

Collateral Design: Print Applications

GRD 4150 CRN 14558

GRD 6150 CRN 14783

11:00 –1:50 T, Th

Spring 2010

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Syllabus

DESCRIPTION

Prerequisites: GrD 3200 with grade of C or higher and consent of graphic design coordinator or instructor. Advanced graphic concepts in print collateral applications; annual report design; identity and logotype; brochures and mailers; original visual concepts through image-making; digital techniques; pre-press and print production principles. Lab Fee: \$20.00. 3 Credit hours

Students are required to attend class, and to participate in critiques using terms and concepts introduced in the class. Weekly critiques will be held in room 468ah; some classes may involve field trips.

Assignment sheets for individual projects will be distributed via the class blog grd4150.blogspot.com

Students are responsible for retrieving handouts, worksheets, etc. from the blog and for reading their student email.

COURSE OBJECTIVES

1. Talk clearly and confidently about design—your own and other peoples' creations.
2. Apply ideas about branding to promotional items through word and image.
3. Develop craftsmanship and sequential thinking through designing and building booklets.
4. Employ symbolic communication through giving form to media.
5. Develop experimental techniques by employing collage, applied chance, etc.
6. Practice working on group projects.

MATERIALS AND SUPPLIES

InDesign Type by Nigel French (\$39.99/25.00 on Amazon) is optional.

Various weights of pen and marker

Sketchbook or binder for sketches

Pica ruler

Tracing pad

Bond paper

Computer output as needed

Board for mounting work

Tape or glue for mounting artwork

Thumbdrive or other removable storage device. Back up your data!

The course syllabus provides a general plan for the course; deviations may be necessary. ¶ Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing this course, please take time to fill out the online course evaluation. ¶ Students who wish to request accommodation for disability should do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for showing that plan to instructors of all classes in which accommodation is sought.

Projects

Sketchbook

- Project 1: Charts
- Project 2 Climate Central promotion
 - A. class presentations on topics
 - B. handout on your topic
 - C. Quiz on topics
- Project 3

1. Create weekly drawings, both self-directed and per handout. You may receive handouts for further readings and projects throughout the semester.

Grading criteria

- A (4.0) Work exceeded requirements of the assignment as a result of thorough exploration; used medium in novel and skillful manner; solution presented novel response to core challenges of the assignment.
- B (3.0) Work fulfilled stated requirements; used media and principles of design effectively; drew from research and preparation.
- C (2.0) Work addressed requirements of the assignment but showed only perfunctory exploration. Competent work or work that may be above average in some respects but not fully resolved.
- D (1.0) The assignment was completed and turned in, but showed weak understanding of design principles and use of the medium.
- F (0) Work was never completed; showed misunderstanding of the basic assignment; or disregard for medium.

Grading Formula

Sketchbook	10%
Quiz(zes)	05
Project 1	15
Project 2	25
Project 3	35
Participation	10%

The course syllabus provides a general plan for the course. Deviations may be necessary.

	T Th
Jan 11	13
18	20 Charts due
25	27 <i>Tablet</i> articles due; discuss CC
Feb 01	03
08	10
15	17
22	24 CC print component due
Mar 01	03 Spring break
08	10 turn in promo items
15	17 Photograph comps
22	24 Final boards; critique CC
29	31 Begin media diary
April 05	07 Share general formats for diary
12	14
19	21 Complete documentation
26	28 Turn in final Media Diary
May 4	– 11

Charts about Tablets

Read the article “Tablet sales will eclipse laptop sales by 2015” on *Mashable* (link on the class blog). Redesign the existing graph in the article and create an additional graph using statistics from the text. Use Adobe Illustrator or Microsoft Word to generate for each

a bar chart

a pie chart

one other type of chart

AI and Mword will give you general size relationships for the data. You can trace over these to create clear, aesthetically pleasing examples. Select the most appropriate charts for the article.

Adapt the article to the print version of *Wired* magazine, *Advertising Age*, or *Fortune* and create in InDesign. You may add illustrations, other articles, or ads to fill the page appropriately. Your type and images should fit the specific style of your publication.

SCHEDULE:

January 18 – Six charts uploaded as *yourname_charts.pdf* onto PAWS. Critique.

January 25 – Tablet article as magazine page, including graphs, uploaded as *yourname_tabletsales.indd* onto PAWS. Critique.

FACTORS FOR EVALUATION

Evidence of sketching and other exploration.

