

Email: Projects only to utwork9@att.net Urgent messages, absences, sick: vjoyner@uttyler.edu

Office Hours: T/TH – 9:00 a.m. – 9:30 a.m. / W 4:00 p.m. – 6 p.m. /or appointment.

Setting up Patriot account: <https://www.uttyler.edu/registrar/tutorials/patriotaccounttutorial.pdf>

Fall
2015

Syllabus – MCOM 3311

Visual Design

Class Time: T/TH 12:30 p.m. to 1:50 p.m.

Introduction

Visual Design covers the theory and practice of visual design. The emphasis in the course is on graphic design products such as corporate identity, advertising layout, ad design, logo design, and other related products. Prerequisites: MCOM 2306 Media Design or demonstrated competency with software.

Competency: Mediated Presentation

Students will understand and apply concepts and theories in the use and presentation of images and information using tools and technologies appropriate for public relations/integrated communication or mediated journalism.

COURSE STRUCTURE

LEARNING: In-class.

MODULES: The projects will be learned by module.

Module 1: Introduction, Module 2: Careers, Module 3: Design Basics, Module 4: Design Process, Module 5: Projects, Module 6: Portfolio

COMMUNICATION: By email. Please try to keep communications within the normal hours of a work day.

PRESENTATIONS: September 8, 2015

EXAMS: September 24, 2015 Chapters 1-2, October 15, Chapters 3-6, November 12, Chapters 7-10, December 1, Chapters 12-13

LEARNING ACTIVITIES: By exercise, test, and special projects. Exercises will instruct on how to create a wide range of products. These products will include design in it's most simple form, brochures, posters, and the knowledge of how to create many design objects. Image manipulation with the use of the appropriate application. Testing will be over the knowledge learned in the various chapters of the course book. Special projects are a display of advanced knowledge will be creating projects that require a knowledge of a specific application.

COURSE SCHEDULE: A course schedule will be provided that will list day by day what assignment is due.

Student Learning Outcomes

1. Know the many theories that are the foundation of visual and/or graphic design.
2. To learn various methods of creating visual or graphic design products such as logos, posters, ad design and campaigns, greeting cards, and more which will be useful for personal and/or commercial publication.
3. Will have the ability to redesign a non-functional or weak print visual communication tool into a well-designed functional tool using research and the design process.

Course Goals

1. Students will develop career and communication skills in the area of graphic arts communication areas of research/communication, project management and collaboration, design, and professional print production using graphic design tools.
2. Student will develop several projects using Adobe CS5 which will include Photoshop, Adobe InDesign, Illustrator and more to develop graphics, build layouts and print materials. Students will use Adobe Acrobat to review and improve content, produce print-ready materials, and develop your portfolio.

3. Key skills that will be emphasized are:
 - A. Interviewing and responding to feedback
 - B. Designing for a variety of audiences and needs
 - C. Problem solving that helps support multiple perspectives
 - D. The design process and effective communication
 - E. Peer teaching and evaluation in a collaborative environment
 - F. Technical manipulation and print publishing skills
 - G. Research various printing facilities and do cost comparisons

Required Text

Graphic Design Solutions, 5th 2014

Robin Landa

ISBN: 978-1-133-94552-9

(Cengage Learning)

Becoming a Graphic & Digital Designer, A Guide to Careers in Design

Steven Heller & Veronique Vienne

http://www.coursesmart.com/IR/5274698/9781118771983?_hdv=6.8

Optional/Suggested Reading: Adobe Creative Suite 6 Design & Premium Digital Classroom (Book & Video Training)
Jennifer Smith, Jeremy Osborn, AGI Creative Team ISBN: 978-1-118-12405-5

Tools:

Flash drive, 8 ½ x 11 tracing pad and “Sharpie” black pen “fine”.

Drawing Pad – 8 ½ x 11

No. 2 pencils, Black Sharpies (fine and med)

Eraser

Binder to keep work in

Lab

Only one class at a time will be permitted in the lab.

Late Work

Will not be accepted. Expect to spend time outside of the class to work on your projects. Sometimes as much as 4 hours per week.

Project Assignments

Within the course of the semester the students will complete 4-5 major projects, several exercises and at least 2 exams.

Organization/Class Binder

As an aid to organization and a way to keep up-to-date documentation of your work throughout the course of the semester, you will be asked to set up and maintain a process binder. The process binder will be a place to compile notes, sketches, hand-outs, test, and printouts of your completed work.

