GRAPHIC DESIGN III: PACKAGING AND DISPLAY

Course Overview
DHA 3353 Graphic Design 3: Packaging and Display is an upper-level studio course in the graphic design professional sequence. The prerequisite is DHA 2351; it can be taken concurrently with DHA 3352.

The design of packaging and displays involves three-dimensional considerations, in addition to the two-dimensional graphic skills that students have been developing in earlier courses. The assignments will present students with new opportunities and challenges in creating innovative and functional designs that contain, present, and communicate products effectively. Students will conceptualize visually and verbally, sketch ideas in a rough form, and develop final concepts into three-dimensional mockups with finished computer comp graphics. Use of innovative materials and shape solutions will be encouraged. Study of the competitive landscape will be required.

Real-world packaging case studies will be presented for guidance, showing the step-by-step concept and design process involved in their development. Slide lectures will be presented frequently to illustrate important subject matter and provide guidance throughout the project development. A text is specified (see below) for additional guidance and reference.

Course Goals
Packaging and Display will build competency in the following skills:
- Design Analysis. The ability to judge the effectiveness of packaging and display design through increased awareness of marketing design strategies.
- Conceptual Facility. The ability to solve business problems with creative and innovative two- and three-dimensional design solutions that are appropriate and powerful.
- Design Execution Mastery. The ability to create effective thumbnail sketches, roughs, computer comps and final mockups that realize the potential of the design concept. The ability to use typography and imagery to create compelling packages and displays that communicate effectively and persuade the target audience.
- Presentation skills. The ability to present your work articulately and persuasively in front of a group.
- Pride in Production. Maintaining high standards and craftsmanship as a work ethic.

Required Art Materials
Bring these materials to class:
- 9”x 12” tissue pad
- #2 pencils, sharpener, kneaded eraser
- triangle, straight edge
- colored pencils
- razor point markers
- cds or flash drives

Materials necessary for final presentations:
- poster board, chip board, or light corrugated for 3D mockups as needed
- spray mount or studio tac
- foam core or other material to make candy bar insert forms
- Possibly you may need spray paint from a hobby shop (Testors is a good brand that comes in mini cans).

Students may need to use a digital camera periodically for research (can be checked out from the College), and will be expected to create final graphics on a computer and present 3D color mockups for project finals.

Required Text Book
Packaging Design: Successful Product Branding from Concept to Shelf by Klimchuk & Krasovec (2006, pub Wiley)

Contact Information
Greg Pickman, Adjunct Professor  Work telephone: 952-927-9920  Cell: 952-334-6091  Email: greg@pick2.com

UMN Classrooms: McNeal Hall Computer lab: 305 Mac Front & Room 262
Office hours: By appointment only
COURSE POLICIES

Attendance Policy
Attendance is required to learn the course material and will be taken daily. Two unexcused absences are the maximum allowed before the final grade is lowered by one letter grade. Excused absences are for substantiated medical and personal emergencies only, with documentation.

Punctuality Policy
Please arrive on time and plan to stay the entire session, unless notified otherwise. Tardiness in excess of ten minutes counts as an absence. We will take a brief break during the class session, usually around the halfway point. If I am more than 30 minutes late, assume that there is an emergency and class is cancelled.

Assignment Policy
Assignment due dates and benchmarks are detailed in the Assignment Calendar (p. 6). Assignments are also due on the specified date. Late assignments will be given a point penalty that will result in your final grade lowered by a full letter. Assignments may be further refined and improved after the due date, for extra credit.

Conduct Policy
A studio setting is conducive for an informal atmosphere, with student interaction an expected benefit. Please keep the focus on the task at hand, and be respectful of your classmates and their work. Class participation is required, and will impact your final grade.

Critiques
There will be regular critiques. You are required to attend whether or not your own work is ready for presentation. You are expected to critique your own work as well as the work of your peers.

Critiques provide important ongoing feedback and support throughout the design process and help students refine their work and develop a constructive critical eye and increased vocabulary. Designers must be able to talk about, explain and defend their work in an articulate, competent manner.

Late Projects
The student is required to complete all class assignments, and present them on time. Late assignments will be given a point penalty that will result in your final grade lowered by a full letter. The final project presentation must be ready on the last day of class, December 16. After that time, projects will not be graded except for extraordinary circumstances.

If you have a problem completing the work on schedule, please see me about alternative means of meeting your course obligation. Should such arrangements be made, it does not release you from any of the assignments required by this course. You will be given as much class time as possible to work on your assignments in class.
CLASSROOM EXPECTATIONS GUIDELINES*

Credits & Workload Expectations
For undergraduate courses, one credit is defined as an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a three credit course that meets for three hours a week should expect to spend an additional six hours a week on course work outside the classroom.

