

SPRING 2011 ART3933-002 GRAPHIC DESIGN III  
Tuesday & Thursday 4:00-5:55 PM in ABAH 335

Beth E. Koch, Assistant Professor of Design  
Email bekoch@umn.edu Phone (218) 726-6961  
Office EduE 5 by appointment

### GRAPHIC DESIGN III — Course Description:

Graphic Design III is an advanced studio course for majors in the Graphic Design program. It builds upon knowledge obtained in the two previous courses in the series and explores the problem-solving process and application of design in three-dimensions. Design students learn about creative positioning and employ human factors to all design solutions. *Pre-requisite successful completion of Graphic Design II.*

### Course Objectives:

At the end of this course students should be able to:

- Evaluate the market and the world of a design problem (audience, competition)
- Create graphic design solution to solve three-dimensional problems
- Produce professional presentations to sell three-dimensional design solutions
- Present and sell creative ideas in a compelling way

### Learning Outcomes:

- Understand the relationships among culture, society, business and design. Know the basics of design history and theory, and recognize the connections and influences on contemporary practice.
- Use an interdisciplinary design process that includes research, collaboration, spontaneous and experimental thinking, systematic thinking, iterative development, effective choice of materials and techniques, and presentation of finished work using the vocabulary of design.
- Solve visual communication problems in 2D, 3D, and 4D using conceptual thinking, imagery, typography, and type-and-image combinations powerfully, effectively and responsibly, all with a high degree of usability.
- Use current graphic design industry standard software effectively.
- Analyze, interpret, critique and evaluate graphic design taking into consideration issues including (but not limited to) impact, cultural relevance, effectiveness, ethics and ecological sustainability.

Required course materials: Laptop, Adobe Creative Suite 5, backup media

Required readings as assigned.

### Grading Criteria

Projects will be measured against four criteria:

- Concept (Systems thinking)
- Design (Application of image and type to the system, fit for audience)
- Craftsmanship (Attention to detail, professional execution)
- Presentation (Oral skills, Methods of visual communication of the idea/project)

### Project grades: Weight distribution in the course

To fairly evaluate students' work, projects will be evaluated according to specific assessment criteria (see the Grading Criteria section). A rubric of performance measures is used to determine the project grade. Projects are weighted in the final grade as follows:

30% Packaging design first critique

20% Packaging design final critique

30% Experiential Environmental Design first critique

20% Experiential Environmental Design final critique

### Grading Scale

Students earn a final grade as described above and will be assigned a final letter grade based on the + or - system.

96-100 = A

90-95 = A-

87-89 = B+

84-86 = B

80-83 = B-

77-79 = C+

74-76 = C

70-73 = C-

67-69 = D+

64-66 = D

below-63 = F

A. Excellent—This is usually work done by a highly motivated student meeting all or most of the performance criteria as set forth by the problem. Design process is excellent, and is well documented. In order to earn an "A" for the course students must earn "excellent" marks on every project and have superior craftsmanship.

B. Good—This work is above average but lacks the qualities that give it the stamp of excellence. It shows better than average design sensitivity.

C. Satisfactory—This work is average. Work is handed in on time and has fulfilled the requirements for the project, but it lacks strong visual interest and thoughtful and imaginative research.

D. Poor—Below Average. This work is handed in on time, but is lacking in many or most areas which show any understanding of project objectives.

F. Unacceptable—Work that is not on time or is so despicable as to be an affront to design sensibilities.

Final Exam for ART 3933-001 (meets Monday and Wednesday) is on Tuesday, May 10, 2011 from 4:00–5:55 PM

Final Exam for ART 3933-002 (meets Tuesday and Thursday) is on Tuesday, May 10, 2011 from 12:00 NOON–1:55 PM

### Printing Resources:

UMD Full service Print Shop: Printshop Homepage 726-7114

UPS Store, two locations, and you can upload your files online:

Kenwood Shopping Center: The UPS Store - DULUTH, MN - Printing Services

Central Entrance: The UPS Store - DULUTH, MN - Printing Services

OfficeMax, up by the mall: Welcome to OfficeMax

Sam's Club: Hermantown (Duluth) Sam's Club #6320 which also has online uploading; Sam's Club Digital Photo Center. \$40 Annual College Student Membership (but then you get cheap gas, food, and prints). Rumor has it you they'll let you share your membership with friends and roommates. You can buy a membership (\$40) and print a poster (under \$10), all for cheaper than printing the same poster at UMD (\$50).

And a few genuine graphic design print shops when you need best quality results or high volume printing (like postcards) with great customer service, still at a reasonable price:

Paper Hog, downtown on West 1st Street, ask if they still have a student discount: Welcome To Paper Hog

ShelDon, downtown on Superior Street, ask about their student discount: Print Production - When You Need it!

