

# DESIGN TEAM

## CLASS DETAILS

COMD 4701-D280  
Spring 2016  
CUNY NYC College of Technology

**Mondays** 2:30pm–5:50pm

**Room** N-1118

**Professor** Andrew Shea  
ashea@citytech.cuny.edu

**Office Hours:** Wednesdays 3:45–5:45pm  
(Room 1127)

**OpenLab** .../sheadesignteams16d280

## NO CLASS

- » February 15
- » April 25

## READINGS

*Designing for Social Change*,  
by Andrew Shea

## USEFUL WEBSITES

- » [www.nyagv.org/org](http://www.nyagv.org/org)

## FORMAL TECHNIQUES

*Useful strategies that can be applied in the search for visual solutions:*

Instability / Symmetry  
Irregularity / Regularity  
Complexity / Simplicity  
Fragmentation / Unity  
Intricacy / Economy  
Exaggeration / Understatement  
Spontaneity / Predictability  
Activeness / Stasis  
Boldness / Subtlety  
Accent / Neutrality  
Transparency / Opacity  
Variation / Consistency  
Distortion / Accuracy  
Depth / Flatness  
Juxtaposition / Singularity  
Randomness / Sequentiality  
Sharpness / Diffusion  
Episodicity / Repetition

## COURSE DESCRIPTION

Working individually or in teams, students consult with a variety of clients on the design and production of a range of print and digital media including logos, posters, web sites, advertising campaigns, brochures and other promotional materials. Students are responsible for collecting research, conducting meetings, making presentations and following client guidelines. The role of deadlines and budgets is stressed. Students are expected to be involved in all phases of production.

This course will have actual clients with actual design projects. The class will be divided into teams of 2-5 students, with each team functioning as the nucleus of an agency or design firm creative/production group. Team configuration and roles may change during the semester, so that all students have exposure to varying responsibilities. It is expected that each team will produce several assignments of varying complexity, from concept to production.

## COURSE OBJECTIVES

- » Demonstrate the ability to work in a professional design firm/agency situation and contribute effectively as a member of a creative/production team
- » Develop and produce concepts including headlines and visuals, for the client and media. Produce concepts in rough and comprehensive layouts.
- » Demonstrate the ability to develop strategy based on research and client guidelines.
- » Produce a professional level proposal and presentation. Conduct a client meeting and make a formal presentation of creative work.
- » Students will demonstrate the ability to keep a time sheet for billing purposes, schedule workflow, estimate creative time, art, type, photography, and production costs and present estimates to client.
- » Design and/or produce artwork and web sites, photography, and follow specifications for printing of approved projects.
- » Prepare all aspects of materials, from concept to presentation to production, according to a schedule agreed upon by agency/studio and client.

## GENERAL EDUCATION GOALS

- » **Social Interaction:** The student will demonstrate the ability to work in teams, including people from a variety of backgrounds, and build consensus.
- » **Information Literacy:** The student will demonstrate the ability to determine whether certain conclusions or consequences are supported by the information provided.
- » **Writing:** The student will demonstrate the ability to write clearly articulated thoughts in a professional, informed manner.

## RESPONSIBILITIES

- » Be in class every week and be on time
- » Be prepared and ready to work every week
- » Be creative and professional in your approach to the work
- » Hand in work on time, and as instructed
- » Be passionate, be involved
- » Be patient and be observant of all type that you see around you in the world

## PROJECT

### NEW YORKERS AGAINST GUN VIOLENCE (9 Weeks)

Did you know that gun violence is the second leading cause of death among American children and teens? A child is killed or injured every thirty minutes. One of the main arguments in defense of gun ownership is that owning a firearm increases your safety. Actually, the opposite is true. Guns in the home are 22 times more likely to be involved in accidental shootings, homicides or suicide attempts, than to be used in

## ASSESSMENT CRITERIA

**30%** – Course Engagement (Late and/or absent, group participation classroom participation, research, presentations, and overall effort)

**5%** – Paper (about one issue)

**10%** – Logo & Tagline

**10%** – Brochure and Fact Sheet

**35%** – Video PSA

**10%** – Case Study

## GRADING

### A

Work of exceptional quality, which often goes beyond the stated goals of the course

### A-

Work of very high quality

### B+

Work of high quality that indicates substantially higher than average abilities

### B

Very good work that satisfies the goals of the course

### B-

Good work

### C+

Above-average work

### C

Average work that indicates an understanding of the course material; passable

Satisfactory completion of a course is considered to be a grade of C or higher.

