SYLLABUS

DSGD 106 Section 3 (30148)
Advanced Graphic Design

Art 216

Spring 2017
TUE & THUR 12:30PM - 3:20PM

Professor Chang Sik Kim
DSGD 106 Advanced Graphic Design

Prerequisites: DSGD 102, 110, and 186 (BFA Graphic Design students only)
This course is 3 semester units and graded

Faculty Web Page and Messaging System
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at http://www.sjsu.edu/design/design_programs/graphic_design_program/gd_faculty/chang_kim/. You are responsible for regularly checking with my email notification and other messaging system that are given.

Course Description
Advanced and diverse series of branding topics confronting a wide variety of situations and needs. This course emphasizes on brand identity design way-finding information organization, conceptual innovation, and system analysis.

Projects are defined in phases:
Phase 1: Discovery and Analysis Research
  Content gathering, project definition, strategy and recommendations
Phase 2: Concept Development and Design
  Sketching, content integration, exploration, refinement and system development
Phase 3: Implementation and Documentation
  Production, consensus building, and education

Course Goals and Student Learning Objectives
The instructional methods of this course will include lectures, group discussions, presentations, and creative work. Participation in discussion and critique is vital to the success of this class. The course is comprised of three major assignments. For each, I will describe the objectives and the parameters during class. It will be your responsibility to take notes and ask questions until you fully understand the assignment. Knowing how to define problems is the initial step of a design process. In addition to the major assignments, several small exercises will also be assigned. These include in-class exercises, readings, writing, quizzes, etc.

On successful completion of this course students shall be able to:
This course will address how brands make use of the senses to extend their impact and communication with users and clients. Through a series of assignments, participants learn how strong brands and wayfinding information system promote a positive form of synesthesia and generate effective interactive communication with users. On successful completion of this course students shall be able to:
• Creating works that communicates on its own to a broad audience;
• Understanding how the field of branding shapes the environment;
• Articulating the major theories underlying brand identity and information design;
• Organizing information to develop compelling visual expressions;
• Developing a new approach of designing a grid system;
Syllabus

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• Deviating from form and norm (functional and emotional expression);
• Designing a wayfinding and explain the underlying rationale for design elements;
• Understanding the principles and the process of wayfinding system design;
• Experimenting with information architecture and data visualization;
• Experiencing the nature of an actual client-based design project.

Project background:
The major concern in this course is teaching students the fundamentals of editorial
and publication compositions in the fields of printed media designs (such as
books, magazines, and publication media) and typical print-media information data
visualizations (such as time lines, visual mapping, and event calendar designs).
Students will explore the spatial balance between type and image, selection of
subject, collection of material, and create an image-text document, which unifies all
of these components. In addition, students will be shown the basics on pre-press
and on press for the final production of the publication.

Assignment submission
At each due date of the assignments, students are required to submit the assign-
ment with a PDF and high-res image(s) of the final assignment. All files must be
labeled with your full name (FirstName_LastName_DsGD106_Project#). Submit the
files via Dropbox to “DSGD 106_S2016”. More specific format and guideline will be
provided later during the kickoff meetings with clients.

Recommended Reference Books/Readings
• Designing Brand Identity: A Complete Guide to Creating, Building, and
• Passini, Romedi. Wayfinding in Architecture, New York : Van Nostrand Reinhold
• Ottosson, Torgny, Map-Reading and Wayfinding, Goteborg, Sweden :
• Sign Systems for Libraries. Edited by Dorothy Pollet and Peter c Haskell. New

Reference Web Sites:
• http://www.city-id.com
• http://www.academia.edu/4265023/Making_sense_of_the_city_A_collection_of_
design_principles_for_urban_wayfinding
• http://add.or.jp/projects/documents/Dr5-1-4078.pdf
• http://content.tfl.gov.uk/legible-london-evaluation-summary.pdf
• http://brand-identity-essentials.com/100-principles/
• http://www.peopledesign.com
Recommended bookstore:
William Stout, Architectural Books
804 Montgomery Street, San Francisco (415) 391 6757

Library Resources (liaison):
The San Jose State University Library supports student access to information with in-person reference at the King Library Reference Desk and specialized support for Design online at http://libguides.sjsu.edu/design/GraphicDesign or by appointment with Librarian Teresa Slobuski. She may be contacted at Teresa.Slobuski@sjsu.edu or 408-808-2318.

