PROFESSIONAL PRACTICES

GRD 4550 CRN 86715
11:00 –1:30 M, W
Fall 2014

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ERNEST G. WELCH
SCHOOL OF
ART & DESIGN

Georgia State University®

SYLLABUS

DESCRIPTION

Professional Practices in Graphic Design. Prerequisites: GrD 3200 with grade of C or higher, or concurrently, and consent of graphic design coordinator or instructor. Practical client-based professional experiences; field trips; presentation techniques; implementation of projects through supervision of printing process or appropriate media; principles unique to the business of graphic design. Lab Fee: $20.00.

Students are required to attend class and to participate in critiques using terms and concepts introduced in the class. Students are responsible for retrieving handouts, worksheets, etc. from the blog and for reading student email. Assignment sheets for individual projects will be distributed via GRD4450.blogspot.com.

COURSE OBJECTIVES

1. Become familiar with professional practices of design and related fields.

2. Implement campaign from start to finish, within tight budget constraints.

3. Develop methods for working with clients.

4. Practice identifying and communicating with audiences.

TEXTBOOK

Official Adobe Print Publishing Guide, Second Edition, paperback or Kindle edition.

This book is required for this class and GRD 4550.

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.

Percentage	Grade
98 - 100%	A+
93 - 97	A
90 - 92	A-
87 - 89	B+
83 - 86	B
80 - 82	B-
77 - 79	C+
70 - 76	C
60 - 69	D
below 60	F

	MONDAY	**WEDNESDAY**
Aug 25 – 27	Overview	SEF: Choose topics and form groups
Sept 1 – 3	Holiday – no class	Each student pins up five or more sketches of given information.
Sept 8 – 10	*The brief* DI discussion, choose topics and form groups	Meet in groups, develop questions for SEF.
Sept 15 – 17	*Workflow* DI: Contact relevant administrators.	Pin up SEF sketches to share with instructor and group.
Sept 22 – 24	*Agreements* DI groups explain strategy and project roughs and upload written rationale.	Upload PDFs of infographics for SEF by end of class.
Sept 29 – Oct 1	*Ethics* DI in-progress crit; have met with administrators	Peer-crit SEF with a classmate outside your group.
Oct 6 – 8	*Intellectual Property* DI: post graphics by today.	Class crit on infographics. Printouts do not have to be mounted.
Oct 13 – 15	*Quiz on lectures to date* DI workday	Turn in PDF of infographic #1.
Oct 20 – 22	*LPI vs DPI* Document DI campaign	Pin up sketch/draft of 12 x 18 board layout to share with your group.
Oct 27 –29	*Color for print* DI plan for documentation uploaded by today	Class pin up for infographics 2 and 3.
Nov 3 – 5	*Trapping* DI: Crit printouts	Meet with instructor to discuss SEF
Nov 09 – 11	*Paper*	Photography day
Nov 17 – 19	Meet with juniors	Group leader presents to class.
Nov 24 –26	holiday	holiday
Dec 1 – 3	*Second quiz on lectures*	Crit SEF graphics
Dec 8 – 11	Present final DI	Turn in all by 5pm

GRADING

SEF Infographic	35%
Intervention	35
Quiz + related	20
Participation	10

MATERIALS AND SUPPLIES

Thumbdrive **with your name on it**
Storage device to back up data
Camera and video camera or access to them
Various weights of pen and marker
Sketchbook or binder for sketches
Tracing pad
Bond paper
Computer output as needed
Board for mounting work
Other supplies as needed

POLICIES

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. ¶ Disruptive Behavior: Students should consult the General Catalog for the university's policy on disruptive behavior. Disrespect towards the professor or towards other students will not be tolerated. ¶ Security: GSU has installed punch code locks to make buildings safer. Treat labs and studios as secure spaces: Always have your GSU ID card with you when on campus and never allow anyone to use your card. Report suspicious people or activity to faculty, or to campus police at 404-413-2100. Never allow someone else to enter a security-code door with you: make them enter the code themselves. Failure to follow security procedures can result in lower grades or expulsion from the class. ¶ ATTENDANCE at every class is expected, and the roll is taken at the beginning of each class. If you are enrolled in a course and do not attend the first and second class meetings, you will be asked to drop the course. Classes begin and end at stated times, and you should be in class during the entire class period. Leaving early or arriving late is counted as1/3 of an absence, so, for example, arriving late to class three times will count as one absence. If you arrive late, it is your responsibility to notify me that you were late, rather than absent – or your attendance record remains as an absence. Final grades will be reduced by one letter grade for each absence after the third. ¶ It is recommended you save your allowable absences for emergencies. With proper written documentation, absences may be excused for university-sponsored events, legal obligations, and religious observances. Refer to the Undergrad/Grad Catalog for details. With written documentation, absences may also be excused due to death or major illness in student's immediate family, illness of a dependent family member, and illness that is too severe or contagious for students to attend class. Students with legitimate reasons for absence may still need to take hardship withdrawal or repeat the class. ¶ You will be held responsible for the material covered in missed classes and must consult with your fellow students to receive all necessary instruction and information.