Academic Dishonesty
Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of 'F' or 'N' for the entire course.

Academic Misconduct
Academic misconduct is defined as any act that violates the rights of another student with respect to academic work or involves misrepresentation of a student's own work. Academic misconduct includes but is not limited to: cheating on assignments or examinations, plagiarizing pieces of work, depriving others of necessary course work, and sabotaging another's work. Discovery of academic misconduct is grounds for an 'F' or 'N' for the course.

Harassment
The University of Minnesota is committed to providing a safe climate for all students, faculty, and staff. All persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Reports of harassment are taken seriously, and there are individuals and offices available for help.

Access
It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructors early in the quarter to discuss their individual needs for accommodations. This syllabus is available in alternative formats upon request.

Expectations of Students
- Students are responsible for all class meetings and materials, including any information contained in the syllabus.
- Students are responsible for being on time and preparing for all class sessions.
- Students are responsible for meeting all course requirements, observing all deadlines, examination times, and other course procedures.
- Students are responsible for seeking help when needed. Students who need special accommodations are responsible for working with the instructor and the relevant University offices.
- Students may not make commercial use of their notes of lectures or University-provided materials without the express written consent of the instructor.
- You are expected to be attentive during class, ask questions if you do not understand something, and to offer your opinion. You are also expected to listen respectfully to other students and your instructor when speaking. Racism, sexism, homophobia, classism, ageism and other forms of bigotry are inappropriate forms of expression in this class.

*Approved by the University Senate, April 20, 2000. To view the entire ‘Classroom Expectations Guidelines’ go to: www1.umn.edu/usenate/policies/classexpectguide.html
STANDARDS AND GRADING POLICIES

Visual Presentation Standards

- Work should always be carefully presented.
- Thumbnails should be drawn on tissue or layout and stapled to a sheet, e.g. bond or another piece of layout. All should be on 9”x 12” paper. Half-sized rough sketches should be presented the same way.
- Intermediate stages of computer comps can be presented in printout form.
- Final presentation comps will be mocked up in a three-dimensional form, using railroad board, or another appropriate material of the student’s choosing, with computer printouts applied to the structure with spray mount adhesive. Each piece should be labeled on the bottom with the student’s name and phone.

Grading Criteria

Evaluation and grading will be based on the successful and timely completion of the project assignments and a demonstration of skills. The two grading categories are Design Process and Student Competencies, each of which is subdivided into different areas of evaluation. These evaluation areas are conceptual thinking and visualization, design execution, computer skills and craftsmanship, attitude and class participation, and verbal presentation skills. Refer to the Grading Sheet on page 5 for the specific methodology.

In addition to the assignment criteria, several other factors can affect your final grade either negatively or positively:

- Penalties will be levied for late assignments, chronic tardiness and absences.
- Extra credit will be awarded for designing and executing components for your packaging/display projects that are above and beyond those required by the project assignment description.

Your final grade will be calculated using a point system. Your final grade will be determined by the total points you have received on your final Project, plus or minus points due to extra credit or penalties. The grading key is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100+</td>
<td>outstanding</td>
</tr>
<tr>
<td>A</td>
<td>95 – 99</td>
<td>(excellent)</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 94</td>
<td>(very good)</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
<td>(good)</td>
</tr>
<tr>
<td>B</td>
<td>84 – 86</td>
<td>(satisfactory)</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 83</td>
<td>(average)</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79</td>
<td>(mediocre)</td>
</tr>
<tr>
<td>C</td>
<td>74 – 76</td>
<td>(unsatisfactory)</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 73</td>
<td>(weak)</td>
</tr>
<tr>
<td>D</td>
<td>65 – 69</td>
<td>(poor)</td>
</tr>
<tr>
<td>F</td>
<td>64 or below</td>
<td>(failing)</td>
</tr>
</tbody>
</table>
## GRADING SHEET

**Student Name:**

### Project One: Sport Product Package

**Design Process Evaluation**
- A. Conceptual thinking/visualization
- B. Final design execution

**Student Competencies Evaluation**
- A. Computer skills/craftsmanship
- B. Attitude/effort/class participation

**Total:**

### Project Two: Beverage Bottle 4-pack

**Design Process Evaluation**
- A. Conceptual thinking/visualization
- B. Final design execution

**Student Competencies Evaluation**
- A. Computer skills/craftsmanship
- B. Attitude/effort/class participation
- C. Verbal presentation skills

**Total:**

### Project Three: Candy/Sport Bar with Display P.O.P.

**Design Process Evaluation**
- A. Conceptual thinking/visualization
- B. Final design execution

**Student Competencies Evaluation**
- A. Computer skills/craftsmanship
- B. Attitude/effort/class participation
- C. Verbal presentation skills