Charts are accurate and clear. Text is legible, readable, and free from typos.

Appropriate use of InDesign and AI .

Design is appropriate for article and publication stylistically and semantically.

Work is turned in on time and according to directions.

Engagement in class, including contributions to critiques and discussions.

Promotional Mailer

Climate Central is a nonprofit organization whose mission is to create a bridge between the scientific community and the public, providing clear, honest, nonpartisan, and up-to-date information to help people make sound decisions about climate and energy. Climate Central recognizes the attitudes of weather forecasters as strategically important to CC's goal of raising public awareness about climate change, and wants to influence their perceptions.

Review the climatecentral.org website, read the article "Among Weather Forecasters, Doubts" and skim "ClimateChangeKnowledge2010," paying particular attention to charts, graphs, and numerical data.

Create a mailer to be sent to weather announcers across the US to encourage them to visit CC's website on a regular basis. Your mailer should contain printed materials and swag to serve as continuing reminders of the organization and its URL. These items must not be expensive or hard to mail. Also design the envelope these items are mailed in.

Photograph your designs for your portfolio. You will turn in boards that tell the story of your design, with some pieces shown in photographs and some shown as flat artwork. You may also create 3D comps that could be carried in your portfolio.

SCHEDULE:

January 27 – Discuss weather announcers as a target audience and how they can further CC's mission. Discuss the relationship of weather announcers to the general public. Discuss who might have a vested interest in advancing or curtailing awareness of climate change.

Bring in to share: examples of printed items that motivate audiences to visit websites.

February 22 – Print component due on PAWS as *yourname_CCprint.indd*.

March 10 – Crit promotional item and turn in.

March 17 - 19 – Photograph materials.

March 24 – Final boards due on PAWS as *yourname_CCfinal.pdf*

FACTORS FOR EVALUATION

Evidence of research into relevant audiences and institutions

Shows productive use of graphical tools.

Project shows good fit between form and content.

Final document shows craftsmanship in construction of materials, their documentation, and the final board.

Evidence of your contribution to class discussions during work ups and critique, both how you present your own work and what you contribute to classmates' designs. This includes sharing sketches and other preparatory work.

Original thinking and aesthetics.

My media diary DRAFT

As a consumer, your media habits are of intense interest to marketers. As a designer, you will be challenged to deliver messages to modern audiences who take in messages via a complex array of media. Find ways to represent the complexities of space, time, and images, creating an 11" x 17" chart.

Keep a media diary for a single, 24-hour period. Document as many as you can of the media messages you receive, noting the media type, timeframe, and content. Use screen captures, photographs, handwritten notes or whatever you need to record your media impressions. Carry a small notebook and camera to help you.

You don't need to be obsessive about the entries—if you listen to internet radio for forty minutes, you can just list the radio station/genre you listened to, not every song. If you pass a bulletin board with twenty fliers on it, you don't need to specify each one. You should keep the diary on an "average" day for you—when you're out in society—not when you're camping deep in woods. I'll have a hard time believing that you don't see/hear at least a few hundred media messages a day, if you're an average US university student, so your diary needs to include at least a minimum of 40 entries. When you surpass 60, stop.

You'll need to pause every 30-60 minutes or so to make entries in the diary. Don't hold the notebook on your steering wheel to write down ads on the sides of city buses you pass, but don't wait until the end of the day to try to remember everything you saw.

After you finish your diary, read back through and reflect on your experiences. How can your experiences be conveyed to your audience? What are the main things you want your audience to understand? Impressions may be organized by media type, by time, or by some other factor. Graphs may simplify and organize information. Think extensively about issues of scale: you will probably need to use detail shots, sketches, or thumbnail reproductions of images in order to get everything on an 11" x 17" board.

SCHEDULE:

March 29 – Discuss examples of timelines you have posted on the class blog.

April 7 – In-progress crit of sketches for general format of your diary.

April 19 – Deadline to have documented your day.

April 28 – Crit. Final boards due on PAWS as *yourname_diary.indd*

FACTORS FOR EVALUATION

Evidence of research into methods of representation.

Evidence of exhaustive documentation.

Project shows good fit between form and content.

Final document shows craftsmanship and attention to detail.

Your contribution to class discussions during work ups and critique, both how you present your own work and what you contribute to classmates' designs. This includes sharing sketches and other preparatory work.

Original thinking and aesthetics.