

## S Y L L A B U S

### **Identity Design** [GRD 356]

Monday & Wednesday 9:00- 11:50 pm • 3 credit hours

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COURSE DESCRIPTION	This course advances students' understanding of the core concepts of brand identity and brand system development (brand marks, symbols, color, image, typographic organization, design process and strategy). Strong emphasis will be placed on developing effective brand identities and strategies that answer the communication problems; extensive design process skills (research/analysis, design development/refinement, documentation, final presentation, and self-evaluation); and professional presentations. Many of the projects in this course will be designed for a real client, Coho, Creative and Theresa Harpole Foundation to include: brand assessment, competitive audit, consumer research, inspirational consumer profiles (ICP) and brand mark graphic system development. You might be required to meet with team members outside of class to develop strategies and visual solutions to answer problems.
TEACHING METHODOLOGY	<p><i>Class meetings will include:</i> project introductions, lectures, large and small group critiques, work sessions, group discussions, and team meetings with the instructor(s); client meetings, professional presentations, and dual class critiques. The student is required to bring the necessary materials for effective use of work time scheduled for each class session.</p> <p><i>Outside class expectations include:</i> read text assignments, possible visits to the site for audit and research, team meetings, documentation of project process, and course project preparation. <i>Students should plan on spending a minimum of ten hours per week outside of class to accomplish course goals.</i></p>
LEARNING OUTCOMES & PERFORMANCE INDICATORS	College of Mount St. Joseph Core Learning Outcomes and Performance Indicators <a href="http://www.msjeu/view/academics/catalogs--class-schedules/undergraduate-catalog/core-curriculum/learning-outcomes--performance-indicators.aspx">http://www.msjeu/view/academics/catalogs--class-schedules/undergraduate-catalog/core-curriculum/learning-outcomes--performance-indicators.aspx</a>
COURSE OBJECTIVES	<p><b>Professional Skills</b></p> <ul style="list-style-type: none"><li>• Professional process skill development (research/analysis, design development/refinement, documentation, final presentation, and self-evaluation)</li><li>• Advanced understanding of the development of brand identity systems and strategies that communicate effectively to the target audience</li><li>• Professional visual/verbal presentation techniques and craft using digital and hand media</li><li>• Working in teams as well as individually for a "real-world" client</li><li>• Formal vs conceptual design recognition</li><li>• Professional archival methods, prepare accurate files for printing/fabrication</li></ul> <p><b>Ethical Behavior</b></p> <ul style="list-style-type: none"><li>• Recognizing ethical responsibility in the graphic design profession, and employing citation in using others' written and visual work</li><li>• Learn the importance and personal rewards of creating original visual solutions.</li></ul> <p><b>Communication Skills</b></p> <ul style="list-style-type: none"><li>• Critiquing ones own work and that of others</li><li>• Communicating effectively with peers and professionals designers</li><li>• Educating an audience with language appropriate to the project theme</li></ul>

COURSE OBJECTIVES  
(continued)

**Interdisciplinary Skills**

- Research the methods and materials employed by a variety of design disciplines for solving creative problems and producing printed/built work.
- Create a network with design professionals to attain current perspective on the field of design and the skills needed for entry-level design positions.

**Critical/Creative Thinking Skills**

- Distinguish between relevant and irrelevant information.
- Develop and implement strategies for effective design communication.
- Support a position with appropriate evidence .
- Utilize research and analysis to solve creative problems.

**Sociocultural Relationship Skills**

- Understand how cultural diversity informs the design solution and communicative message of the brand campaign and strategy.

CLASSROOM CLIMATE

This course is designed to encourage active participation on the part of each student. It is critical that classroom discussions are conducted in an atmosphere of tolerance and respect for the ideas of others. We all come from different backgrounds and bring a variety of experiences. These differences can be the source of learning and creative insight for everyone. As your instructor, I will make every effort to create an environment which encourages interaction and mutual regard for differing points of view. *Feel free to arrive early to check email and surf, but no web surfing, email or instant messaging during class. Cell phone use is prohibited during class. Please turn off your ringer. If you must take an emergency call, please excuse yourself from the room.*

ACADEMIC HONESTY

You are expected to maintain the highest level of academic integrity. All work submitted by a student should be solely his/her own work. Cheating and plagiarism will not be tolerated, and no credit will be awarded for the work in question. There is a fine line between inspiration and plagiarism, you are not permitted to copy ideas or techniques from other designers. Any student found to be in violation of the academic honesty policy will not receive credit for the submitted work.

