GDES 3353 Identity & Symbols
Spring 2020 // Section 001
TR, 10:40 – 12:35 // 262 McNeal

Instructor Information
Hannah Johnson, MFA
Office Location, 346 McNeal
Office Hours: T, R: by appt from 3:00 – 4:45
Email: johnsonh@umn.edu

Course Description
This course will explore the process of mark making and how to expand a mark into a robust and systematic visual identity through devices such as pattern making, iconography, symbols, related imagery and typography.

Students will become familiar with terminology surrounding branding as well as the client-to-designer process. They will apply design research to their projects and gain experience working with an assigned brief as well as author their own brand.

Finally, students will learn how to communicate brand guidelines via a designed style-guide.

Recommended Books & Materials
Bring materials to class to help you concept your designs and be productive... laptops, sketchbooks, and mockup materials! Self-healing mats, x-acto knives, new blades, rubber cement erasers, bone folders, burnishers, artist tac, transfer tape, double sided tape... all easy to access!

Course Objectives
This class will develop students’ abilities to . . .

1. Solve design problems using symbols, iconography, and mark-making
2. Employ existing 2D design skills (typography and image making) as they relate to branding systems.
3. Utilize the design process (initial concepts, moodboards, sketches, digital roughs, refinements, and final prototypes) to solve problems in unique ways while maintaining brand clarity.
4. Craft printouts in a professional manner that exhibits pride in production.

5. Analyze designs from a conceptual and graphic and standpoint during group and individual critiques.

6. Present work confidently and competently using visual language to defend design decisions.

7. Understand the overall landscape of identity design

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**Student Learning Outcome**

*Can Identify, Define, and Solve Problems*

Students will demonstrate the ability to communicate abstract and conceptual ideas through the design of symbols, iconography and finalized logo-marks. They will gain further experience using form, type, color, image, and space within several finalized identity systems applied across multiple platforms.

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**Release of Work Statement**

Enrollment in this course grants consent for student work to be used on the instructor’s website to represent his or her teaching skills within a teaching portfolio. It also grants consent for your work to be submitted to university publications when applicable, as well as to design contests both online and in print. Photographs of your work will be required at the end of each project that will showcase your products and packaging at various angles. These will be used for the aforementioned purposes, as well as to show past student work to students taking the class in the future.

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**Attendance**

I recommend you attend every class as this course moves fast and furiously. Everyone gets one unexcused absence. However, you still need to send me your work that week via email if we have not met in person. After your free pass, your absences must be excused with a note. If you have not shown me a note within ONE WEEK following your absence, you will not be excused, and your highest possible grade will go from an A to A- to a B+ to B... with each consecutive absence. I am not an easy grader, so please come to class and use it as dedicated work time.

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**Workload**

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.

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**Grading Structure**

http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html

Evaluation and grading will be based on the successful and timely completion of the four projects and a demonstration of skills. The three grading categories for each assignment are as follows: Process // Concept, Layout, Formal Execution // Following Directions, Craft, Production. Each category is worth a designated percentage of each final assignment grade. (Please refer to the rubric to see the breakdown.) The average of all three of your assignment scores will account for 100 percent of your final class grade.

Your four projects are weighted as follows:  
P1: 20%  
P2: 30%  
P3: 30%  
P4: 20%

**I do not argue grades.**

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**Accepting and Returning Assignments**

Student packaging projects will not be collected.
Students will take their projects with them at the end of class. The projects will be photographed by the due date if applicable. Digital photographs will be sent to me or uploaded to Canvas.

**Grading Late Work**
I don’t accept late work unless approved in advance due to an extenuating circumstance. Must be accompanied by a note. Early communication is key.

**Policy for Missed Exams:** N/A

**Make Up Work for Legitimate Absences:**
http://www.policies.umn.edu/Policies/Education/Education/MAKEUPWORK.html

Students will not be penalized for absence during the semester due to unavoidable circumstances. Such circumstances include verified illness, participation intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. They do not include voting in any elections.

**Extra Credit Options**
In this class, extra credit comes by way of a singular redo. Meaning, if you are not satisfied with your grades on the first two to three projects, then you have a chance to resubmit by semester end for new grade. The execution and/or craft area only will be averaged with the original grade to come to a new final grade for that project.