### C-

Passing work but below good academic standing

### D

Below-average work that indicates a student does not fully understand the assignments;

### F

Failure, no credit

self-defense. The risk of homicide is 3 times higher in homes with firearms. Keeping a gun in the home increases the risk of suicide by 17 times. Guns are the most common weapon used in domestic violence against women and access to firearms increases the risk of homicide by more than 5 times. Firearms were used to kill more than two-thirds of spouse and ex-spouse homicide victims from 1990-2005. New Yorkers Against Gun Violence (NYAGV) is doing something about the problem.

NYAGV (New Yorkers Against Gun Violence) is the state's leading gun violence prevention non-profit group that works to reduce gun violence through education and advocacy. They partner with community groups, local officials, law enforcement and citizens across New York to build a coalition of real people who are working to prevent and reduce gun violence.

NYAGV understands the enormous challenge in changing gun laws, but they see an opportunity to decrease gun violence by selling more childsafe locks in stores. They need your help to create a campaign that supports their proposal to "BabiesRUs" (leading baby retailer) that encourages them to sell and promote gun locks in all of their online and brick and mortar stores. You will produce a package of designs that can they can use to propose the idea to BabiesRUs. The package needs to include both physical and digital copies of the designs, which will include:

1. A logo and tagline for the campaign
2. A brochure and fact sheet
3. A video PSA in support of safe firearms storage, which can be used on social media

Working in small teams, all students will design each deliverable at the same time and will present their designs to the client at deadlines, when the client will choose their favorite and/or the most effective design.

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## CALENDAR

### CLASS 1 February 01

Due next class: Questions for guest

### CLASS 2 February 08

This week: Guest— Leah Gunn Barrett and Colette Martin; Q & A with guests; form teams;

Due:

1. Review the creative brief and be prepared to ask questions of our visitors, Leah Gunn Barrett and Colette Martin.
2. Read any issue that interests you from [www.nyagv.org](http://www.nyagv.org) and write a one-page summary response.

### CLASS 3 February 22

This week: Present rough designs concepts of logo and tagline and supporting research

### CLASS 4 February 29

This week: Present revised designs of concepts of logo and tagline

### CLASS 5 March 07

Due this week: Present final designs of logo and tagline to client

### CLASS 6 March 14

This week: Present rough designs concepts of brochure and fact sheet and supporting research

### CLASS 7 March 21

This week: Present revised brochure and fact sheet designs

### CLASS 8 March 28

Due this week: Present final designs of brochure and fact sheet designs to client

### CLASS 9 April 04

This week: Present storyboard of video PSAs

**CLASS 10** April 11

Due this week: Present rough video sketch of the PSAs

**CLASS 11** April 18

This week: Present revised video sketch of the PSAs

**CLASS 12** May 02

This week: Present final video of the PSAs for critique

**CLASS 13** May 09

This week: Present final video of the PSAs for client

**CLASS 14** May 16

This week: Present revised video PSAs that incorporates client's feedback; present first draft of Case Study

**CLASS 15** May 23 (Last Class)

Due this week:

1. Final files due (for client and instructor): Logo & Tagline, Brochure & Fact Sheet, Video PSAs
2. Case Study

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## **PARTICIPATION**

Class participation is an essential part of class and includes: keeping up with reading, assignments, projects, contributing meaningfully to class discussions, active participation in group work, and coming to class regularly and on time.

## **ATTENDANCE (COLLEGE)**

You are expected to attend each class meeting. You may be absent without penalty for no more than 10% of the class instructional hours (including all courses with laboratory, clinical or fieldwork) during the semester. **Simply put: be here every week. If you are absent more than twice your grade will be lowered or you may fail the course.**

## **LATENESS (DEPARTMENT) POLICIES**

A class roster roll will be taken at the beginning of each class. Only two absences (see college policy above) are allowed. After two absences, a student may be withdrawn because of unsatisfactory attendance (code WU). Students arriving after the roll is taken will be marked "late." Students may be notified at the earliest opportunity in class after they have been absent or late. After being absent two times or equivalent (2 lateness = 1 absence), a student may be asked to withdraw from the class (code W before the College drop deadline) or may be withdrawn from the class (code WU). **Simply put: be here every week, ON TIME if you are late more than twice your grade will be lowered or you may fail the course**

## **ELECTRONIC DEVICES**

Use of electronic devices (phones, tablets, laptops) is permitted when the device is being used in relation to the course's work. All other uses are prohibited in the classroom and devices should be turned off before class starts.

## **ACADEMIC INTEGRITY POLICY**

You are responsible for reading, understanding and abiding by the NYC College of Technology Student Handbook, "Student Rights & Responsibilities," section "Academic Integrity Standards." Academic dishonesty of any type, including cheating and plagiarism is unacceptable. "Cheating" is misrepresenting another student's efforts/work as your own. "Plagiarism" is the representation of another person's work, words or concepts as your own.