*Please see the Mount St. Joseph College Catalog for more information about the following:*

**College Wide Policies on Academic Honesty** — <http://www.msj.edu/view/academics/catalogs--class-schedules/undergraduate-catalog/academic-policies/student-responsibility.aspx>

**Drop Dates** — <http://www.msj.edu/view/academics/catalogs--class-schedules/undergraduate-catalog/registration.aspx#withdrawal>

**Incompletes** — <http://www.msj.edu/view/academics/catalogs--class-schedules/undergraduate-catalog/academic-policies/grades.aspx>

**Disability Services** — <http://www.msj.edu/view/academics/disability-services.aspx>

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## GRADING & COURSE EVALUATION

The final semester grade is the average of **ALL** individual project grades, each worth up to 100 points. A progress review by the instructor will be shared with each student / team at midterm.

Each projects will be graded on the following criteria:

### Grading Scale

100 - 97	A
96 - 94	A
93 - 90	A-
89 - 87	B+
86 - 84	B
83 - 80	B-
79 - 77	C+
76 - 74	C
73 - 70	C-
69 - 67	D+
66 - 64	D
63 - 60	D-
59 - 0	F

**Project Preparation / Process (30 points):** Preparation for individual meetings and group/team critiques, meets individual project deadlines, participation in critiques, general work habits, quality and quantity of sketches and range of ideas explored.

**Development / Final Design (60 points):** Design strategy, development, and improvement; uniqueness, clarity/strength of concept; appropriateness of solution; creativity in use of design elements, compositional unity, consistent use of brand system elements (type, color, shape, pattern, texture, etc.), and overall strength. Plus any project specifics noted on scope.

**Craft / Presentation (10 points):** attention to details, correct spelling, high resolution image quality, color consistency, professionally presented final project.

### What Grades Mean

**A** Superior execution / maximum originality / excellent concentration and initiative / cooperative with peers / excellent judgement / superior attitude and dedication / highly imaginative, original, and experimental / very consistent in work ethic / significant improvement.

**B** Strong execution and originality / adequate concentration and initiative / cooperative with peers / good attitude, dedication, and judgement / imaginative and experimental / consistent in work ethic / noticeable improvement.

**C** Average execution, concentration, organization and attitude / some imagination and originality / lacks some consistency in work ethic / some improvement.

**D** Poor execution and improvement / limited originality / limited concentration and organization / poor judgement / evades responsibility and cooperation / lacks work ethic, concentration and organization.

The following will also influence your final grade:

### Dedication / Attitude / Improvement

You should display an eagerness to learn. It should be apparent in verbal discourse and research, as well as the amount of work and creativity invested in assignments. Every student is expected to present his/her work during class critiques, and to be fully engaged in the discussion of others' work. I strongly urge you to continue sharing/working as a design community both inside and outside of class.

### Late Work Policy

Late projects will NOT be accepted unless I am notified via email ahead of time for an excused absence. Neglecting to hand in a project at the scheduled due date or miss a critique will result in a ZERO. Critiques will be evaluated and figured into your final project grade. Students are responsible to hand in late work for an **excused absence**. Approved late projects must be given to the instructor in person and are subject to a grade penalty of one-half letter grader per day (not per class). An excused absence must have prior approval. If the student does not meet the NEW project deadline determined by the instructor, late work will be dropped one letter grade per each day it is late.

### Attendance

Attendance is mandatory. As stated in the student handbook, you are expected to attend all scheduled class meetings. The attendance policy for this course is as follows: *Two unexcused absences will result in the final grade being lowered by one letter grade. Three unexcused absences will result in grade being lowered by two letter grades. Four unexcused absences will be regarded as the final cut and the Registrar will be notified to drop you from the course. Be advised that the Registrar's Office does not issue a warning but a final notice of action taken.* Excused absences must be requested and approved prior to class meetings. Attendance will be taken at the beginning of every class. If you arrive late it is your responsibility to make sure you're counted as present. More than 3 late arrivals or early departures may also affect the course grade. Students are expected to be in class on time for the full duration of the class unless otherwise indicated.