File Storage Space: UMD has free cloud storage for you...5 GIGABYTES, accessible anywhere online, called Netfiles: Netfiles Support (Welcome)

Get started here: Netfiles Support (Activating your account)

This is how you'll be uploading images to enter the 2011 Annual Student Exhibition, so you may as well learn the system now and be a step ahead of your peers.

You also have storage space with UMD Google Apps: UMD ITSS: Google Apps in Google Docs once you opt in.

## University of Minnesota Duluth — Student Conduct Code:

Appropriate classroom conduct promotes an environment of academic achievement and integrity. Disruptive classroom behavior that substantially or repeatedly interrupts either the instructor's ability to teach, or student learning, is prohibited. Student are expected adhere to Board of Regents Policy: Student Conduct Code: [http://www.umn.edu/regents/policies/academic/Student\\_Conduct\\_Code.pdf](http://www.umn.edu/regents/policies/academic/Student_Conduct_Code.pdf)

Teaching & Learning: Instructor and Student Responsibilities:

UMD is committed to providing a positive, safe, and inclusive place for all who study and work here. Instructors and students have mutual responsibility to insure that the environment in all of these settings supports teaching and learning, is respectful of the rights and freedoms of all members, and promotes a civil and open exchange of ideas. To reference the full policy please see: <http://www.d.umn.edu/vcaa/TeachingLearning.html>

Academic Integrity:

Academic dishonesty tarnishes UMD's reputation and discredits the accomplishments of students. Academic dishonesty is regarded as a serious offense by all members of the academic community. UMD's Student Academic Integrity Policy can be found at: <http://www.d.umn.edu/conduct/integrity/>

Final Exams:

All 1xxx-5xxx courses offered for undergraduate credit should include a final graded component or end of term evaluation that assesses the level of student achievement of one or more course objectives. All final graded components are to be administered or due at the time and place according to the final exam schedule and not during the last week of class. To reference the full policy please see: <http://www.d.umn.edu/vcaa/FinalExams.html>

Excused Absences:

Students are expected to attend all scheduled class meetings. It is the responsibility of students to plan their schedules to avoid excessive conflict with course requirements. However, there are legitimate and verifiable circumstances that lead to excused student absence from the classroom. These are subpoenas, jury duty, military duty, religious observances, illness, bereavement for immediate family, and NCAA varsity intercollegiate athletics. For complete information, please see: <http://www.d.umn.edu/vcaa/ExcusedAbsence.html>

Appropriate Student Use of Class Notes and Course Materials:

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. For additional information, please see: <http://www.d.umn.edu/vcaa/ClassNotesAppropriateUseof.html>

## University of Minnesota Duluth — Teaching and Learning: Instructor and Student Responsibilities

Effective: January 3, 2011 Last Updated: Approved by EPC on April 14, 2010; approved by Campus Assembly November 9, 2010 Policy Owner: Academic Administration

UMD is committed to providing a positive, safe, and inclusive place for all who study and work here. A central mission of the university is to educate students through the offering of courses and programs leading to the conferral of degrees. Teaching and learning at the university take place in a variety of educational settings including on-campus lecture halls and classrooms, laboratories, field sites, and online. Instructors and students have mutual responsibility to insure that the environment in all of these settings supports teaching and learning, is respectful of the rights and freedoms of all members, and promotes a civil and open exchange of ideas. Making hostile, threatening, discriminatory or disparaging remarks toward or about the instructor, other members of the class or groups of people will not be tolerated.

