

# adpr 3200 . strategic communication design

## instructor

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## fall 2019 | section 101

tuesday & thursday . 11 a.m. - 12:15 p.m.  
johnston hall 327

## fall 2019 office hours

tuesday & thursday . 1 - 2 p.m.  
wednesday . 11 a.m. - 12 noon & 1 - 2 p.m. or by appointment



This course is designed to challenge you to think about design, to create, and explore design cultures, trends, movements, and expression of personal style. Together we'll explore design, technology, business and life.

This course is about design processes and how to talk about them. Designers use stories to stir emotions and quell uncertainty, to illustrate facts and sway opinions. The process of using an app or planning a trip builds over time, supported along the way with sounds, sights, and physical feedback.

Roadblocks and obstacles can mar the experience and slow us down (dead batteries, rejected credit cards, or a senseless onslaught of pop-up windows). Each scene in these everyday dramas can be pleasurable or cumbersome, depending on how the experience has been planned and designed.

## course description

“good design, like good storytelling, brings ideas to life.”

– ellen lupton, senior curator, cooper hewitt smithsonian design museum

It is no wonder design has become more important to strategic communication and business than ever before. It's a vehicle by which brands can express themselves across an increasingly complex ecosystem of spaces. It's a mindset to solve complex business challenges. And it is the means by which companies build emotional connections and stay on the leading edge of change.

In today's always-on world, consumers are confronted daily with an overload of information. Most businesses are already using design to help consumers make sense of this chaotic landscape with intuitive interfaces, simplified messages and streamlined experiences. Yet simplification alone is not enough. Design must create space for joy and seduction.

While the traditional mission of design was to ensure a consistent presentation of the brand, design's role has changed. A digital revolution, dramatically expanding set of touch points, shorter attention spans and shrinking life cycles all lead to a heightened need to break through with increased vitality and dimension.

Design is to business what evolution is to nature: it enables brands to change and survive. It is becoming less a visual strategy than a means of facilitating continuous dialogue and building emotional connections in a

complex world. And with it, opening up infinite opportunities for businesses. The best design today embraces this new reality. It creates experiences steeped in the business strategy. It celebrates the new and the unexpected. And it adapts to maintain relevance and vitality in a time where change is the only constant.

Over the last two decades, business and media industries have begun asking new hires to have an understanding of the design process and to be capable of producing and evaluating design.

In this applied course you will learn about the increased economic imperative of design as you gain hands-on experience studying and creating designs intended for specific audiences in a diverse society.

## course objectives

- Explore and understand contemporary and historical design trends.
- Practice using the design thinking process to solve problems and innovate.
- Practice the methodology of human-centered design to combine rational problem solving with emotional storytelling.
- Examine the psychology of visual communication from a narrative point of view.
- Learn how designers can use storytelling to help products and communications hook the imagination of users and invite actions and behaviors.
- Explore tools and concepts that address today's dynamic user-focused design practices.
- Discover ways to use graphics, diagrams, writing and other methods of invention and analysis.
- Recognize visuals, type and space as the building blocks of graphic design and visual communication.
- Approach functional graphic design as capturing attention, controlling eye flow, conveying information and evoking emotion.
- Demonstrate basic design and layout skills, including grid structure, across a variety of formats and platforms from digital to print.
- Practice the use of industry-standard design software.
- Apply the fundamentals of working with layout and composition, typography, color and images.
- Explore "Inclusive Design" that enables and draws on the full range of human diversity and focuses on collaborating and learning from people with a range of perspectives.
- Deconstruct the concept of design thinking and how it can be applied to interdisciplinary problem solving and leadership.
- Learn to effectively present and pitch design work in a professional manner.
- Practice constructive design criticism.
- Produce portfolio worthy work.

## course policies

Attendance, participation, an attitude of fortitude, and making the effort in this class is critical to your success. You will fall behind very quickly if you don't attend class and your proficiency and final grade will suffer. You can't learn and apply what you're learning if you aren't present physically and mentally.

### **NEW University Attendance & Makeup Work Policies**

The undergraduate/health science professional attendance policy specifies the role of the student, the instructor and university administrators in cases when students are absent from one or more classes.

### **Withdrawal From A Course Due To Poor Attendance**

Students are responsible for attending all class meetings for courses in which they are registered.\* Any absence, regardless of the reason, prevents students from getting the full benefit of the course and, as such, no distinction is made between excused and unexcused absences for purposes of recording attendance.

1. For courses in which attendance is regularly taken, an instructor or college office may withdraw a student

from a course due to excessive absences and assign a grade of WA (Withdrawn-Excessive Absences). In these cases, instructors must document the dates of absenteeism.