Material Requirements:
Laptop computer with software (Adobe Creative Suite or higher version). Other materials include sketch book, metal ruler, tracing pads, cutting-mat, X-Acto knife, graphic arts adhesive, flash drive, CD/DVD, small ink-jet printer, camera, etc.

Expenses:
The cost for semester supplies/materials will vary according to the individual. However, typical estimated cost would be around $200. There is a $45 printing fee for this course to cover software licensing, printing consumable, and related infrastructure. Includes 50 Black and White and 30 color prints.

Administrative Policies:
This course is an essential component of your curriculum at SJSU. We have a good amount of work to complete this term, so in order professionally and effectively deliver the curriculum it is necessary to establish some ground rules. Students are expected to read this syllabus thoroughly and to observe all of the regulations laid out below.

Classroom Time
This is a three hour class. We will typically take one scheduled 15-minutes break halfway through the class period. You are expected to arrive on time and prepared to work for the entire class period. Although in-class work sessions are an integral component of this course, outside work on assignments will be necessary to meet project deadlines. I expect significant progress between classes. You are responsible for coming to class with the completed assignment and all necessary materials for continuing work on the assignment. Projects are due at the beginning of each class, which means that at 12:30 PM your work must be displayed and ready for critique. This may require that you arrive at class in advance so that you are prepared promptly at 12:30 PM. If you are more than 10 minutes late for class you will be counted as tardy and it is possible that we may not critique your work. Three tardy arrivals in any configuration equals an absence. If you are more than 20 minutes late for class you will be counted as absent. Three unexcused absences will result in a final grade of "F". In-class exercises may not be made up. Thus, if you are absent on a day when we have an in-class project you will receive no credit for that assignment.
Classroom Protocol
We are involved in a mutually beneficial communal learning experience, one that requires full attention and respectful behavior toward all members of the class. In order to maximize the learning experience, students are requested to observe the following etiquette guidelines:

• Students must take every step necessary to minimize distractions during class.
• Students are expected to arrive on time and to remain in class until the class is over, or excused. If you have a prior engagement that requires you leave before the end of class, please inform the instructor before class and take pains not to disturb other students when you leave.
• Announcements, handouts, and assignments are issued at the beginning of class. All critiques begin 15 minutes after official class start time; no work is to be added to the wall after a critique begins. It is your responsibility to inform yourself of any announcements or requirements that you miss due to late arrivals. Please do not interrupt class to ask about these. Remain after class if you have questions.
• Electronic devices not directly pertaining to your participation in this class must be turned off and put away before class starts. This means you may not place or receive calls, messages, play games, check e-mails, surf the web, pop into Facebook, Twitter, etc.
• Laptops are to be used for course related purposes only.
• Please do not eat during class.
• Socializing during lectures or when other students are presenting material for the benefit of the class is counterproductive and inconsiderate.
• No spray-mount adhesives spraying in the class.
• Do not use tabletops as a cutting surface.

It is expected that there will be 1.5 to 2 hours of homework for each hour of class.

Dropping and Adding:
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Grading Policy:
The project and course performance will be evaluated according to the following components. Each project will be graded upon completion and assigned a letter grade according to the University policy—A through F. An incomplete will be granted to students with documented extenuating circumstances e.g. debilitating illness, family emergency etc. Bases for the grading are:
Problem solving skills
Planning, organizing, research and content gathering (message development), analysis, sketching and content integration.

Formgiving skills
Design exploration, development, and refinement. The synthesis of the elements, principles, and attributes of form into an effective, evocative product. The verbal/visual investigation of form and function.

Presentation skills
The skill, dexterity, and attention to detail exhibited in presentation. The quality of line and form necessary for effective visual communication.