Process grades do not qualify for redos.

**University Policies**

*Personal Electronic Devices in Classroom*
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the students using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are to be used in the classroom. For complete information please see:
http://policy.umn.edu/Policies/Education/Education/CLASSROOMPED.html

*Use of Class Notes and Materials*
Taking notes is a means of recording class information, but more importantly, of personally absorbing and integrating the education experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For complete information please see:
http://policy.umn.edu/Policies/Education/Education/CLASSNOTESSTUDENTS.html
Scholastic Dishonesty and Student Conduct Code

http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.pdf

Sexual Harassment:
http://www1.umn.edu/regents/policies/humanresources/SexHarassment.pdf

Plagiarism
As defined by The Office of Community Standards, plagiarism shall mean representing the words, creative work, or ideas of another person as one’s own without providing proper documentation of source.

Plagiarism is a serious offense in academia and is not tolerated by the College of Design. It is the responsibility of students to understand the standards and methods of proper attribution and to clarify with each instructor the standards, expectations, and reference techniques appropriate to the subject area and class requirements, including group work and internet use.

The College of Design holds students accountable to the standards set forth in the Student Conduct Code regarding plagiarism. Students are encouraged to seek out information about reference methods from instructors and other resources and to apply this to all submissions of academic work.

The above information was adapted from the University of Minnesota Office of Community Standards.

Statement on Climate of Inclusivity
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 to me when speaking. 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 and facilities without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Racism, sexism, homophobia, classicism, ageism and other forms of bigotry are inappropriate to express in this class. Reports of harassment are taken seriously. For further resources, see:
http://www1.umn.edu/regents/policies/administrative/

Academic Freedom and Responsibility

http://www1.umn.edu/regents/policies/academic/Academic_Freedom.pdf

Availability of Disability and Mental Health Services
The University of Minnesota is committed to providing all students equal access to learning opportunities. Disability Services (DS) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations.

- Students who have, or think they may have, a disability (e.g. mental health, attentional, learning, vision, hearing, physical or systemic), are invited to contact DS to arrange a confidential discussion at 612-626-1333 (V/TTY) or ds@umn.edu.

- Students registered with DS, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester to discuss them. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via www.mentalhealth.umn.edu or contact Counseling/Consulting Services at 612-624-3323.

Academic Services
If you would like additional help, please contact one of the offices listed below.

Center for Writing
10 Nicholson Hall, Mpls 612-626-7579

Student Academic Success Service
340 Appleby Hall, Mpls 199 Coffey Hall, St. Paul 612-624-3323
WEEK 1
01/21 Syllabus, L1: Intro to Identity & Symbols
01/23 L2: On Your Marks Lecture, Introduction to Project 1, Companies assigned for P1

WEEK 2
01/28 P1 50 sketches due, moodboards due, group critiques, select best 10 overall for me to comment on,
01/30 P1 50 sketches due, moodboards due group critiques, select best 10 overall for me to comment on.

WEEK 3
02/04 Class presents 4 best chosen directions in rough digital format. Class critique. Final two selected.
02/06 Class presents 4 best chosen directions in rough digital format. Class critique. Final two selected.

WEEK 4
02/11 Final two marks refinements due. Individual Critiques.
02/13 Final two marks refinements due. Individual critiques.

WEEK 5
02/18 P1 Due: On Your Marks! In Class Final presentations.
02/20 L3: Systems Breakdown and Redesigns Intro to P2: Rethink/Redesign Presentation: Trent Edwards, Insight Brewing & The Firm

WEEK 6
02/25 P2 sketches due / moodboards due-whole system
02/27 P2 sketches due- moodboards due-whole system

WEEK 7
03/03 P2 Digital Roughs
03/05 P2 Digital Roughs

WEEK 8
03/10 SPRING BREAK
03/12 SPRING BREAK

WEEK 9
03/17 P2 Refined Drafts
03/19 P2 Refined Drafts

WEEK 10
03/24 P2 Due: Rethink/Redesign In-Class Presentations,
03/26 L4: Brand Authorship Introduce Project 3: Authorship by Design

