University Studies Cluster 5B:
Learning Through Engagement
RATIONALE

DES 451 Graphic Design 5

1. DES 451 Graphic Design 5 satisfies University Studies 5B Learning through Engagement. All sections of the course include an assignment that is a community project for an entity/organization with shared goals with the University. This project meets the objectives of Cluster 5B in the following manner:
2. Students will *identify the needs and resources of the communities to which they belong* by identifying the needs of the stakeholders (e.g., museum, school, organization, business, resource center, and so on) and needs of the people these entities serve.
3. Students will *apply knowledge and skills gained through academic study to real problems and/or opportunities within their communities* by researching and solving a problem posed by the stake holder (e.g., creating an identity, a poster, an exhibition design, a presentation on a topic of interest to the community, a studied analysis and written proposal, a newsletter, and so on.)
4. Students will *describe the connections between learning on campus and the issues and needs of broader academic, professional or civic communities* via reflective writing in which they answer the questions: Why would a community organization need a graphic designer? What can a graphic designer bring to the project? How did I meet the needs of the stakeholder?
5. Students will *articulate the value of engagement to other members of their communities* by writing a letter to next year’s students. In the letter, they will give advice, reflecting on whether or not the engagement was valuable (and why), and making suggestions for improvement (if any).

DES 451 Graphic Design 5 Master Syllabus

Course Overview:

1. In Graphic Design 5, projects focus on contemporary issues of media and culture: on the practical, ethical, real world, business aspects of design. In addition, students will complete the Learning Through Engagement (5B) University Cluster. The Learning Through Engagement assignment will focus on a community project for an entity/organization with shared goals with the University, and will vary in scope and content depending on the community partner. Finally, as part of professional development, pragmatic problem solving issues are addressed such as professional business practices, production practices, and marketing oneself (creating a resume, a traditional and digital portfolio, an identity system for branding oneself, and so on).

Learning Outcomes:

Course-Specific Learning Outcomes

1. Choose the appropriate medium for clear and comprehensive communication of a message/idea/information
2. Articulate the process of choosing the appropriate medium above.
3. Create an artifact (may be print, digital, an analysis/proposal, and so on) that considers the delivery of the content, its context, and form in terms of clarity and usability.
4. Develop a clear (articulated) research and ideation process.
5. Refine/hone type and image skills to merge content with visual dynamics.
6. Complete a client-based project (Learning Through Engagement).
7. Complete a self-promotional system including a resume, a traditional and digital portfolio, an identity system for branding oneself, and so on.
8. Complete a complex project (depending on community partner and scope of project, this may be the Learning Through Engagement project, it may be an additional project).
9. Participate in discussions examining Graphic Design and contemporary issues of media, culture.

University Studies Cluster 5B Learning Through Engagement
Learning Outcomes

1. Identify the needs and resources of the communities to which you belong.
2. Apply knowledge and skills gained through academic study to real problems and/or opportunities within their communities.
3. Describe the connections between learning on campus and the issues and needs of broader academic, professional or civic communities.
4. Articulate the value of engagement to other members of their communities.

Examples of Texts and/or Assigned Readings:

* *Design Theory: Readings from the Field*, Helen Armstrong
* *Graphic Design Theory (Graphic Design in Context),* Meredith Davis
* *Chasing The Perfect: Thoughts on Modernist Design in Our Time*, Natalia Ilyin
* *How to Be a Graphic Designer without Losing Your Soul*, Adrian Shaughnessy
* *AIGA Professional Practices in Graphic Design*, Tad Crawford
* *Graphic Artist’s Guild Handbook of Pricing and Ethical Guidelines*
* *Talent Is Not Enough: Business Secrets For Designers,* Shel Perkins
* *The Graphic Designer’s Guide to Pricing, Estimating, and Budgeting*, Theo S Williams
* *Visual Research: An Introduction to Research Methodologies in Graphic Design*
Ian Noble and Russell Bestley
* *FLAUNT: Designing effective, compelling and memorable portfolios of creative work*
Armin Vit and Bryony Gomez-PalacioDownloadable PDF: <http://www.underconsideration.com/flaunt/>
* *Design Observer:* <http://designobserver.com>/

Example Assignments: University Studies Cluster 5B
Learning Through Engagement

Wildlife Guide Design

1. This project provides students the opportunity to work with a community partner to develop a user guide. The content is provided by the community partner. Images may be provided as well or generated by students through photography or illustration. Artifacts generated by this assignment may include a print brochure or a screen based solution such as a website, pdf, or blog.