Such action may be initiated, for example, in a 16-week course when the number of class hours missed exceeds twice the number of course credits. As such, a student may be assigned the grade of WA when more than 6 classes have been missed in a 3 credit course, when more than 8 classes have been missed in a 4 credit course and when more than 10 classes have been missed in a 5 credit course.

As examples: students who miss more than 6 classes in a 3 credit course that meets 50 minutes, 3 times per week, will be considered to have excessive absences and may be assigned a WA. Likewise, students who miss more than 4 classes in a 3-credit course that meets 75 minutes, 2 times per week, will be considered to have excessive absences and may be assigned a WA.

2. For those courses in which attendance is not taken on a regular basis, an instructor or college office may withdraw a student when it becomes apparent through missed assignments that the student has excessive absences.

In such cases, a student's last date of attendance is determined by the last date of participation in an academically-related activity for the course including, but not limited to: an exam or quiz, a submitted assignment, participation in a lab activity, or in computer-assisted instruction.

Students assume all consequences that ensue as a result of receiving a WA grade. These consequences include, but are not limited to: a delay in graduation, loss of eligibility for certain scholarships or financial aid, loss of full-time student status.

### **Additional Attendance Policies**

The above two sections represent university attendance standards. Each undergraduate college may enforce additional attendance policies for certain courses; consult your college handbook, college section of the current bulletin, or the individual course syllabus/attendance policy for more information.

### **Extended Absences**

In the event that the student will be gone for an extended period, where two weeks or more classes will be missed, the student or a family member, if the student is unable, should communicate with the college office as soon as possible. The student may explore options, such as incomplete grades, withdrawing from the class, or seeking a medical withdrawal. These options may not be available in every case, and should be pursued before the student is withdrawn for excessive absences. Once a WA is entered for a course, these options are no longer available. The University deadline for withdrawal is published in the Academic Calendar.

### **Making Up Work From A Missed Class**

In the case of missed assignments, the University does make a distinction between reasons for absences.

In the case of absences due to legal obligations, religious observance, or participation in Division 1 athletics and other university sanctioned events, if documented in advance, students should be given the opportunity to make up class examinations or other graded assignments that are missed, where possible.

Students should consult faculty and the respective syllabus for their policies regarding makeup work.

Faculty may allow students to make up the missed work, where possible, if the absence is due to officially sponsored university activities (e.g., band or presenting a paper at a conference), hospitalization, the death or acute illness of an immediate family member (e.g., parent or caregiver, sibling, spouse, or child), mandatory admission interviews for professional or graduate school, or post-graduate employment interviews that cannot

be rescheduled, required participation in military duties including required ROTC training and medical examinations or similar serious reason. Faculty may require documentation.

The manner in which the work will be made up is left to the discretion of each individual faculty member. The opportunity to make up work is considered a privilege, not a right.

It is recognized that sometimes an exam or graded assignment is impossible to make up. Some faculty may assign collaborative projects that depend on other classmates, or oral presentations that incorporate questioning by the entire class, or may use evaluative methods that cannot easily be replicated by the instructor. This policy does not prohibit any member of the faculty from making the determination that certain course work cannot be made up. Faculty who intend to deny the opportunity to make up certain exams or projects because of absences resulting from legal obligations, religious observance or university sanctioned activities and related travel, must inform the student of these consequences (reduced grade or otherwise) in writing, at the beginning of the class (preferably in the course syllabus).

In the event that a student is absent for reasons specified above (e.g., representing the university) and the instructor issues some portion of the grade on the basis of participation or, more directly, attendance, it is impossible for the student to directly “make up” the work. In these cases, faculty should recognize that the student’s grade should not be penalized for the absence. Except in cases of field experience, practicums, student teaching, clinicals, or clinical internships, the student should be given the opportunity to achieve the same grade based on a smaller number of classes or some alternative means of making up the points missed.

### **Student Responsibilities Regarding Attendance and Makeup Work**

The following responsibilities are outlined in order to minimize the difficulties for students caused by absences due to legal obligations, religious observance or university sanctioned activities and related travel:

1. Students are responsible for attending all class meetings for courses in which they are registered.
2. Students should make every effort to schedule classes that will minimize conflicts caused by foreseeable activities and related travel.
3. Since it is up to each student to understand and abide by each instructor’s policy on issues related to attendance, students should consult the instructor if any portion is not understood.
4. Students should provide written notification of all scheduled events (e.g., dates of religious observance or scheduled travel for intercollegiate athletics), including a schedule of all activities and related travel to all their instructors within the first two weeks of each semester.
5. Students should provide written notification of all other absences as soon as possible for events not foreseen at the beginning of the semester. (e.g., extended athletic seasons, hospitalization). If the student wishes to make up work, documentation may be required by the professor and should be turned in to the professor for absences less than a week and to the college office for absences of a week or longer.
6. Students should obtain any class notes or other course material missed due to these absences, prior to taking any subsequent examinations or submitting any subsequent graded assignments.
7. Students should make arrangements with the instructor to make up any missed work that can be made up, prior to any foreseeable absences and as soon as possible for any unforeseeable absences.
8. Regardless of the reason for the absence, students are responsible for learning what happened in class. Students who anticipate missing one or more class periods should contact the instructor ahead of time, just as

they should contact their instructor as soon as possible after an absence.