**Total:**

### Extra Credit:

**Description**

**Points plus:**

### Penalties:

- Absences
- Late assignments
- Tardy attendance

**Points minus:**

### Grading Key:

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<tbody>
<tr>
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<tr>
<td>A</td>
<td>95 – 99 (outstanding)</td>
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<tr>
<td>A-</td>
<td>90 – 94 (very good)</td>
</tr>
<tr>
<td>B+</td>
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<tr>
<td>B</td>
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<td>80 – 83 (average)</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79 (mediocre)</td>
</tr>
<tr>
<td>C</td>
<td>74 – 76 (unsatisfactory)</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 73 (weak)</td>
</tr>
<tr>
<td>D</td>
<td>65 – 69 (poor)</td>
</tr>
<tr>
<td>F</td>
<td>64 or below (failing)</td>
</tr>
</tbody>
</table>

**Total Points:**

**Final Grade:**

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**DHA 3353 Graphic Design III: Packaging and Display**
PERMANENT GRADES FOR ACADEMIC WORK (UM Senate “Uniform Grading Policy”)

1. There are five permanent grades given for a single course for which credit shall be awarded, which will be entered on a student's official transcript. A-B-C-D-F grades include pluses and minuses, as follows, and carry the indicated grade points. The S grade shall not carry grade points but the credits shall count toward the student's degree program if allowed by the college, campus, or program.

2. These definitions apply to grades awarded to students who are not enrolled in graduate programs, but the grade points are the same no matter the level or course of enrollment.

A = 4.00  
A- = 3.67  
Represents achievement that is outstanding relative to the level necessary to meet course requirements.

B+ = 3.33  
B = 3.00  
B- = 2.67  
Represents achievement that is significantly above the level necessary to meet course requirements.

C+ = 2.33  
C = 2.00  
C- = 1.67  
Represents achievement that meets the course requirements in every respect.

D+ = 1.33  
D = 1.00  
Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.
PROJECT ONE: SPORT PRODUCT PACKAGE

Assignment
Redesign the package for an existing sport product that you think can be improved. You will choose an existing sport product (examples are a dart set, a Frisbee golf set, a six pack of hockey pucks, or a ball of some kind, tennis balls or volleyball, etc.) and improve it. It’s important to choose a good product that has potential but has limited appeal because of its’ bad package. You will use your creativity and design skill to create a better presentation for the product through improved marketing strategy, naming, imagery, graphics, or possibly a new structure, or all of the above.

Research
Go to a sporting goods store, such as REI, Dick’s Sports or Sportmart, that has a good selection of sports products. Spend some time carefully looking at the different products and brands. Study the good designs and the bad, making note of how the different manufacturers create different brand images for their product lines. Choose a sport product that you would like to redesign, and buy it. Bring it to class and be prepared to discuss the shortcomings of the existing package design within the competitive landscape of the store.

Also, go online and research the sport and it’s users. Who is the target audience for the product? How does the audience speak, is there a vernacular common to the sport? How is the sport represented photographically? Does the sport have a magazine, or blog? Learn everything you can about the sport. All of this accumulated information will inform your designs.

Design Assignment Requirements
- Photograph your “before” package (after you purchase it. Place it against a neutral, clean backdrop).
- Use the existing sport product in your new package design.
- Scan and use the existing manufacturer’s logo in your design graphics.
- You can use photography, illustration, type and color, or any combination in your package graphics.
- Disassemble the existing package and recreate the new package by constructing it new out of paper board or other sturdy material.
- For the design a new three-dimensional package solution, pay close attention to functionality (opening-closing/ information display/ structural integrity).
- Your package design must contain all the information from the existing package, such as specifications, features, upc code (scan this) etc, although you can rewrite some of the copy if you wish to make the marketing messages more compelling, more dramatic and/or change it tonally or thematically.

Considerations
As you approach the design of the package, consider what would be appropriate to the sport and your target audience. The sporting goods store is a competitive environment with limited shelf space and many products fighting for your attention. Will your sport package stand out and get noticed? Will your graphics compel a prospect to pick up your package and take it to the cash register? Explore graphics, themes and imagery that are distinctive and memorable.

Size consideration: choose a package that’s not too small (one ping pong ball), or too big (canoe box). You need enough area to create an impressive graphic experience. However, if the product is too big it will be difficult to work with.

Final
The final package will be mocked-up full size in tight color comp form using computer printouts applied (spray mounted) to the 3D package housing. It must contain the ball in its complete, final form.
PROJECT TWO: BEVERAGE BOTTLES AND 4-PACK CARTON

Assignment

Name and design a new brand of beverage packaging (it may be alcoholic or non-alcoholic). Create a new brand of bottled soda pop, flavored water, juice, or tea, wine, beer, etc. Use the bottles and carton from an existing brand. You will create a new name for your brand, a new brand personality, new bottle labels and new carton graphics.