**COURSE REQUISITES** Course pre-requisite is the successful completion (grade “C” or higher) of GRD 355: Information Graphics

The required text for this course is:  
*The Brand Gap: How to Bridge the Distance Between Business Strategy and Design*  
 by Marty Neumeier  
 ©2006 Peachpit Press

Recommended Reading:  
*Zag: The Number One Strategy of High-Performance Brands*  
 by Marty Neumeier  
 ©2006 Peachpit Press

*Designing Brand Identity: An Essential Guide for the Whole Branding Team*  
 by Alina Wheeler  
 ©2009 John Wiley & Sons

*Signage and Wayfinding Design: A Complete Guide to Creating Environmental Graphic Design Systems*  
 by Chris Calori  
 ©2007 by John Wiley & Sons

**COURSE COMMUNICATION** The official communication for this class is MSJ e-mail and Blackboard. You are responsible to check your Mount e-mail and Blackboard accounts often for any updates or notices regarding this class and its projects. A helpful hint is to keep your Mount e-mail account cleaned out on a regular basis, by deleting older e-mails, e-mails with large attachments, and then emptying your deleted files.

Macintosh laptops with Adobe Creative Suite CS6 or CC software (Illustrator, Photoshop and InDesign) are strongly recommended for successful completion of this course.

**ARCHIVING YOUR WORK** Save your work in more than one location (system hard drive and portable hard drive)! I only recommend using a flash drive for file transferring. In managing your files for any given project, it is expected that you have developed digital file management skills for the digital archive of your work. You will need these digital project files and allied important supplementary files for later refinement and portfolio work.

Additionally, any special presentation boards or models should be photographed by the end of the semester for portfolio and archival purposes. Comps fall apart over time and transition, so take care of your work.

**NOTE: PROCESS BOOK** should contain all projects from introduction through completion. Scope of project, notes, research, sketches, readings and deliverables should all be documented and placed into process book. An A level process book should be organized with tabs, should have a cover and spine design which includes your name and the class. The process will be averaged in as a 100 point assignment.

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## COURSE SCHEDULE

*[tentative]*

<b>WEEK 1</b>	<p><i>[jan 13]</i></p> <ul style="list-style-type: none"> <li>• Review Syllabus and Semester Project Sheet</li> <li>• Lecture &amp; Image Presentation – Brands, logos</li> <li>• Share Print Examples - Breaking down the logo</li> <li>• Supply class with Harpole Foundation Design Brief</li> <li>• Supply class with language for positioning diagram</li> <li>• <i>Reading Assignment</i> from course text <i>Brand Gap</i>: [Introduction pg 1-30]</li> </ul> <p><i>[jan 15]</i></p> <p><b>GUEST SPEAKER</b> Jon Shapiro of Coho Creative, to come in to MSJ to give presentation on Branding, Competitive Audit, ICP (inspirational consumer profile) Boards and Positioning Diagram. Josh will call-in and talk to the students about the foundation, his mother or any details of Metastatic Breast Cancer?</p> <ul style="list-style-type: none"> <li>• Introduce <b>Theresa Harpole Foundation</b> project. Review creative brief.</li> </ul>
<b>WEEK 2</b>	<p><i>[jan 20]</i></p> <p>MLK Holiday NO CLASS</p> <p><i>[jan 22]</i></p> <ul style="list-style-type: none"> <li>• LECTURE: Competitive, ICP Audits and Positioning diagram. Post samples from Jon on Blackboard.</li> <li>• Presentation of TEMPLATE FOR YOUR AUDIT BOARDS containing your understanding of Metastatic Breast Cancer.</li> <li>• Assessment phase – Start research into elements for COMPETITIVE AUDIT, ICP BOARD, and POSITIONING DIAGRAM boards.</li> <li>• <i>Reading Assignment</i> from course text <i>Brand Gap</i>: [brand gap 1 differentiate]</li> </ul>
<b>WEEK 3</b>	<p><i>[jan 27]</i></p> <ul style="list-style-type: none"> <li>• Quiz on reading Introduction &amp;1</li> <li>• Continue working on COMPETITIVE AUDIT, ICP BOARD and POSITIONING DIAGRAM. Small group review Group A (TBA), Group B (TBA), Group C (TBA)</li> <li>• <i>Reading Assignment</i> from course text <i>Brand Gap</i> chapter: [brand gap 2 collaborate]</li> </ul> <p><i>[jan 29]</i></p> <ul style="list-style-type: none"> <li>• Continue working on COMPETITIVE AUDIT, ICP BOARD and POSITIONING DIAGRAM. Small group review Group A (TBA), Group B (TBA), Group C (TBA)</li> <li>• <i>Reading Assignment</i> from course text <i>Brand Gap</i> chapter: [brand gap 3 innovate]</li> </ul>
<b>WEEK 4</b>	<p><i>[feb 3]</i></p> <ul style="list-style-type: none"> <li>• Quiz on reading 2&amp;3</li> <li>• FINAL COMPETITIVE AUDIT, ICP BOARD and POSITIONING DIAGRAM due for Critique <ul style="list-style-type: none"> <li>- make recommended changes per small discussions</li> <li>- FORMAT: full color, 8.5 x 11, vertical, on comp paper, no need to mount or bind</li> </ul> </li> <li>• <i>Reading Assignment</i> from course text <i>Brand Gap</i> chapter: [brand gap 4 validate]</li> </ul> <p><i>[feb 5]</i></p> <p>Jon Shapiro to come in to MSJ to give presentation on Design Theme Concept boards. Discuss what semiotics are and how to use them to help translate brand strategy into design choices.</p>
<b>WEEK 5</b>	<p><i>[feb 10]</i></p> <ul style="list-style-type: none"> <li>• Quiz on reading 4</li> <li>• Naming the brand conference call with Jon to explain a simplified process of how Coho approaches naming new brands.</li> <li>• Individual brainstorming session NAMING A BRAND lists.</li> </ul> <p><i>[feb 12]</i></p> <ul style="list-style-type: none"> <li>• peer review and group sessions, 20 minute intervals</li> <li>• Group A, B, C (TBA)</li> </ul> <p>Work on naming process 1/2 class. Other 1/2 break into groups for revisions. Email naming proposals to Jon at Coho for review by end of day.</p>

