation and final production. This is where you get to show them the tangible assets of what you have created in response to the problem and as a final product of all your good thinking)

4. Logo/Brandmark Development
5. 1 Page Micro-Site in Adobe Muse
6. Stationery Set (Business Card, Letterhead, Envelope, Note Pad)
7. Environmental Graphics for Classroom and Second Floor Hallways
8. 22" x 28" Poster Set (Minimum of 5 Posters Representing the Philos of the Dept.)
9. Social Media Panels, Instagram, Facebook, Snapchat
10. Abbreviated Brand Standards Manual
 - a. Logo with brief description of its meaning and relevance to the client
 - b. Chosen Type Families with description of why they were chosen, their characteristics (serif, sans serif, humanistic, geometric etc.)
 - c. Color palette with brief description, why they were chosen and what psychological characteristics each color has as it pertains to the need of the brand spirit.
 - d. Correct & Incorrect Logo Usage with descriptions
 - e. Logo Orientations & minimum size options, logo safe zone
 - f. Inclusion of additional support design elements including super graphics, textures or patterns

Project #1	Schedule
Week 1	<i>Thursday Sept. 21st – Introductions, syllabus review, Review Adobe Studies infographic, project summary. Establishing formal positions on the team (an all class exercise to define what those positions need to be). SWOT Analysis, Individual Exercise, Resume Building Lab.</i>
Week 2	<p><i>Tuesday Sept. 26th – Turn in resumes for team position. Exercise from Ellen Lupton Design thinking exercise. Introduction to logo and mark design. Show and discuss Mozilla example of logo design.</i></p> <p><i>Thursday Sept. 28th – Logo classification discussion from ID book, sequence of cognition, exercise hand out, ESCAPE music festival brief, design a logo solution for next class based on the brief</i></p>
Week 3	<p><i>Tuesday Oct. 3rd – Review ESCAPE logo design and conduct audit and discussion. Group assignments are given out. In depth examination of the problem Personal Identity as brand Identity - Group Lab Work. In class exercise: explain the process of brand identity design – research and present in one hour as a primer for understanding typical and or unique processes for solving the problem.</i></p> <p><i>Thursday Oct. 5th – , “The CSUSB Department of Art is currently without a Brand Identity, it is your Groups Task to Create One”.The research process (handout from Creative Strategy and the Business of Design) Intro to the position statement, creative brief and mood board. Lab work Criteria for a great identity, brand identity as personal identity and</i></p>
Week 4	<p><i>Tuesday Oct. 10th– Lecture – Working with Illustrator as a mark making tool- Group Lab time</i></p> <p><i>Thursday Oct. 12th – Presentation of research Phase 1, personas, brand character and voice workbook, SWOT</i></p>
Week 5	<p><i>Tuesday Oct. 17th – Phase 2 - Review of the creative brief, moodboards and the logo ideation process - Group Lab time</i></p> <p>Assigned Readings from: Creative Strategy and the Business of Design: <i>#1. Writing a Creative Brief, #2. Writing A Creative Brief (Readings located in Drop Box Phase #2 Strategy Folder</i></p> <p>Assigned Readings from: Designing Brand Identity: <i>#1. Strategy Overview and Process Reading</i></p> <p><i>Thursday Oct. 19th – Discuss Readings and Review Creative Brief and Positioning Statement Creation - Group Lab time</i></p>
Week 6	<p><i>Tuesday Oct. 24th – Lecture and Activity, the importance of imagery in the making of great brands- including the use of Metaphor, hyperbole, and other figures of speech as a guide to choosing imagery with meaning.</i></p> <p><i>Thursday Oct. 26th – ½ Way Point presentation of creative brief, moodboard, logo ideation and overall brand positioning statement. Presentations can be created in</i></p>

any combination of programs but must be a PDF in its final form. You may also show your work in any form you like if it helps get the point across or illustrate the meaning of what you are presenting better than a 2D representation. Example: video, motion graphics, or any other Adobe comping programs.

Week 7 Tuesday Oct. 31st – Introduction of the Brand Standards Guide, what is it and why is it important to create as part of the brand identity package. Group Lab Time

Thursday Nov. 2nd - Lecture – The Importance of color in the brand identity creation process including the psychology of color.- Group Lab Time

Week 8 Tuesday Nov. 7th – Group Lab Time

Assigned Readings from Designing Brand Identity:

#1. Creating Brand Identity Reading

Thursday Nov. 9th - Group Lab Time - *Formal Client Meeting to show progress*

Week 9 Tuesday Nov. 14th – Watch **Art and Copy** at Beginning of class - Group Lab Time

Thursday Nov. 16th - Group Lab Time

Week 10 Tuesday Nov. 21st – Group Lab Time - *Formal Client Meeting to show progress*

Thursday Nov. 23rd - No Class in Observance of Thanksgiving Holiday

Week 11 Tuesday Nov. 28th – Group Lab Time

Thursday Nov. 30th – Group Lab Time- *Formal Client Meeting to show progress*

Finals Week Tuesday Dec. 5th – Final Group Presentation – Details to Follow