Research

Go to a supermarket or liquor store and research various beverage products. Compare and contrast the different product brand personalities and marketing messages. Take note of product naming conventions and marketing tagline phrases. As you look at the variety of beverages, imagine who the target audience might be. Buy a bottled 4-pack (like Stewarts soda or Frappuccino) to use in making your new brand. You are free to design and construct your 4-pack carton, however, it must support the weight of your bottles.

Design Assignment Requirements

- Use the existing bottles and carton for your new beverage brand.
- Invent a new product brand name.
- Design a logotype for your brand name.
- You can use photography, illustration, type and color, or any combination in your label/package graphics.
- You will design new labels and apply them to the bottles, removing the old labels or covering the original graphics completely.
- You will apply your new graphics to the existing 4-pack carton, covering the original graphics completely. You may also create a new 4-pack housing if you prefer.
- You must incorporate all the existing product information in your new label and carton designs, recreating the nutritional information, ingredients, size/volume, recycling info, and the upc code (scan).
- Design at least two flavors of your beverage in label form, although you only need to design one carton (for extra credit, design another carton for the second flavor).

Considerations

As you approach the design of your new beverage brand, consider the competition, and your target audience. Choose and name your flavors with your target in mind (age, gender, etc.). At the supermarket, pay attention to the different brand personalities and marketing approaches as you look for your niche. Is there room for a new beverage concept? YES! Your marketing strategy should guide your design decisions. Your new beverage will be fighting for shelf space with other beverage products, so it must be unique, memorable, eye-catching and persuasive.

Beverage Brand Board

Identify your primary target audience and collect images that represent the lifestyle, attitudes, and values of that target group. What do they look like? What clothes do they wear? What are their style preferences? This collection of photos should tell their story at a glance: personal style, hobbies, lifestyle. What magazines do they read? What cars do they drive? What accessories do they wear/carry? This board should act as a touchstone that helps you to understand your audience and reminds you of their essence. It will help you create designs that are appropriate for them, that will resonate with them, that they will respond to, that will motivate them to choose your beverage. The final board should be 15” x 20” black matte board with color photos carefully composed and applied. The final Beverage Brand Board will be presented with your final Beverage package.

Final

The final beverage package will be mocked-up full size in tight color comp form using computer printouts applied (spray mounted) to the 3D carton. The bottles will carry the new labels, and be placed in the carton. Be prepared to discuss your target audience and rationale in your final presentation.
PROJECT THREE: CANDY OR SPORT BAR WITH DISPLAY P.O.P. (Point-of-Purchase)

Assignment
Rename and redesign the package for an existing candy or sport bar. Or you can invent your own new product. Then, create a countertop point-of-purchase display that contains and features your bar.

Research
Go to supermarket and specialty stores and examine food bar products of different types. Choose the type you will redesign, and research the competitors. Take note of any interesting food point-of-purchase displays. Buy your food bar to be redesigned and bring it to class. Be prepared to discuss its design and marketing shortcomings, and the competitive landscape.

Design Assignment Requirements
- Create a new name and logotype for your product.
- Name at least one flavor, and design the bars for that flavor.
- You can use photography, illustration, type and color, or any combination in your label/display graphics.
- Using the existing bar for reference, create some bar-sized “inserts” from foam core or another material, that you will wrap with your new graphics to create your new bars.
- You must incorporate all the existing product information in your new label designs, recreating the nutritional information, ingredients, size/volume and the upc code (scan).
- Design a countertop point-of-purchase display unit or carton that is branded with your product identity and creates excitement for your brand.
- You may choose any materials you want to create your display: paperboard, foam core, wood, plastic, aluminum, to name a few.
- Mock up enough bars to give the appearance of a full P.O.P. display.

Considerations
As you approach the design of your new bars, consider the competitors and your target audience. The design of your P.O.P. display should be appropriate for your food bar brand personality. Although you will not be designing ads, consider how your bar brand could play out in tv commercials, posters, print ads, on the web. Look at how your competitors do that. Are guerilla marketing tactics part of your brand personality? Consider unusual promotional ideas, such as a guy dressed in a wacky costume handing bars out on a street corner. These brainstorming exercises will help you to define a brand personality and audience for your new bar. You should develop a marketing strategy to ignite a craze for your new bar.

Final
The final food bars and P.O.P. display unit will be mocked-up in tight color comp form using computer printouts and whatever materials necessary to achieve a high quality finish. Be prepared to discuss your target audience and marketing strategy in your final presentation.

Writing Assignment
A writing assignment related to the textbook: Packaging Design will be given Monday, November 30th.