Layout Stages/Critiques

The completion of sketches for your projects, layouts, and being prepared for critique is necessary for this course. Exercises must be ready for critique at the beginning of class or the critiquing session (no exceptions). If an Exercise is not ready or presentation is totally unacceptable, a grade of 60 points will result. Failure to meet a Project deadline will result in a 30 point minimal grade reduction for that Project. In addition to creating you will need to represent your work, discuss your work, and offer feedback to classmates. Expect to spend time outside of the class to work on your projects. Sometimes as much as 4-6 hours per week. This time will be spent reading, conducting research, creating sketches, layouts, and working on the computer at home or in the lab.

Electronic Devices

Turn off all electronic devices including cell phones and MP3 players. Allowing a cell phone or other device to ring during class is rude and disrupts class. No text messaging or checking the time on your cell phone during class. Keep these devices in your back pack during class.

Use of Computers in Class

Keyboards must be placed to the right of each monitor and remain untouched during class unless otherwise instructed to use the computer as part of an in-class assignment. Do not use computers during class for reading/writing e-mail, surfing the Web, playing games, working on assignments for other classes, or writing letters.

Attendance and Tardiness Policy

This class will meet on Tuesday and Thursday from August 26, 2013 through December 14, 2013. Study Day is the 9th of December, Finals 10th – 14th of December. Attendance is mandatory; however, there are times when an absence is unavoidable. Three absences are allowed – this includes illness, university-sponsored activities, etc. A fourth absence will lower the final grade by 5 percentage points. A fifth absence will lower the grade by 10 percentage points. See the current UT Tyler catalog for the university's policy on student responsibility for missed classes and assignments. Be familiar with the university's drop policy. Students who anticipate being absent from class due to religious observance or university-sponsored activities should inform the instructor by the second class meeting. Students over 15 minutes late are considered absent. If a student must be absent the day an exam or presentation is scheduled, he/she must notify the instructor before class time. No make-up tests or presentations will be allowed.

It is best that you obtain a partner that will assist you in keeping up with the class. It is not the instructors' responsibility to keep you informed in the event of your absence. I will not send additional emails to you or updates or brief you at the beginning of the next session.

Incomplete – Will not be given unless circumstances are totally out of your control. Will not be given for excessive absences.

Note: Attendance at field trips and for guest speakers is mandatory. To not attend is an automatic 0.

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

License to Right of Work Product

Enrollment in the course constitutes your understanding and agreement that work submitted for grade/credit becomes the property of the instructor. You should make personal copies before submitting the original to the instructor for grading.

Note regarding student absence due to religious observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor by the second class meeting of the semester.

Academic Dishonesty and Original Work

Faculty members have a special obligation to expect high standards of academic honesty in all student work. Students also have a special obligation to adhere to such standards. It is your responsibility to become familiar with the material in *A Student Guide to Conduct and Discipline.pdf* at UT Tyler concerning university regulations regarding academic dishonesty, and the definitions of cheating and plagiarism that it contains. In general, plagiarism is the unauthorized use of published or unpublished material as well as not giving proper credit to the source.

The term plagiarism includes, but is not limited to:

a) use by paraphrase or direct quotation of the published or unpublished work of another person without fully or properly crediting the author with footnotes, citations or bibliographical reference

b) unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials

c) acknowledged use of work/materials that have been produced through collaboration with others without release in writing from collaborators.

Therefore, cheating and plagiarism will NOT be tolerated. The student will receive a 0 on the assignment for cheating or plagiarism, and in severe cases, the student will fail the course. I WILL report any case of academic dishonesty to the proper channels within the university. If you have any questions or hesitations, please feel free to talk to me.

Video created to address this issue:

<https://www.youtube.com/watch?v=nmKsbYwtrco>

UT Tyler Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www2.uttyler.edu/wellness/rightsresponsibilities.php>

Student Email Policy

UT Tyler's Patriot Email system serves as the electronic communication source for corresponding with students. Upon acceptance for admission to UT Tyler, students are issued a unique Patriot Email address. Please check your Patriot Email account regularly. Important information from the university will be distributed to you through your Patriot Email account, and it will be the communication source for BlackBoard. For more information about Patriot Email or to access your account, click Patriot Email under UT Tyler Logins on the UT Tyler home page (www.uttyler.edu).

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include: Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit. Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date) Schedule adjustments (section changes, adding a new class, dropping without a "W" grade) Being reinstated or re-enrolled in classes after being dropped for non-payment Completing the process for tuition exemptions or waivers through Financial Aid.

