

FALL 2007
Monday ABAH335
Wednesday MONH209
10:00-11:50 am
Final Exam, Dec. 21, 8:00am

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Office Hours
M/W 3:00-4:00
T/R 11:00-12:00
or by appointment

ART4933 Senior Design Studio 2

PREREQUISITES

Senior in the Graphic Design major (passed portfolio review)
Successful completion of ART3933 Graphic Design 3

DESCRIPTION

Investigation of long-term and complex design projects for print and/or screen, done individually and in groups.

OBJECTIVES

In this course students will:

- Demonstrate professional visual problem solving skills.
- Demonstrate professional technical facility in the selection of materials, execution of design projects and presentations.
- Demonstrate skill and proficiency in verbal presentation, defense and critique of artistic and stylistic design decision-making.
- Demonstrate proficient speaking, letter and resume writing skills.
- Demonstrate increased awareness of the role and responsibilities of the graphic designer in the professional work environment as well as society in general.
- Demonstrate understanding of: the ethical responsibilities of designers; copyright laws pertaining to the practice of design and art direction; environmental impact of design; United States taxation and trade laws affecting design; and the moral dilemmas faced by professional designers.

METHODS OF INSTRUCTION

The class will include lecture, creative investigation, creative production, critique, research, reading, and presentation.

OVERVIEW

This class will investigate the professional practice of graphic design and issues that impact the business of graphic design. We will explore how design impacts our society, the environment, our clients, and ourselves. We will create a toolkit of information and promotional tools that can aid students in achieving their professional goals.

GRADING

A–F grades will be assigned in accordance with University definitions; a plus or minus indicates performance exceeding or below its letter grade definition.

- A achievement outstanding relative to the level necessary to meet course requirements [‘excellent’ above & beyond: initiative, creativity]
- B achievement significantly above the level necessary to meet course requirements. [‘good’]
- C achievement that meets the basic course requirements in every respect. [‘just fine’]
- D achievement worthy of credit even though it does not fully meet the basic course requirements in every respect.
- F performance that fails to meet basic course requirements and is unworthy of credit.

QUALITY CRITERIA

The following criteria are used to assess the work:

- Concept: Quality and originality of ideas, problem-solving appropriateness, creativity.
- Layout: Composition, legibility, readability, spatial relationships, use of design principles.
- Technique: Craftsmanship, neatness, exactitude.
- Presentation: Quality, accuracy, persuasiveness, and finesse in speaking and writing.

PERCENTAGE DISTRIBUTION

- 5 Major Projects = 20% each
- Resume and Cover Letter
- Personal Identity System (Logo & Stationery)
- Portfolio and Presentation and Dream Job Personal Essay
- Experimental Design Project
- Report on Issues in Professional Practice (written and verbal)

UNIVERSITY STANDARDS & EXPECTATIONS

CLASSROOM CONDUCT

All activities in the University, including this course, are governed by the University of Minnesota Student Conduct Code. Students who engage in behavior that disrupts the learning environment for others may be subject to disciplinary action under the Code. In addition, students responsible for such behavior may be asked to cancel their registration (or have their registration canceled).

ACADEMIC MISCONDUCT

is defined as any act that violates the rights of another student with respect to academic work, or that involves misrepresentation of a student's own work. Academic misconduct includes but is not limited to: cheating on assignments or examinations, plagiarizing pieces of work, depriving others of necessary coursework, and sabotaging another's work. Discovery of academic misconduct is grounds for an "F" or "N" in the course.

HARASSMENT

The University of Minnesota is committed to providing a safe climate for all students, faculty, and staff. All persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Reports of harassment are taken seriously, and there are individuals and offices available for help.

ACCOMMODATIONS

Reasonable accommodations will be provided for students with documented disabilities. Please contact the instructor to work out the details for any accommodation. You will also need to work with the Office of Disabilities Services.

WORKLOAD

For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a three credit course that meets for three hours a week should expect to spend an additional six hours a week on coursework outside the classroom. (<http://www.umn.edu/usenate/policies/grades&acadwork.html>)

EXPECTATIONS OF STUDENTS

- Students are responsible for all class meetings, including any information in the syllabus.
- Students are responsible for being on time and for preparing for all class sessions.
- Students are responsible for meeting all course requirements, observing all deadlines, examination times, and other course procedures.
- Students are responsible for seeking help when needed.
- Students may not make commercial use of their notes of lectures or University provided materials without the express written consent of the instructor.