Participation and Preparation
Producing appropriate solutions to all required phases of development on projects both in quality and quantity. Engaged in class critiques and activities.

Grading Scale:
A-, A, A+ = Excellence (3.7–4.0)
Student consistently delivers creative and high quality work and demonstrates the ability to explore a wide range of alternative options as well as the ability to make intelligent and informed decisions on the final solution. Student is able to refine final solutions to instructor feedback. Student shows the ability to communicate ideas clearly and completely, both visually and verbally. Well-crafted and informed arguments support any and all design decisions. All projects are complete and on time. Student demonstrates a strong, engaged effort in work and in class. Student maintains at all times a positive attitude and commitment towards the profession, classmates, the instructor and their own development. Student participates in all regularly scheduled classes. Overall, student meets and exceeds the requirements of the course.

B-, B, B+ = Very good work (2.7–3.6)
Student demonstrates an above average effort in all areas. Work is complete and demonstrates no craft or technical problem areas. Student shows the ability to communicate decent rationale for design decisions and demonstrates improvement in all areas of professional development as a designer. Student maintains a positive attitude and involvement in all coursework and class activities.

C-, C, C+ = Adequate, average work (1.7–2.6)
Student produces the minimum work required at an average quality level and provides basic explanations for design decisions. Student demonstrates a basic understanding of the principles presented in class and may have some craft and technical problem areas. Student demonstrates average participation in all regularly scheduled classes.

D-, D, D+ = Poor work and lack of effort (0.7–1.6)
Semester grade will be weighted according to the following percentages:

<table>
<thead>
<tr>
<th>Proportion of each grading segment</th>
<th>Project 1</th>
<th>Project 2</th>
<th>1st process documentation</th>
<th>2nd process documentation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>40%</td>
<td>40%</td>
<td>10%</td>
<td>10%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>95% and above</td>
</tr>
<tr>
<td>A</td>
<td>94% - 92%</td>
</tr>
<tr>
<td>A-</td>
<td>91% - 90%</td>
</tr>
<tr>
<td>B+</td>
<td>89% - 85%</td>
</tr>
<tr>
<td>B</td>
<td>84% - 82%</td>
</tr>
<tr>
<td>B-</td>
<td>81% - 80%</td>
</tr>
<tr>
<td>C+</td>
<td>79% - 75%</td>
</tr>
<tr>
<td>C</td>
<td>74% - 72%</td>
</tr>
<tr>
<td>C-</td>
<td>71% - 70%</td>
</tr>
<tr>
<td>D+</td>
<td>69% - 65%</td>
</tr>
<tr>
<td>D</td>
<td>64% - 62%</td>
</tr>
<tr>
<td>D-</td>
<td>61% - 60%</td>
</tr>
<tr>
<td>F</td>
<td>below 60%</td>
</tr>
</tbody>
</table>

Student produces the minimum work required at below average quality and demonstrates little understanding of the principles.

F = Failure to meet the course requirements (0.0–0.6)

Student demonstrates a lack of understanding of the basic principles discussed in class and is unable to convey creative and craft and technical ability as required. Student has little or no involvement in class discussions, repeatedly misses deadlines or critiques, and demonstrates little commitment to learning and their own development. Student shows little participation and/or is consistently late for class.

**Important Notes about Grading**

All assignment are graded, therefore you should do your best on them or your course grade will be adversely affected. It is very important to complete all of them because:

- each develops a skill necessary for successful completion of assignments
- missing a portion of these assignments can lower your course grade substantially

**Deadlines**

On the regularly scheduled Final Exam day and time is when you will submit the last project. No extensions will be given except in cases of documented emergencies, serious illness. If such a circumstance should arise, please contact the instructor as early as possible and be ready to provide documentation.

**Late Assignments**

It is essential that you keep up with the course work and submit all assignments in a timely manner. Assignments will lose a full letter grade for each day late. Graded assignments more than 3 days late will not be accepted. In such cases, a grade of zero credit will be entered.

**Extra Credit**

Out of general fairness to all students, there will be no opportunities for extra credit assignments given in this class.

