Course Outline for VCOM 57

DESIGN CONCEPTS II

Effective: Fall 2009

I. CATALOG DESCRIPTION:
VCOM 57 — DESIGN CONCEPTS II — 3.00 units

Design and technical skills intermediate - level course in the creative processes, methods and tools used from concept to final design for commercial purposes in print and web (e.g., logos, related brand symbols, collateral materials, simple business publications, print and screen advertising, and packaging.) Emphasis is placed on the designer/client relationship, designing compelling graphics specifically to client project brief and to target audience, conducting research, presenting concept and final design, meeting deadlines, producing industry-standard digital documents, and working individually and in teams. Course includes designing minimum of one major project contracted through the Design Shop—the Visual Communications Program business that mirrors an industry-standard creative design agency. Design Shop client attends class to participate in briefing, Q & A, concept presentation, feedback and critique sessions.

2.00 Units Lecture 1.00 Units Studio Lab

Prerequisite
GDDM 53 - Photoshop I
with a minimum grade of C
or

VCOM 54 - Illustrator I for Design
with a minimum grade of C
and

GDDM 56 - Introduction to Graphic Design

Grading Methods:
Letter or P/NP

Discipline:

	MIN
Lecture Hours:	36.00
Studio Lab Hours:	72.00
Total Hours:	36.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:
Before entering the course a student should be able to:

    A. GDDM53
    B. VCOM54
        1. Work in the Illustrator interface at the most basic level with facility;
        2. Manage new and existing Illustrator documents: set-up/launch, retrieve, save for print and screen, cross-platform;
        3. Draw and edit closed and open paths using the pen tool with appropriate selection tools;
        4. Perform basic-to-intermediate level digital drawing, type and editing tasks using the following Illustrator toolbox tools: Fill, Stroke, Selection, Type, Shape, Transformation (e.g., rotate, scale); Palettes: Layers, Colors, Swatches, Gradient, Stroke, Transform (Objects), Brush, Align; and Menu Items: File, Edit, Object, Type, Select, Window, Help;
        5. Generate new, import and/or manipulate multi-layer digital images for print and web using Illustrator;
        6. Describe the difference between raster (bitmapped) and vector (object-oriented) images and when and why to use Illustrator;
    C. GDDM56

IV. MEASURABLE OBJECTIVES:
Upon completion of this course, the student should be able to:

    A. Research and develop concepts suitable for commercial use based on appeal to the target audience and client project brief;
    B. Identify and solve practical problems in layout, design and prototype manipulation of the commercial product;
    C. Demonstrate imagination through the manipulation of formal principles and plastic elements of design;
    D. Articulate a greater understanding of the position of designer/visual communicator, particularly as related to art, advertising, and business;

E. Participate in client presentations at the professional-level including an ability to discuss objectives, research, conceptual process and strategies, and participate in critique and feedback sessions using industry-standard terminology;
F. Handle Adobe Creative Suite software with facility at the intermediate to advanced level;
G. Complete a project from concept to conclusion, to deadline, and to client's stated criteria, with disciplined control and craftsmanship.

V. CONTENT:
A. Generating creative ideas for commercial purposes
 1. Research like businesses, products, services
 2. Identify the target audience and their consumer needs viv a vis the business, product or service
 3. Conduct focus groups re: concept
 4. 2- and 3-dimensional mockup and sketching techniques
B. Practical design and layout techniques for the commercial product
 1. Flattening out and gridding out a 3-dimensional object
 2. Developing a clear hierarchy of images, color, text
 3. Gathering and creating content
C. Adding creative imaginative solutions to formal design techniques for the commercial product
 1. Brainstorming a compelling visual message
 2. Professional solutions to a broad range of business design problems
 3. Relevant exercises incorporating application of key design elements and concepts, tools, techniques and essential aesthetic considerations, leading to the production of industry-standard output
 4. Design of corporate pictorial logos, symbols, and brands that work across a variety of media
 5. Use of type in commercial design
 6. Color concerns in commercial design
 7. Re-purposing design
D. Introduction to business communication through role play
 1. Researching the project, target audience, materials, design and additional vendor costs
 2. Appropriate behavior for telephone, e-mail and one-on-one or team designer/client contact, meeting and presentation
  a. Dressing the part
  b. Meet and greet
  c. Introduction(s) all around
  d. Listening and taking notes
  e. Participating in Q & A
  f. Summarizing the contact or meeting
  g. Agreeing to the next steps
  h. Making the next appointment or commitment date
  i. Saying thank you and good bye
  j. Writing a follow up
 3. Writing the contract
 4. Appropriate presentation, analytical and evaluation skills
E. Technical Skills
 1. Ongoing as needed to produce digital documents to industry standard)
F. Overview to working in the Design Shop
 1. How to understand and satisfy the client
 2. How to work one-on-one and in teams with the client, peers and mentor (creative director)
 3. How to interview for a Design Shop job and the related design and technical skills assessment process
 4. How to track time spent at work on a project at school and at home
 5. How to meet deadlines
 6. How to use class role play experience working in the Design Shop and in the real world