9. Students are responsible for monitoring their absences during the term.

### **Inclement Weather**

During the semester, class may be cancelled or delayed due to inclement weather or other reasons. Please pay attention to emails or news posts on D2L notifying you of cancellations or delays.

### **Technology**

#### **Back Up Your Work**

Dedicated cloud storage, (dropbox is gr8) a flash drive or an external hard drive is required for this course. Bring it with you or have access during every class meeting. It is a prudent to frequently back up your course work. Data loss of any type is not an excuse for missed deadlines. It is each individual student's responsibility to ensure that they have current copies of their digital data.

### **Course Companion Website**

A web-based course companion website with all resources related to this course can be found at [stratcommdesign.weebly.com](http://stratcommdesign.weebly.com).

### **Desire2Learn | D2L**

This course will utilize the Desire2Learn program. On this course site, you will find course information, class related announcements, and supplemental information. You are responsible for checking this web site on a regular basis and will be held accountable for all information on this web page. You can access D2L at: <http://d2l.mu.edu> – your user name and password will be the same as your CheckMarq user name and password.

### **University Policy On Academic Dishonesty**

Marquette University is committed to developing the whole person, spiritually, mentally, physically, socially, and ethically. As an institution of higher education, love of truth is at the center of the university's enterprise, and academic honesty, in all its forms, is an explicit value of the university.

The development and practice of academic honesty and integrity, both inside and outside the classroom, are expectations for all members of the university community. In order to cultivate academic honesty in its students, instructors take every opportunity to help students appreciate both the process and the principles of academic integrity.

Academic honesty can be best understood by academic ethical standards guiding faculty in their work. That is to say, an individual's contributions, in terms of words and scholarly findings, belong to him or her alone. Furthermore, the integrity of that which one claims to be scholarly knowledge rests on the accurate demonstration of the assumptions and reasoning that produced it.

These standards are used as the implicit basis for teaching and learning in the university. In order for instructors to fairly assess the quality and quantity of a student's learning as determined by work that students represent as their own, a relationship of trust between instructor and student is essential. Because violations of academic integrity most often involve, but are not limited to, efforts to deceive instructors, they represent a breach of the trust relationship between instructor and student, and undermine the core values of the university.

Please review the full University policy regarding academic honesty, available online at [www.marquette.edu/mucentral/registrar/policy\\_honesty.shtml](http://www.marquette.edu/mucentral/registrar/policy_honesty.shtml). Copyright violations and plagiarism result in serious consequences, both in college and in the professional environment.



Do your own original work and cite all sources when conducting research projects. The penalty for turning in work that is not your own will result in an “F” grade for the course and possible academic expulsion.

### **Writing & Presentation**

Faculty in the Diederich College of Communication recognize the value of strong writing and presentation skills among students as they make their mark in the world, especially as they pursue upper division courses, apply for internships, and seek jobs in communication after graduation. To that end, I expect students to apply the writing and presentation skills they have learned in ENGL 1001 and COMM 1100 (or their equivalents) to all classes in communication. Thus, all work in this class will be graded not only for content but also for the ability to express ideas following the general conventions for writing and presentation. As such, you can expect to lose up to 20% of your grade for writing/presentation errors.

### **additional information**

#### **email**

You should note Marquette University’s policy on e-mail: “Email is an appropriate and preferred method for official communication by Marquette with students unless otherwise prohibited by law. The university has the right to send official communication to students by email with the assumption that students will receive, read and, if necessary, act in a timely manner based upon these emails.” If I need to contact you outside of class, I will use your Marquette University e-mail address. I will expect that you will read and respond to this communication.

#### **Special Needs**

Please inform me during the first week of class if you have any conditions that may limit or affect your ability to participate in this course so that we can make necessary arrangements. You may also contact the Office of Disability Services, located in the 707 Building, 5th Floor or call 288-1645. For additional information visit [www.marquette.edu/disability-services/](http://www.marquette.edu/disability-services/).