**University Policies**

**Academic Integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University's Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and
sanctions by the University. For this class, all assignments are to be completed by
the individual student unless otherwise specified. If you would like to include your
assignment or any material you have submitted, or plan to submit for another class,
please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

**Campus Policy in Compliance with the American Disabilities Act**
If you need course adaptations or accommodations because of a disability, or if
you need to make special arrangements in case the building must be evacuated,
please make an appointment with me as soon as possible, or see me during office
hours. Presidential Directive 97-03 requires that students with disabilities requesting
accommodations must register with the Disability Resource Center (DRC) at http://
www.drc.sjsu.edu/ to establish a record of their disability.

**Student Technology Resources**
Computer labs for student use are available in the Academic Success Center
located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union.
Additional computers are also available in the Martin Luther King Library. A wide
variety of audio-visual equipment is available for student checkout from Media
Services located in IRC 112. These items include digital and VHS camcorders, VHS
and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players,
sound systems, wireless microphones, projection screens and monitors.

**Student affairs**
The Division of Student Affairs provides a wide variety of services – career
development, health and wellness, campus life, leadership development, cross
cultural experiences, disability resources, psychological counseling, student
housing, recreation, and curricular events. If you are interested in learning more
about the departments and opportunities and services, please visit http://www.sjsu.
edu/studentaffairs/

**Campus Emergency and Other Aid**
Emergency call: Call to the police office at 911 or pick up a Blue light phones.
Escort Service: 4-2222. “Individuals with disabilities may contact the Disability
Resource center on campus, 924-6000, Administration building 110, for a variety
of formats such as Braille, large print, sign interpreters, assistive listening devices,
audio tape, and accommodations for physical.

**Learning Assistance Resource Center**
The Learning Assistance Resource Center (LARC) is located in Room 600 in the
Student Services Center. It is designed to assist students in the development of
their full academic potential and to inspire them to become independent learners.
The Center’s tutors are trained and nationally certified by the College Reading and
Learning Association (CRLA). They provide content-based tutoring in many lower
division courses (some upper division) as well as writing and study skills assistance.
Small group, individual, and drop-in tutoring are available. Please visit the LARC
website for more information at http://www.sjsu.edu/larc/.
SJSU Writing Center
The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Peer Mentor Center
The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/

Campus Emergency Numbers
Police 911
Escort Service 4-2222
## Course Schedule (Time Line)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1</td>
<td>01/26 THUR</td>
<td>Course &amp; projects introduction  &lt;br&gt; In-class exercise #1</td>
</tr>
<tr>
<td>2</td>
<td>01/31 TUE</td>
<td><strong>Project 1 Brand identity design</strong>  &lt;br&gt; Phase 1: Discovery &amp; Plan  &lt;br&gt; Understanding topic, project definition, and content gathering,  &lt;br&gt; 02/02 THUR</td>
</tr>
<tr>
<td>3</td>
<td>02/07 TUE</td>
<td>Phase 2: Concept development (Group critique): brand sketch diagram (20 logo ideas)  &lt;br&gt; Sketching, integration, exploration, and development  &lt;br&gt; 02/09 THUR</td>
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<tr>
<td>4</td>
<td>02/14 TUE</td>
<td>Phase 3: Implementation (Individual conference): final prototype of basic design system  &lt;br&gt; Sketching, integration, exploration, and development for the basic system  &lt;br&gt; 02/16 THUR</td>
</tr>
<tr>
<td>5</td>
<td>02/21 TUE</td>
<td>Phase 4: Mid-point review (Group critique)  &lt;br&gt; Presentation and Feedback  &lt;br&gt; 02/23 THUR</td>
</tr>
<tr>
<td>6</td>
<td>02/28 TUE</td>
<td>Phase 5: Implementation (Individual conference): final prototype of application system  &lt;br&gt; Sketching, integration, exploration, and development  &lt;br&gt; 03/02 THUR</td>
</tr>
<tr>
<td>7</td>
<td>03/07 TUE</td>
<td>No class due to professor’s international design conference presentation  &lt;br&gt; (progress report is due via on-line submission during these self-study sessions)</td>
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<tr>
<td>8</td>
<td>03/09 THUR</td>
<td>Phase 6: Finalization and production (Group critique): The process book  &lt;br&gt; Revision, finalization, and execution  &lt;br&gt; 03/14 TUE</td>
</tr>
<tr>
<td>9</td>
<td>03/16 THUR</td>
<td><strong>Project 2 Information architecture &amp; wayfinding design</strong>  &lt;br&gt; Phase 1: Discovery  &lt;br&gt; Understanding topic, project definition, and content gathering,  &lt;br&gt; 03/21 TUE</td>
</tr>
</tbody>
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### Syllabus