WEEK 11
03/31 Sketches / moodboards due
04/02 Sketches / moodboards due

WEEK 12
04/07 Digital Roughs
04/09 Digital Roughs

WEEK 13
04/14 Refined Drafts
04/16 Refined Drafts

WEEK 14
04/21 P3 Due: Authorship by Design L5: In Style'! Intro to P4
04/23 In Class Work Time and check-in (optional)

WEEK 15
04/28 Required Check in
04/30 Required Check in

WEEK 16
05/05 Optional Check in
05/07 P4 due: In Style!
ASSIGNMENT RUBRIC

Each of the three assignments will be graded using a variation of the following rubric.

1 Process /Development (33.3% percent of final project grade)
The concept is unique and communicated through the design both in a 2D and 3D manner. Development is based on the stated concept developed in the previous round of sketches and refinements. The final is based on those refinements deemed most successful by the instructor, and there is evidence of both working with, and of innovating, expanding on, or further developing instructor feedback. Enough progress is made each week. Changes are not only prescriptive from the instructor but also based on the student’s problem solving and ability to push themselves. This is about having a good idea, staying on track with deadlines, mockups, etc. I should never be surprised by what you turn in on that last day. Work with me!

Doesn't Meet 30–75% // Meets 75–85% // Exceeds 85–100%

2 Concept / Layout + Formal Execution (33.3 percent of final project grade)
Typesetting and image-making demonstrates familiarity with good practices. Uses any established visual system(s) (including grids) in a consistent manner, and demonstrates competent usage of hierarchy in type and layout. Demonstrates digital craft and attention to detail in execution of the design. The final is spell checked for grammar and meaning.

Doesn't Meet 30–75% // Meets 75–85% // Exceeds 85–100%

3 Production, + Craft (33.3 percent of final project grade)
Final prototypes are crafted with care and precision. Work shows clear evidence of cleanliness, no visible adhesive, overall neat work as far as application of graphics and construction of printouts or structures. All required components of the assignment are present including photographs (if required) of your work.

Doesn't Meet 30–75% // Meets 75–85% // Exceeds 85–100%

USING THIS RUBRIC

As each category is assessed, instructor will apply a percentage from within the range below:

Doesn't Meet 30–75% // Meets 75–85% // Exceeds 85–100%

Total score is calculated from the average of all three categories expressed as a letter grade. You will be notified ahead of time if any changes are applied to the rubric as different projects can call for shifts within each category.
Your emergency is not my emergency.
But I’m always available to help if you ask in a timely fashion.

please use my office hours or email me during the week, and I will return your email within a 24 – 48 hour window.
Now that I have a child
I’m creating weekend boundaries...

there is no guarantee of a response over the weekend, so plan your 24 – 48 hour window accordingly.

Uninterrupted family time is important, and I want to make sure I’m present.
I don’t accept late work. It’s an automatic 0. To avoid this, you must always have three things ready to turn in on due dates.

canvas files

printed work

yourself in the classroom on time
I work hard for you.

You work hard for me.
Grades are important, but they aren’t everything.
I don’t argue grades unless you note a mathematical error.
An A is truly outstanding. It’s for people who have gone above and beyond and out-performed the task by exceeding the ask in all areas — from process, to execution, to production.

Because of this, achieving a grade in the A range is difficult.
The B range constitutes good work that shows solid application of learned material. There are things working well, but perhaps the details aren’t finessed or it just can’t quite stand up to the A level in terms of concept or execution.
Remember, a C doesn’t equal failing. It equals average. The work is passable / acceptable. It’s not an offensively bad piece of work, but nor is it particularly memorable. It’s getting the job done but usually with lack of thought, finesse, and visual interest.
Ds. Either the execution is majorly lacking or you’re just not following through on process, meaning your work isn’t developing from week to week at the rate it should. There’s likely not enough exploration.

Usually a D happens in tandem with a major lack of caring. Apathy has a domino effect on process and execution.
An F is an exaggerated form of a D. You are missing the majority of requirements and nothing is progressing in any kind of meaningful way. You’re checked out. I’m sad.