Event Identity

1. This project provides students the opportunity to work with a community partner to develop an visual identity for an event. The content is provided by the community partner. Images may be provided as well or generated by students through photography or illustration. Artifacts generated by this assignment may include a logo, poster, print brochure, or a screen-based solution such as a website, pdf, or blog.

Wayfinding System

1. This project provides students the opportunity to work with a community partner to develop a wayfinding system to guide users through an architectural space or environment. The goals are developed in partnership with the community partner. The design (if accepted for production), is executed by the student in consultation with the community partner. Artifacts generated by this assignment may include signs, kiosks, print brochure, or a screen-based solution such as a smart application prototype or website.

Magazine Design Proposal

1. This project provides students the opportunity to work with a community partner to develop a prototype for a magazine. The content is provided by the community partner. Images may be provided as well or generated by students through photography or illustration. The design (if accepted for production), is executed by the student in consultation with the community partner. Artifacts generated by this assignment may include a print magazine or a screen-based solution such as an ebook, website, or pdf.

Information Kiosk Analysis and Design Proposal

1. This project provides students the opportunity to work with a community partner to redesign an information kiosk. The goals are developed in partnership with the community partner. The design (if accepted for production), is executed by the student in consultation with the community partner. Artifacts generated by this assignment may include signs, kiosks, or a screen-based solution such as a smart application prototype or website.

Brochure Analysis and Design Proposal

1. This project provides students the opportunity to work with a community partner to develop a brochure proposal. The content is provided by the community partner. Images may be provided as well or generated by students through photography or illustration. The design (if accepted for production), is executed by the student in consultation with the community partner. Artifacts generated by this assignment may include a print brochure or pdf.

Website Analysis and Design Proposal

1. This project provides students the opportunity to work with a community partner to develop a website design proposal. The content is provided by the community partner. Images may be provided as well or generated by students through photography or illustration. The design (if accepted for production), is executed by the student in consultation with the community partner. Artifacts generated by this assignment may include a print proposal or a screen based solution such as a pdf, or Powerpoint presentation.

These projects meet the objectives of Cluster 5B in the following manner:

1. Students will identify the needs and resources of the communities to which they belong by identifying the needs of the stakeholders (e.g., museum, school, organization, business, resource center) and the needs of the individuals these entities serve. Students will identify the needs (e.g., understand the area in question that requires a design intervention, outline the communication requirements, and so on) and resources available for content creation. Project begins with an interview with the community partner to identify the needs of the stakeholders and needs of the people the partner serves.
2. Students will apply knowledge and skills gained through academic study to real problems and/or opportunities within their communities by researching and solving a problem posed by the stakeholder. Students apply knowledge and skills developed in Junior level typography and graphic design courses (e.g., identity design, poster design, information design, book design, page layout, typography, HTML and CSS markup, designing interactive digital mock-ups, and working with text and images) to a problem posed by the stake holder.
3. Students will describe the connections between learning on campus and the issues and needs of broader academic, professional or civic communities via reflective writing in which they answer the questions: Why would a community organization need a graphic designer? What can a graphic designer bring to the project? How did I meet the needs of the stakeholder?
4. Students will articulate the value of engagement to other members of their communities by writing a letter to next year’s students. In the letter, they will give advice, reflecting on whether or not the engagement was valuable (and why), and making suggestions for improvement (if any).

Sample Course Outline:

1. *Note: GD5 is a 6-credit course, and meets 12 hours per week.*

Project 1 (Cluster 5B Learning Through Engagement): Weeks 1–3

1. Content and scope varies based on community partner (see range of projects above)

Project 2: (System-based project) Weeks 4–Final

1. Systems-based complex project, prepares students for depth and breadth of capstone project. If Learning Through Engagement project is large in scope, it will be continued here.

Project 3 (Professional Development): Concurrently Weeks 8–Final

* Personal identity / resume / traditional and digital portfolio
* Printing and Production (e.g., off-set printing press field-trips)
* Pragmatic business practices (discussion, lectures)