Social Security Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the

appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not reenter the building unless given permission by University Police, Fire Department, or Fire Prevention Services.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

ADA Policy

Under Federal and state laws, students with documented disabilities are entitled to reasonable accommodations to ensure the student has an equal opportunity to perform in class. If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact Ida MacDonald in the Disability Support Services office to make appropriate arrangements. In accordance with federal law, a student requesting disability support services/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Center located in the University Center, Room 282. The telephone number is 903-566-7079 (TDD 565-5579)." Additional information is available at the following UT Tyler Web address: <http://www.uttyler.edu/disabilityservices>

Disability Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Disability Services (cont'd)

Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Evaluation and Grade Calculation

| | |
|--------------------|----------------------|
| Assignments 20% | Exams/Quizzes 30% |
| Projects 50% | Total 100% |

A = Outstanding. This grade is for work of clearly professional quality (publishable or broadcast ready). The design/layout/writing is clear and well-organized; it requires virtually no editing. The design meets the highest criteria of the project evaluation matrix. The work is turned in by or before deadline, needing no changes before submission to clients or editors. These strategic messages get results, win awards and, when appropriate, feature creative concepts; they are executed with comprehensive research, interesting presentation which uses the elements of visual design and composition correctly and creatively, and nearly flawless design/layout/writing.

B=Good. This grade is for work of clearly professional quality (publishable or broadcast ready). The design/layout/writing is clear and well-organized; it requires virtually no editing. The design meets the highest criteria of the project evaluation matrix. The work is turned in by or before deadline, needing no changes before submission to clients or editors. These strategic messages get results, win awards and, when appropriate, feature creative concepts; they are executed with comprehensive research, interesting presentation which uses the elements of visual design and composition correctly and creatively, and nearly flawless design/layout/writing.

C=Adequate. This grade is for work that indicates a problem in at least one area, such as use of some elements of visual design and composition, diplomacy or strategy. It does not measure up to professional quality but could be saved

by revision. Work is incomplete by deadline and/or needs more than minor revision before submission to a client or supervisor. These messages have weak ideas, concepts or presentation. They draw attention because they don't quite do the job. In summary, the work is an adequate first draft but isn't yet ready to show a client or supervisor.

D=Unacceptable Performance. This grade is for work that is clearly unacceptable even in a classroom setting. The design/layout does not use the elements of visual design and composition correctly or at all. The design is flawed and may contain major factual errors and/or omissions or may show little concept of basic strategic judgment. Work may miss the deadline.

F= Failing. This grade is for work that is not completed in a professional, timely way. For whatever reason, it suggests that the student did not take the assignment seriously. Such performance is often the result of personal or time-management problems that extend beyond a lack of skills or understanding of the research, design, or production processes.

Grading Assumptions

1. The grading process starts with the assumption that the work is "good," which earns a grade of "B." (See "good" definition above.)
2. You may create a design project with no errors that earns a "B."
3. Strong and (when appropriate) clever design concepts/layouts that clearly support the strategic message and client needs help boost design projects to the "A" category. Also, exceptional reporting, diplomacy and adherence to strategy can boost stories to the "A" category.
4. Fact errors, poor organization, grammar/spelling/usage errors, unsound strategic judgment, bad diplomacy, missed deadlines and/or failure to follow proper style, techniques, and format will lower an assignment's grade.

Peer Evaluation

1. Assignments and projects will be subject to peer evaluation. Students will, as a result of this process, develop the ability to critically analyze work from other sources, and, by extension, develop a more professional attitude about their work. Please work to develop tolerance for professional criticism. Everything we do as media professionals is evaluated, critiqued, accepted with revisions or flat out rejected by supervisors, editors, creative directors and clients. As you evaluate the work of others, please base your evaluation on what you're learning, your experience, and your logic. Avoid injecting personalities into critiques. Unkind or malicious remarks will not be tolerated.
2. Each assignment will be graded according to a matrix developed specifically for the project or assignment. A copy of the evaluation matrix for each project will be provided via Blackboard. The following criteria will also apply to the evaluation of assignments or projects.
 - A. **Content:** Does the message and its execution clearly, gracefully and diplomatically fulfill the purpose? Does the message address the values of the client as well as those of the target audience? Is it factually correct?
 - B. **Organization:** Does organization enhance content? Does each part of the message lead logically and gracefully to the next?
 - C. **Grammar:** Is the message free, for the most part, of unintended grammatical, spelling, punctuation and style errors?
 - D. **Format:** Does the execution of the message look the way it should? Are unique requirements, such as headings in a business letter, correct and correctly placed?