FAIR USE, COPYRIGHT, AND INTELLECTUAL PROPERTY

Copying another's creative work, words, fonts, or software is prohibited by law.

ATTENDANCE

An absence is neither excused nor unexcused, it is simply an absence— however, attendance can negatively affect your course grade. Missing three class sessions can result in a lower course grade. Missing five class sessions can result in failure of the course.

Contact your instructor immediately if illness or emergency prevents your class attendance or the timely delivery of a project. Late work can result in a lower project grade. All projects must be completed and handed in to pass the course. You are responsible for course content. If you miss a class, obtain notes and information from a classmate and ask your instructor if you need to take action for missed content. The Final cannot be made up.

REQUIRED BOOKS

Designing a Digital Portfolio by Cynthia L. Baron, 2004. New Riders (An imprint of Peachpit, A Division of Pearson Education). Berkeley, CA.

Brand Tool Box® Personal Brand Tool Kit™ (including the book) *Be Your Own Brand* by David McNally and Karl D. Speak, 2003. Berrett-Koehler Publishers, Inc., San Francisco, CA. ISBN 1-57675-272-0 [This text has been ordered direct from the publisher and is available from the instructor. \$20 for both books. Checks should be made to Brand Tool Box.]

ADDITIONAL SOURCES

Universal Principles of Design. 100 Ways to Enhance Usability, Influence Perception, Increase Appeal, Make Better Design Decisions, and Teach through Design. By William Lidell, Kritina Holden, and Jill Butler, 2003. Rockport Publishers, Inc., Gloucester, MA.

How to land your dream job. By Jeff Domke. How Magazine (October, 2006), page 120–127.

“Counter Revolution. Digital Kitchen spills a secret: whether on TV, in movies, or over the Web, the future of graphic design is visceral, not visual.” By Colin Berry. *Print Magazine* LVI:1 (March/April, 2002), page 41–47.

AIGA Professional Practices in Graphic Design. Edited by Tad Crawford, 1998. Allworth Press. New York, NY.

Graphic Artists Guild Handbook of Pricing and Ethical Guidelines (current edition).

How magazine (self promotion issues).

Print magazine (regional design annuals).

Communication Arts magazine (graphic design annuals).

MATERIALS

Physical Materials: Paper and pens for sketching, note taking, brain storming; Metal edge ruler, X-Acto knife and plenty of replacement blades, cutting mat, and Black Board or self-adhesive foamcore for mounting presentations.

Electronic Materials: Removable hard drive, CD-RWs, iPod, Flash drive, or other means of storing work.

Printing: plan for many test prints, both black & white and color, as well as a number of large format prints.

SUMMARY OF PROJECTS

- Resume and Cover Letter
- Personal Identity System (Logo & Stationery)
- Portfolio and Presentation and Dream Job Personal Essay
- Experimental Design Project
- Report on Issues in Professional Practice (written and verbal)

PROJECT DESCRIPTIONS

We will begin the semester with a presentation and an initial critique of your **portfolio**. Students will use the entire semester to perfect the work in their portfolios. **Either a case portfolio (physical prints) OR a digital portfolio (CD-R) is required to complete this course.**

We will **read and discuss** the article “How To Land Your Dream Job”. Students will **write a personal essay** that describes their dream job.

Students will **read and complete** the **exercises** in the *Personal Brand Handbook*. The exercises will be used to help evaluate the personal logo and stationery.

After completing the self-research in the Handbook, students will **design a Personal Identity System**. At a minimum, the Identity must include a logo/logotype, a letterhead, an envelope, and a digital portfolio CD cover.

Students will **write and design a resume and cover letter** designed to land their dream job.

Research investigating aspects of **professional practice** will be **reported and discussed** in class. The written documentation from the reports will be copied for each student in class, providing each student with a useful guide to common business, practice, legal, and moral issues in design.

Students will **write an artist’s statement**.

Students will create an **experimental design project** (where the resulting design is not a commercial piece, but rather a personal design, an artistic statement that investigates a personal inquiry or that pushes the boundaries of current styles or traditional design tenets, or that vocalizes viewpoint about important social or cultural issues) **OR** students may choose to develop a unique and substantial **personal promotional piece**.

Students will determine their own deadlines (excepting the final).

Every student will be provided with a checklist for the projects, (to be handed in at the Final). The instructor will print and distribute a class calendar.

All of these projects are due in completion at the Final Exam: Friday, December 21st at 8:00 am.