Design Interventions

Work with classmates to persuade the GSU/downtown community to change their behavior in some way – it's your choice! Your limitations are time (this semester) and budget (extremely limited, although you may partner with campus organizations, etc. to accomplish your goals).

frame your problem:

Identify a simple behavior that people in the area can change through your supplying information, persuasion, and reminders. Write up a rationale and plan of action, describing what you hope to change and how graphics can accomplish this. Your campaign may not change a behavior (stop shouting), but provide information (shouting is harmful; learn more at shouting.com) or raise awareness of the issue (shouting can be stopped). Define your problem in proportion to your limited resources, i.e. **keep it simple and direct.**

You have wide choices in terms of your goals, but do not create a campaign that will alienate or offend your teacher or classmates. Rethink any hostility or anger toward your audience. Generally, don't use your campaign to insult anyone's unchangeable characteristics or to embarass the program you represent.

implement your solution:

Design a series of graphics to prompt these changes and distribute them on campus or as appropriate. Create flyers, posters, email blasts, or websites AND distribute/display these items legally.

Next, document your work and any discernable responses from the public. It is extremely important that you turn in a rationale for your campaign before implementing it, document the graphics you create, and document responses.

example:

Identify a problem: Students and employees do not show much respect for the university cleaning staff. **Hypthosis**: If GSU knew more about the jobs cleaners perform, they would not throw trash in stairwells, on the Plaza, etc. **Method**: Interview and photograph cleaning staff. Circulate flyers, exhibit materials on the Plaza, and tweet about the staff's experiences. **Documentation**: track retweets and observe amount of trash in specific areas of campus before and after your campaign.

Sept 8	Choose topics and form groups
Sept 15	DI group strategy sessions. Contact relevant administrators
Sept 22	Upload rationale, show sketches to instructor
Sept 29	In-progress crit
Oct 6	Have met with relevant administrators and requested support. Upload graphics.
Oct 13	Begin distributing materials (posting flyers, handing out brochures, etc.)
Oct 20	Document campaign
Nov 3	In-progress crit on unmounted printouts
Dec 8	Final presentation
Dec 10	All printouts and digital files turned in by 5pm

DESIGN INTERVENTIONS

Review logistics and work styles with your teammates. Avoid the temptation to jump in before everyone is comfortable with your arrangements.

LOGISTICS:

When and where can we meet? What restrictions do you have on your schedule? Your transportation

Can we plan two to three standing meetings each week, if only for a few minutes?

What are email, phone, home address, and best way to reach you?

Will Dropbox, Googledocs, BaseCamp, Doodle, etc. be best to exchange documents and arrange meetings?

KEEP IN MIND

° During the project, any team member may be called upon to give an account of what the team has been doing.

° All members of the team are expected to contribute equally. At the end of the project, each student will be asked what actions he or she has taken that was helpful to the team. You will also be asked to give a brief evaluation of the effectiveness of members and the team's overall accomplishments.

° Everyone on your team will receive the same grade for the project.

° Any student can dissolve the team and work independently if a teammate is not contributing to the effort.

IDENTIFY WORK STYLES:

The project will go much better if you pitch in and do your share of the grunt work. This is also a chance to try on a different role for yourself. You may work together on every aspect of the project or delegate certain tasks. Discuss who will:

° talk with administrators about their design needs.

° come up with wild ideas; rough out images, sketch plans.

° edit and refine existing ideas.

° schedule meetings, estimate when tasks will be completed, keep things on track.

° make inquiries about distributing materials, holding events, etc.

° read, write, and proofread copy.

° gather images and data, organize and distribute files.

° shoot video, photographs, or create illustrations

° keep account of expenses for art supplies, etc.

° build models and comps, print, trim, glue, etc.

° scan and import images.

° enter and format text.

° code websites, build apps.

° distribute work, interact with audiences.

° document project.

INFOGRAPHIC: SEF

Southern Education Foundation is a 147-year-old organization dedicated to advancing equity and excellence in education for all students in the South, particularly low income students and students of color.

SEF Mission and Values

Choose one of the topics proposed by SEF and create infographics that make their data more understandable. Work with your group to gain an understanding of issues relevant to your topic and to develop questions for SEF staff. Your group will develop an orderly way to share your questions, sketches etc., via Googledocs, BaseCamp, email, or some other unintrusive method.

You will probably need to write any copy, shoot any photographs, etc. needed for your project.

Your work should convince the SEF that they need to take time and resources away from other projects to implement the graphics you create. This involves creating graphics that can further the organization's goals and persuading them of such.

August 27	Discuss SEF projects, form groups
Sept 3	Each student pins up five or more sketches of a single set of information
Sept 10	Group submits questions to SEF
Sept 17	Send sketches to SEF
Sept 24	SEF critique, feedback
Oct 1	In-progress crit of digital SEF files.
Oct 8	SEF groups peer crit
Oct 15	In-progress crit: present designs to entire class
Nov 5	Present at SEF
Nov 12	Implement revisions
Nov 19	Final crit for revised SEF.
Dec 10	Turn in all hard copy and digital files by 5pm