Skills overview rubric

1. This general skills rubric is a tool for assessing various aspects of major design and print projects. Although each project has its own rubric, you should use the following to help you assess particular aspects of your projects. Select the items that apply to a particular project. This rubric will be available on Blackboard.

The Process Book/Journal for Visual Design Fall 2014

Instructor – Vanessa Joyner

Goals

The goal of the process book is to supply evidence of what has led to your final design solutions. This book is a way of documenting your steps. This documentation could be for a potential employer, teacher, or for you to analyze the ways in which you are arriving at design decisions and conclusions. Oftentimes, what is created on the way to your solution can be quite amazing. Potential employers and other professionals may want to take a look at this binder and see the depths of your research, thinking, and sketching that may have lead to your design concepts.

Format and Requirements

1. A format that will allow for organization of contained elements
2. Research materials will be neatly organized. This will include design research as well. Copies of layout sketches, thumbnails, and design in its earliest stages on the computer.
3. You may create one binder but insure projects are separated by dividers.
4. Maintain proper notes as your project progresses of your creative process.
5. These books will be submitted with all major projects.

Possible projects to be included in Process Book: (subject to change)

Competition

Ad Design (May include Public Service Announcement and individual ad design)

Logo Design

Poster Design

Brochure Design

Magazine Design

All Thumbnails

All Exams

All Exercises or assignments

Portfolio:

A PDF file of all of your completed projects

Journal:

A sheet that documents your projects: Attached below.

The Design Process

1. Research
 - a. Gather all the information you can about a particular subject is necessary to solve a graphic design challenge completely. It is also great to know what work has been done in the past regarding the subject matter before you. Why? Not only to prevent duplication, but to present uniquely fresh ideas. It is also great to be aware of past styles that could possibly contribute to the communicating of your particular message.
2. Concept
 - a. Thinking – Shorthand Notes – Unlimited Thumbnails. Getting down as many ideas as possible. That is the goal of the conceptual stage. A thorough exploration of ideas will allow you to choose those ideas that are most suited to the optimal solution to your graphic design problem. This is the stage that you can look at your idea from different perspectives. A time to think of analogies, metaphors, similes, puns, visual analogies, comparisons, exaggeration, irony, humor, poignancy, practical reasons, or those things that will make our idea memorable, engaging and unique. It is expected at this stage to come up with at least three great ideas for your subject matter. From these three, one will be chosen to complete to a point of being truly unique and outstanding. If you are not comfortable with your ultimate solution go back to sketching.
3. Design
 - a. The “layout” phase. You have decided upon your best idea. This idea will be converted to a design that works. The stage where color, layout, type, illustration, photography, and style are explored. A

stage that takes time. One of which it is so easy to get caught up in exploration that we forget about deadlines. We will now complete the concept unfolded in the last step and transform it into a complete designed layout. This layout will also be critiqued and refined and critiqued and refined.

4. Application

- a. Does the design work when applied? Your design needs to be tested. Test your completed ad on your peers, your family your teachers. Is the ad communicating what you intended for it to communicate? Is your type legible? Are your colors appropriate and do they pop? Sometimes it is good to put your ad in a magazine, newspaper, etc. and see if people would stop and take notice. It is not unusual that the pressure of deadlines leave no time for this stage. If at all possible, try to test your idea.

KEEPING TRACK OF YOUR GRADES

As college students it is your responsibility to keep track of your grades. I will not constantly call everyone forth to remind them what their grade is. With this class we have a lot of exercises, projects, test, sometimes field trips, participation points, attendance points. Example: Assignments such as thumbnails, critiques, field trips, guest lectures, all carry a potential for 100 pts.

VISUAL DESIGN JOURNAL - FALL 2014

The Design Process – Instructor: Vanessa Joyner

To journalize your design processes will allow you to understand your methods for and grow from them.

Project: _____ Student Name: _____

Research - Please explain your research process in detail.

Creative Brief: Has it been thoroughly completed? Please attach.

Feedback – List all feedback given.

1st round _____
2nd round _____
3rd round _____

Concept - Describe how you arrived at your best idea for your cover/photo page

Type handling – Why is the typeface chosen appropriate? (For style, feel, look, modern, old, classic, traditional, type-driven design, etc)

Was finding the appropriate imagery difficult? Yes____ No____

Did you take advantage of the thumbnail process in regards to coming up with the appropriate layout?