#### **Academic Integrity**

We, the scholars of Marquette University, recognize the importance of personal integrity in all aspects of life and work. We commit ourselves to truthfulness, honor, and responsibility by which we earn the respect of others. We support the development of good character in our academic community, and commit to uphold the highest standards of academic integrity as an important aspect of personal integrity. Our commitment obliges us as students, faculty, and staff to conduct ourselves according to the Marquette University Honor Code set forth below. We do this in pursuit of Marquette University’s mission, which is the search for truth, the discovery and sharing of knowledge, the fostering of personal and professional excellence, the promotion of a life of faith, and the development of leadership expressed in service to others. For more information visit: <http://www.marquette.edu/provost/integrity-index.php>

#### **Honor Pledge**

I recognize the importance of personal integrity in all aspects of life and work. I commit myself to truthfulness, honor and responsibility, by which I earn the respect of others. I support the development of good character and commit myself to uphold the highest standards of academic integrity as an important aspect of personal integrity. My commitment obliges me to conduct myself according to the Marquette University Honor Code.

#### **Expectations in Writing and Presentation**

Faculty in the Diederich College of Communication recognize the value of strong writing and presentation skills among students as they make their mark in the world, especially as they pursue upper division courses, apply for internships, and seek jobs in communication after graduation. To that end, faculty expect students to apply the writing and presentation skills they have learned in COMM 1100 (or its equivalent) to all classes in communication. Thus, all work in this class will be graded not only for content but also for the ability to express

ideas following the general conventions for writing and presentation. Students can expect to lose up to 20 percent of their grade for writing/presentation errors.

### **Counseling Center**

Sometimes personal issues or health issues, such as depression, anxiety, stress, career uncertainty, and/or relationships, can interfere with your ability to function as a student. If you feel that this is happening to you, please contact the Counseling Center. The Counseling Center offers free, confidential counseling services for all full time students. For more information or to make an appointment, call 414-288-7172, or visit their website at [www.marquette.edu/counseling](http://www.marquette.edu/counseling).

### **Emergency Plans**

Every Marquette University campus building has emergency shelter and evacuation plans. Please familiarize yourself with the plans of each building in which you take classes or attend meetings. Make sure to note the routes to the lowest level of the buildings for shelter during inclement weather, as well as exits from the buildings in the event of fire or other emergency.

## fall 2019 schedule

The following schedule is an estimated timeline of events. Adjustments will be made in class to maximize learning so please note this schedule is subject to change. Changes will be announced in class and on our course D2L site. **ADDITIONAL READINGS, ASSIGNMENT DETAILS and GUIDELINES will be given in class.**

During the semester, class may be cancelled or delayed due to inclement weather or other reasons. Please pay attention to emails or news posts on D2L notifying you of cancellations or delays.

### Weeks 1 & 2 | August 27, 29 & September 3, 5

course & student introductions  
the universal arts of graphic design | pbs offbook  
building creative confidence  
how to be creative | pbs offbook  
the power of doodling and sketchnoting  
american style | history of design & style  
1940's / 50s- war boots to work suits

#### assignments

#1 | mind map of me assignment  
#2 | american style decade empathy maps

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### Weeks 3 & 4 | September 10, 12, 17 & 19

american style | history of design & style continued  
1960s/70s: born to be wild  
1980s: material world  
1990s/2000s: 21st century vogue

#### assignments

#2 | american style decade empathy maps continued | all empathy maps due in class september 19 (each empathy map worth 25 points for a total of 100 points)

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### Weeks 5 & 6 | September 24, 26 & October 1, 3

design thinking creative process  
the creative brief  
briefly the documentary  
graphic design trends  
behance 2019 design trends  
2019 graphic design trends  
2019 web design trends  
where do ideas come from?  
art & copy the documentary  
how to brainstorm using google search & stock photo sites

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### Weeks 7 & 8 | October 8, 10, 15 | No Class Thursday October 17 Midterm Break

graphic design basics  
fundamentals of design  
layout & composition  
images



**quiz 1: october 15**

**graphic design basics: fundamentals of design, layout & composition & images**

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**Weeks 9 & 10 | October 22, 24, 29 & 31**

graphic design basics continued

color

typography

brand identity

**quiz 2: october 31**

**graphic design basics: color, typography & brand identity**

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**Weeks 11 & 12 | November 5, 7, 12 & 14**

introduction of final design project

final project proposal & presentation design

**assignment**

final project proposal & presentation (due in class november 12)

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**Weeks 13 & 14 | November 19, 21 & 26 | No Class November 28 Thanksgiving Break**

in class project design labs

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**Weeks 15 & 16 | December 3, 5, 10 & 12**

in class project & presentation design labs

final design project class presentations