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<b>WEEK 6</b>	<p>[feb 17]</p> <p>[feb 19]</p>	<p>Announce name winner. Move forward with BRAND MARK CONCEPT SKETCHES Re-visit Creative brief.</p> <p>BRAND MARK CONCEPT SKETCHES</p> <ul style="list-style-type: none"> <li>• Peer Critique Sessions 1.0 hour             <ul style="list-style-type: none"> <li>Group A, B, C (TBA)                 <ul style="list-style-type: none"> <li>-peer critique form to be filled out and handed in at end of class</li> </ul> </li> </ul> </li> <li>• Individual Meetings</li> </ul>
<b>WEEK 7</b>	<p>[feb 24]</p> <p>[feb 26]</p>	<p>Class Critique on DIGITAL BRAND MARK.</p> <ul style="list-style-type: none"> <li>• Make revisions to both DIGITAL BRAND MARKS based on class critique.</li> </ul> <p>[feb 26]</p> <ul style="list-style-type: none"> <li>• Revise, finalize, print and mount.</li> </ul>
<b>WEEK 8</b>	<p>[mar 3]</p> <p>[mar 5]</p>	<p><b>Presentation to client by each student of their two Brand Marks. ALL WORK MUST BE DONE BEFORE 9 a.m. Completion of this assignment on time counts for 50% of your midterm grade. Work not completed, mounted and presentable by 9 a.m. will not be accepted! Dress in casual business attire.</b></p> <p>[mar 5]</p> <p>Make revisions supplied by client.</p>
<b>WEEK 9</b>	<p>[mar 10]</p> <p style="text-align: center;"><b>SPRING BREAK</b></p> <p>[mar 12]</p>	<p>NO CLASS</p> <p>NO CLASS</p>
<b>WEEK 10</b>	<p>[mar 17]</p> <p>[mar 19]</p>	<ul style="list-style-type: none"> <li>• Introduce PROCESS BOOK. Show samples of past work. Spiral examples, cover examples and creativity in general.</li> <li>• Prepare final Brand Identity.</li> </ul> <p>[mar 19]</p> <ul style="list-style-type: none"> <li>• Individual Meetings</li> <li>• FINAL COMPLETED BRAND MARK DUE for grade. Post on Blackboard. Submit Final to client for selection. Student makes one round of small revisions. Chosen logo will go to Coho for final production.</li> <li>• PROCESS BOOK DEVELOPMENT: Work in-class and at home to complete PROCESS BOOK for Theresa Harpole Foundation branding project.</li> </ul>
<b>WEEK 11</b>	<p>[mar 24]</p> <p>[mar 26]</p>	<p>[GUEST CLIENT, LIBBY HUNTER TO PRESENT “WordUp”]</p> <ul style="list-style-type: none"> <li>• Introduce Design Brief: WordPlay – “WordUp” Branding Identity for Aiken High School.</li> <li>• Assessment Phase Brand Development for WordUp             <ul style="list-style-type: none"> <li>Start research and develop COMPETITIVE AUDIT, ICP BOARD and POSITIONING DIAGRAM.</li> </ul> </li> </ul> <p>[mar 26]</p> <ul style="list-style-type: none"> <li>• Continue working on COMPETITIVE AUDIT, ICP BOARD and POSITIONING DIAGRAM.             <ul style="list-style-type: none"> <li>- Small group review</li> <li>- Group A (TBA), Group B (TBA), Group C (TBA)</li> </ul> </li> </ul>
<b>WEEK 12</b>	<p>[mar 31]</p>	<ul style="list-style-type: none"> <li>• Print final COMPETITIVE AUDIT, ICP BOARD and POSITIONING DIAGRAM for presentation and discussion.</li> <li>• Discuss semiotics are and how to use them to help translate brand strategy into design choices.</li> <li>• Supply class with a design strategy map (with percentages of each brand value) as a starting point for the students to explore design choices.</li> </ul>