### I. Instructor Responsibilities

- A. Provide a respectful teaching and learning environment.  
Instructors are responsible for establishing and maintaining a civil and productive learning environment. To this end, instructors should articulate classroom behavior expectations at the beginning of the term and reinforce them as necessary. Instructors are expected to take appropriate and immediate steps to curtail disruptive classroom behavior. Such steps may include speaking to the offending student, asking the offending student to leave the classroom, or calling 911. A guide to help instructors respond to behavioral disruptions is located at: [http://www.d.umn.edu/vcaa/faculty\\_resources.html](http://www.d.umn.edu/vcaa/faculty_resources.html)
- B. Deliver a course that is consistent with the course proposal including the course description, content, objectives, and level.
- C. Provide information about courses
  1. Instructors are responsible for providing accurate and timely information about their courses to enrolled and prospective students and to the university community.
  2. Instructors must provide a course syllabus to enrolled students during the first week of classes. This syllabus may be in written or electronic form and should contain information that students need to know in order to complete the course to the best of their abilities. The Syllabus Policy describes the required and recommended content of a syllabus (for example, course description and objectives, academic and conduct expectations, attendance policy, special attendance requirements, university policies related to teaching and learning).
  3. The instructor must inform the class in a timely manner if changes to the syllabus information are made.
  4. Instructors are encouraged to update the Course Guide to help students make decisions about course registration.
- D. Provide students with access to and feedback on their work
  1. To help students achieve the course objectives to the best of their abilities, instructors are responsible for regularly evaluating student work, returning student work with clear and constructive feedback, and clarifying this feedback as needed. So that the student can benefit from this feedback, evaluations should be communicated to the student promptly.
  2. Instructors are required to provide written feedback to their students by the end of the sixth week to enable students to assess their progress in the course prior to the deadline for withdrawing from the course at the end of the eighth week of the term.
  3. Instructors are required to provide Mid-Term Alerts to students in their 1xxx- and 2xxx-level courses who are performing at the D, F, or N level. Instructors are encouraged to provide Mid-Term Alerts for students in other courses as well. The Mid-Term Alert website is open from the beginning of the sixth week of the semester through the end of the eighth week of the semester. Instructors are encouraged to provide Mid-Term Alerts as early in this period as possible.
  4. Instructors must turn in grades within three business days after the final examination.
- E. Comply with FERPA data privacy regulations  
Instructors must be knowledgeable about and comply with regulations governing privacy of student information (FERPA). [http://privacy.ahc.umn.edu/pdf/real\\_ferpa.pdf](http://privacy.ahc.umn.edu/pdf/real_ferpa.pdf)  
Instructors are responsible for maintaining security of student work including examinations both before and after exams are given.
- F. Observe scheduled class times  
Instructors are expected to meet their classes at the scheduled times, to be prepared for all class sessions, and to start and end classes at the scheduled times. When instructors know in advance that they will be unable to attend particular class sessions, they are responsible for working with their academic unit to make appropriate alternate arrangements. Instructors should notify their students when unanticipated illness or emergencies prevent them from conducting class (e.g. email, classroom notice).
- G. Schedule and observe office hours and appointment times  
Instructors shall post a reasonable number of office hours per week at a time convenient for students and shall be available during such hours for the purposes of consultation with students.

- H. Report scholastic dishonesty  
If a faculty member decides to take action and impose a sanction that affects a student's grade, the violation must be reported to the UMD Office of Student and Community Standards (<http://www.d.umn.edu/conduct/>) responsible for investigating and adjudicating incidents of scholastic dishonesty.
- I. Administer student evaluation according to UMD procedures  
Instructors are required to administer summative student evaluations in their courses according to UMD Procedures (<http://www.d.umn.edu/vcaa/evals/prot.html>).
- J. Adhere to the UMD Policy on Final Examinations: <http://www.d.umn.edu/vcaa/FinalExams.html>

## II. Student Responsibilities

- A. Meet course prerequisites  
Students are responsible for meeting the course prerequisites prior to registering for a course unless they have permission from the instructor.
- B. Be Informed of and meet all course requirements  
Students are responsible for the information contained in the syllabus and for meeting all course requirements, observing all deadlines, examination times, and other course procedures.
- C. Attend class  
Students are expected to attend all meetings of their courses.  
Students must attend the first class meeting of every course (e.g. lecture, lab, discussion) in which they are registered unless (a) they obtain approval from the instructor before the first meeting or (b) they provide notice to the instructor they must miss class because of a recognized religious holiday. Otherwise, they may lose their places in class to other students.  
See Excused Absence Policy: <http://www.d.umn.edu/vcaa/ExcusedAbsence.html>  
Students are responsible for being on time and prepared for all class sessions.
- D. Be informed of and abide by UM Board of Regents (UM BOR) and UMD policies
  - 1. Students are responsible for conducting themselves in a manner that (a) is respectful of the instructor and other students in the classroom; (b) is civil in language, tone and behavior; and (c) is receptive to ideas and other points of view. The UM Board of Regents Student Conduct Code describes the behavior expectations of students and applies to all UM students: "Disruptive classroom conduct means engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning."  
Section V, Subdivision Two of the UM Student Conduct Code [http://wwwl.umn.edu/regents/policies/academic/Student\\_Conduct\\_Code.html](http://wwwl.umn.edu/regents/policies/academic/Student_Conduct_Code.html)
  - 2. Students are required to do their own assigned work. If it is determined that a student has violated either of the following policies: UM BOR Student Conduct Code: Scholastic Dishonesty  
  