VI. METHODS OF INSTRUCTION:
A. Assigned exercises in visual design skills and applications and large applied projects
B. Lecture, discussion and demonstration on project-related topics
C. Examples of student and professional work
D. **Field Trips** - to design studios, industry seminars, conventions and conferences if available
E. Computer lab time with direct instructor, lab assistant or cooperative peer support
F. Student and client presentation, Q&A, feedback and critique sessions
G. Working for the Design Shop with a mentor or instructor
H. Appropriate materials and relevant software exploration

VII. TYPICAL ASSIGNMENTS:
A. Hands-On Exercise: Designing a family of corporate symbols 1. Research Phase: Identify a corporation that owns at least 4 product line subsidiaries (e.g., SONY.) thoroughly research its product lines and identify the target audience. Be prepared to discuss in class. 2. Design Phase: Design at least four symbols to represent each subsidiary product line. These symbols should be different from each other, but similar enough to form a visually-recognizable "family." 3. Creation Phase: Create at least 5 rough draft sketches for each product line symbol. After critique, begin to refine the symbols and determine the course you are taking. 4. Hand in completed computer drafts; refine the symbols 5. Critique final drafts 6. Print and mount final family of symbols on matte board. Place electronic representation of board on server. 7. Save for web 8. Additional Challenge: Design opening web page for this company, including your new symbols and the existing logo and content. Place electronic web files on server. B. Hands-On Exercise: Redesign a corporate logo: 1. Redesign the logo for the parent company described above that achieves an overall unifying visual effect for the related family of symbols.

VIII. EVALUATION:
A. **Methods**

 1. Research Projects
 2. Papers
 3. Oral Presentation
 4. Projects
 5. Lab Activities
 6. Class Performance
 7. Other:
  a. Methods
   1. Observation of work in lab
   2. Critical analysis of assigned work
   3. Observation of student project assignments
   4. Problem-solving exercises, including performance exams
   5. Observation of behavior in role play with peers, mentor and team

6. Observation of behavior and oral and written communication in Design Shop work with client, mentor, peers, and team
7. Observation of further growth in technical skills development
8. Observation of further development of craftsmanship
9. Observation of further growth in overall presentation and professionalism in presenting a completed work
10. Review and evaluate student's assigned projects, their comprehension and application of client specification(s)

B. **Frequency**

1. Frequency
   a. Weekly and biweekly exercises
   b. Bi-weekly projects and presentation, oral and visual
   c. Design Shop or instructor generated jobs as appropriate
   d. Large Design Shop or final project including multiple presentations
2. Examples
   a. Written assignment and hands-on project: Research and develop concepts suitable for commercial use based on client need and target audience.
   b. Hands-on lab work and project: Identify and solve a practical problem you encountered when observing existing client layout.
   c. Through hands-on projects and lab work:
      1. demonstrate ability to use imagination through the manipulation of formal principles and plastic elements of design;
      2. demonstrate further growth in ability to handle Adobe Creative Suite 2 software with facility at the intermediate to advanced level.
   d. Through class discussion observe and articulate the position of designer/visual communicator, particularly as related to art, advertising, and business.
   e. Through interaction with the client observe ability to participate in client presentations at the professional-level including an ability to discuss objectives, research, conceptual process and strategies, and participate in critique and feedback sessions using industry-standard terminology.
   f. Through hands-on projects and Design Shop work, demonstrate an ability to complete a project from concept to conclusion, to deadline, to client's stated criteria, to target audience need, with imagination, excellent presentation skills, disciplined control and craftsmanship.

IX. TYPICAL TEXTS:
1. Carter, David E *Creating Logo Families.*, HarperCollins, 2000.
2. Periodicals such as: Communication, Arts, How, Graphics, Print
3. Online resources such as: www.designexploration.com, www.adobe.com
4. Online Help in all applications
5. Online professional design sites as appropriate

X. OTHER MATERIALS REQUIRED OF STUDENTS:
A. Required list of supplies to complete all of the assigned studies