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<b>WEEK 12</b>	<b>[april 2]</b>	<p><b>25% of grade</b></p> <ul style="list-style-type: none"> <li>• Turn in Theresa Harpole Brand Identity PROCESS BOOK. Post PDF on Blackboard. All work must be complete by 9 a.m. for full credit.</li> </ul>
		<ul style="list-style-type: none"> <li>• Print final DESIGN THEME CONCEPT BOARD for presentation and discussion.</li> <li>• Start BRAND MARK CONCEPT SKETCHES</li> </ul>
<b>WEEK 13</b>	<b>[april 7]</b>	<p>BRAND MARK CONCEPT SKETCHES</p> <ul style="list-style-type: none"> <li>• Peer Critique Sessions 1.0 hour, Group A, B, C (TBA) <ul style="list-style-type: none"> <li>- peer critique form to be filled out and handed in at end of class</li> </ul> </li> <li>• Individual Meetings</li> </ul>
	<b>[april 9]</b>	<p>Class Critique on DIGITAL BRAND MARK.</p> <ul style="list-style-type: none"> <li>• Make revisions to both DIGITAL BRAND MARKS based on class critique.</li> <li>• Introduce WordUp POSTER project</li> </ul>
<b>WEEK 14</b>	<b>[april 14]</b>	<p>WordUp POSTER sketch review</p> <ul style="list-style-type: none"> <li>• Peer Critique Sessions 1.0 hour <ul style="list-style-type: none"> <li>Group A, B, C (TBA) <ul style="list-style-type: none"> <li>-peer critique form to be filled out and handed in at end of class</li> </ul> </li> </ul> </li> <li>• Individual Meetings</li> <li>• Apply logo to short sleeve and long sleeve shirts, color of your choice</li> <li>• Apply logo to baseball cap</li> <li>• Revise, finalize, print and mount.</li> </ul>
	<b>[april 16]</b>	<p>PRESENTATION TO CLIENT! Libby from WordPlay will be at MSJ for students to present Brand Marks</p> <ul style="list-style-type: none"> <li>• Presentation to client by each student of their two Brand Marks. ALL WORK MUST BE DONE BEFORE 9 a.m. Completion of this assignment on time counts is very important. Work not completed, mounted and presentable by 9 a.m. will not be accepted! Dress in casual business attire.</li> </ul>
<b>WEEK 15</b>	<b>[april 21]</b>	<b>Easter Monday, NO CLASS</b>
	<b>[april 23]</b>	<ul style="list-style-type: none"> <li>• WordUp POSTER project development</li> </ul>
<b>WEEK 16</b>	<b>[april 28]</b>	<ul style="list-style-type: none"> <li>• Start working on PROCESS BOOK. Two finished books due for final exam.</li> <li>• Make revisions suggested in critique</li> <li>• WordUp POSTER project completion. Print full size poster on roll-paper. Scale to fit width, which I think is about 17". All posters must be developed with a 1" white border.</li> </ul>
	<b>[april 30]</b>	<ul style="list-style-type: none"> <li>• FINAL FULL SIZE PRINTED WordUp POSTER for critique. Trimmed to size and hung on wall.</li> </ul>
		<ul style="list-style-type: none"> <li>• Continue working on WordUp PROCESS BOOK. Two finished books due for final exam.</li> </ul>
<b>exam WEEK 17</b>		Turn in WordUp Process book. Pick-up date TBA