Section III Subd I [http://wwwl.umn.edu/regents/policies/academic/Student\\_Conduct\\_Code.html](http://wwwl.umn.edu/regents/policies/academic/Student_Conduct_Code.html)  
UMD Student Academic Integrity Policy [http://www.d.umn.edu/conduct/integrity/Academic\\_Integrity\\_Policy.htm](http://www.d.umn.edu/conduct/integrity/Academic_Integrity_Policy.htm)  
he or she may be given an "F" or an "N" for the assigned work and /or the course, and may face additional sanctions from the University.
- E. Other  
Students are responsible for seeking academic help in a timely fashion.  
Students who need disability accommodations are responsible for working first with UMD Disability Resources and then with the instructor at the beginning of the course.  
Students who have concerns or complaints about a course should first meet with the instructor to articulate their dissatisfaction with and desired improvement in the course. If the issues are not resolved, they should meet with the department head. In unusual circumstances, the department head may be the first level of recourse.  
Guests may not be brought to class without prior permission from the instructor.

**PROJECT: PACKAGING DESIGN**

---

**Objectives:** Designing in 3-dimensions  
Printing methods and electronic production

**PHASE ONE Week Two**

---

**Problem:** Identify product for package redesign. Criteria: audience fit, category fit, regional/cultural fit, materials.  
**Limitations:** Government regulations.  
**Research:** Competitive analysis. Color, typography, imagery, tone, emotion, international branding, product sampling.  
**Exploration:** Packaging materials, color systems (inks, electronic media, and materials), printing methods, and UPCs.  
Examine how companies design flavors, product lines, categories.  
**Analysis:** Develop a creative brief that lists the findings of research, directs creative development.

**PHASE TWO Week Three/Four**

---

**Ideation:** Explore approaches (image, illustration, style, flat, dynamic, etc.) with a map or matrix; complete 50 sketches.  
**Selection:** Develop three of the designs for critique.

**PHASE THREE Week Four**

---

**Critique:** Deliverables: 3 design layouts, any degree of finish (computerized, sketches, front-only, or all faces)  
Typed list of selection criteria for classmates (17 copies).  
Classmates Judge Designs: Critically analyze the layouts according to selection criteria and write comments.

**PHASE FOUR Week Five**

---

**Layout:** Based on critique feedback, select one layout to develop further.  
Layout one design in three color variations. Mock-up for testing.  
**Assessment:** Consumer testing.

**PHASE FIVE Week Five/Six/Seven**

---

**Editing:** Design refinement  
**Engineering:** Engineer the package according to materials used and produce a template for production.  
**Mock-Up:** 2D mock-up (photograph the mock-up) and mounted printout of a 3D shelf visualization for presentation.

**PHASE SIX Week Seven**

---

**Final critique:** Deliverables: Presentation folder containing three things:  
(1) A brief biography with photo of yourself  
(2) An executive summary that elaborates the steps of this project;  
(3) Photo of package and visualization of package on the shelf.

---

**PROJECT: EXPERIENTIAL ENVIRONMENTAL DESIGN**

---

**Objectives:** Designing for humans in a physical landscape  
Printing methods and electronic production

**Topics:** Choose an existing company and a trade show that they might attend (examples follow):  
Kohler bathroom fixtures at the International Home and Housewares Show (Chicago)  
Mattel's new Barbie doll release at the American International Toy Fair (New York)  
Chevrolet Car Company at The Detroit Auto Show

**PHASE ONE Week Eight**

---

**Problem:** Identify product for promotion and develop criteria that can be used to evaluate the ideas and designs:  
audience, category, regional/cultural, materials.

**Limitations:** Space HxWxD. Production timelines. Product colors. Printing limitations. Shipping options.

**Research:** Competitive analysis. Color, typography, imagery, tone, emotion, international branding, product sampling.

**Exploration:** Exhibit companies. Choose a display system; obtain productions specs and limitations.

**Analysis:** Develop a creative brief that lists the findings of research, goals of promotion, directs creative development.

**PHASE TWO Week Nine/Ten**

---

**Ideation:** Create a mood board (image, illustration, style, flat, dynamic, etc.); Complete five different idea sketches.

**Selection:** Develop three of the designs for critique.

**PHASE THREE Week Eleven**

---

**Critique:** Deliverables: Three 3-D design layouts, any degree of finish (computerized, sketches)  
Typed list of selection criteria for classmates (17 copies).  
Classmates Judge Designs: Critically analyze the designs according to selection criteria and write comments.

**PHASE FOUR Week Twelve/Thirteen/Fourteen**

---

**Layout:** Based on critique feedback, select one layout to develop further.  
Layout designs flat and in 3-dimensions (showing floor plan and placement).

**PHASE FIVE Week Fifteen/Sixteen**

---

**Final critique:** Deliverables: Electronic Presentation with two things:  
(1) Logo with show theme/tagline/concept line  
(2) Design of trade show booth (flat);  
(3) 3-D Visualization of trade show booth structure(s) with design applied.

---