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>10</td>
<td>03/23 THUR</td>
<td>Phase 1: Research analysis</td>
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<td>Research, survey, and analysis report of benchmarking for the wayfinding systems</td>
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<td>03/28 TUE</td>
<td>Spring Recess</td>
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<td></td>
<td>03/30 THUR</td>
<td>Spring Recess</td>
</tr>
<tr>
<td>11</td>
<td>04/04 TUE</td>
<td>Phase 1: Research analysis and problem statement</td>
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<td>On site (existing visuals and wayfinding system) evaluation and defining problems</td>
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<td></td>
<td>04/06 THUR</td>
<td>Phase 2: Concept development (Group critique): 3 prototypes of journey mapping</td>
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<td></td>
<td>Sketching, integration, exploration, and content mapping</td>
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<tr>
<td>12</td>
<td>04/11 TUE</td>
<td>Phase 2: Concept development (Group critique): 2 prototypes of basic wayfinding system</td>
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<td></td>
<td></td>
<td>Sketching, integration, exploration, and content mapping</td>
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<td></td>
<td>04/13 THUR</td>
<td>Phase 3: Implementation (Individual conference): 2 prototypes of basic design system</td>
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<td></td>
<td>Sketching, integration, exploration, and development for the basic system</td>
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<tr>
<td>13</td>
<td>04/18 TUE</td>
<td>Phase 3: Implementation (Individual conference): final prototype of basic design system</td>
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<td></td>
<td>Sketching, integration, exploration, and development for the basic system</td>
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<td></td>
<td>04/20 THUR</td>
<td>Phase 4: Mid-point review (Group critique)</td>
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<td></td>
<td>Presentation and Feedback</td>
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<tr>
<td>14</td>
<td>04/25 TUE</td>
<td>Phase 5: Implementation (Individual conference): 3 prototypes of application system</td>
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<td></td>
<td></td>
<td>Sketching, integration, exploration, and development</td>
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<tr>
<td></td>
<td>04/27 THUR</td>
<td>Phase 5: Implementation (Individual conference): 2 prototypes of application system</td>
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<tr>
<td></td>
<td></td>
<td>Sketching, integration, exploration, and development</td>
</tr>
<tr>
<td>15</td>
<td>05/02 TUE</td>
<td>Phase 5: Implementation (Individual conference): final prototype of application system</td>
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<td></td>
<td></td>
<td>Sketching, integration, exploration, and development</td>
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<td></td>
<td>05/04 THUR</td>
<td>Phase 6: Refinement and production (Group critique): The process documentation</td>
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<td>Revision, integration, and finalization</td>
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<tr>
<td>16</td>
<td>05/09 TUE</td>
<td>Phase 7: Finalization and production (Group critique): The process documentation</td>
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<td></td>
<td>Revision, finalization, and execution</td>
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<td></td>
<td>05/11 THUR</td>
<td>Project 2: Final presentation and submission</td>
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<td></td>
<td>Portfolio (printed books and digital data submission) due date and potluck party</td>
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<tr>
<td>17</td>
<td>05/16 TUE</td>
<td>Last day of instruction</td>
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<td></td>
<td>05/23 TUE</td>
<td>BFA Jr. semester-end final portfolio review:</td>
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<tr>
<td></td>
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<td>Specific schedule for individual review time will be notified later.</td>
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</tbody>
</table>