Yes____ No____

Did you go right to the computer to create your layout? Yes____ No____

Are you pleased with your cover? Yes____ No____

Do you believe that your design is effective and memorable? Yes____ No____

In regards to the above, why is the design memorable?

Step 1:

Take a brief, interview the client, and get background information.

The first step on any project is to find out what the client wants. Meet with the client and ask lots of questions, gathering as much background information as you can. This is called taking a brief. Here are some questions that were asked by the designer on this project:

Q. What is the project?

A. We (the client) need an information brochure for our product, Colestid.

Q. What does the product do for the consumer?

A. Colestid is a granular food additive that controls or reduces serum cholesterol when incorporated into a person's daily eating routine.

Q. What is the purpose of this brochure?

A. We want this piece to act as a patient information guide and as a quick reference for the physician.

Q. Who is the audience?

A. Patients—men and women, ages thirty to fifty, who want or need to reduce or control their serum cholesterol levels—who will receive this brochure from their physicians.

Q. What is the main message of this brochure?

A. The main message is "Colestid usage fits conveniently into your normal daily routine."

Q. Are there sub-messages?

A. Some sub-messages in this brochure are that the product is tasteless and odor-

P R O J E C T B R I E F

Client Name: _____

Company: _____

Client Address: _____

Phone Number: _____

Fax Number: _____

Project Description: _____

Subject of project: _____

Page Two

Project Purpose: _____

Main Message: _____

Other Messages: _____

Method of Distribution: _____

Project Budget: _____

Project Due Date: _____

Exercise:

On this page we have given you a form that you can use in any initial project meeting. This will help you remember the questions you need to ask and give you a place to record the answers. So, photocopy these two pages and keep them for future reference. (They'll be easier to use if you enlarge them to fit on the two sides of an 8½" x 11" sheet of paper.)

less, and it can be mixed with many common foods and drinks. Also, the brochure should reinforce the idea that Colestid is the best prescription option.

Q. Is there a feeling, a personality, you (the client) would like to give this brochure?

A. We want a "happy, scientific look," that is clean and simple and that a busy doctor can understand and quickly explain to the patient.

When you start a project, always ask:

- What is the project (project description)?
- What is the product or service being promoted or the information being conveyed (subject of project)?
- What is the project's purpose? Who is the audience?
- What is the main message?
- Are there any other messages to be conveyed?
- How will the product be distributed? Where will it be seen (method of distribution)?
- What is the budget? When must the job be done? (There may be no money for four-color illustrations or not enough time to create an elaborate layout.)
- What does the competition's literature look like?

Steven Brower

Steven Brower of Steven Brower Design, New Jersey, discusses how NOT to impress art directors. [3:58]

http://college.cengage.com/art/0495572780_landar/designers_speak/brower.html

Michael Strassburger

Of Modern Dog Design, Seattle, shares thoughts on being a professional

http://college.cengage.com/art/0495572780_landar/designers_speak/moderndog.html

Web Links for Educators and Students

http://college.cengage.com/art/0495572780_landar/links/all_links.html

Bob Aufuldish of Aufuldish & Warinner, San Anselmo, CA, shows us how he finds inspiration in his studio. [7:17]

Chapter 3 Movie

Armin Vit of Under Consideration LLC, Austin, TX, talks about entering the "thought profession" of design. [10:10]

http://college.cengage.com/art/0495572780_landar/designers_speak/ArminVit.html

Chapter 3 Movie

Mike Perry of Mike Perry Studio, New York, speaks of life before and after Urban Outfitters. [8:49]

http://college.cengage.com/art/0495572780_landar/designers_speak/mperry.html

Chapter 3 Movie

Jonathan Herman of WAX, Calgary, Alberta talks about landing his first job at Pentagram. [7:01]

http://college.cengage.com/art/0495572780_landar/designers_speak/WAX.html

Chapter 3 Movie

Max Spector of Chen Design Associates, San Francisco, muses on "the designer as psychologist." [4:50]

http://college.cengage.com/art/0495572780_landar/designers_speak/chen.html

Chapter 13 Movie

Danny Noval, Tracey Coleman, Chuck Rudy and Josh Horn of Ogilvy & Mather talk about the importance of networking. [7:28]

http://college.cengage.com/art/0495572780_landar/designers_speak/ogilvy.html

Chapter 13 Movie

Mike Perry of Mike Perry Studio, New York, speaks of life before and after Urban Outfitters. [8:49]

http://college.cengage.com/art/0495572780_landar/designers_speak/mperry.html