

ART 410 **Advanced Study Graphic Design Processes**

University of Wisconsin-Stevens Point : Department of Art & Design : Fall Semester 2018, M/W 11–1:15pm
Professor Diana Hoover (collaborating with Matt Groshek)

Coursework and Expectations

This course is designed to work in concert with your other 400-level classes. You will be using your knowledge and skills acquired to date (which are considerable) as well as learning new skills and developing your capacity to work collaboratively with others.

Your assignments in 410 are more unframed than you are accustomed to—which means the exact processes you follow and outcomes you realize are not pre-determined. Along with this freedom comes greater responsibility for you to engage more deeply in the investigative process. You will be challenged to also construct your own time line and methods to accomplish the work of this class and a develop framework for presenting your process.

Look to your other classes both Graphic Design and in other subject areas, to provide support for how to approach work in this class. In turn, think of this class as offering synergy for your other coursework.

We as faculty expect that you approach the assignments with a thoughtful and considered work ethic, and that you bring your best personal efforts to both your individual explorations and to your collaborative work. What does it mean to be professional and collegial? Bring these goals to the table and you will realize your natural potential as a person engaged in design work.

The work in this class will follow two tracks. One track will allow you to engage in professional practice with a community partner, working collaboratively with other students on a team. The other track requires you to work independently, developing your own investigative nature and your own sense of design practice. In both tracks you will be called on to extend yourself as a designer and a person.

1. Community Project Design Work

In teams students work with a selected community partner to define and achieve design goals. Key skills targeted: teamwork, collegial and professional communication, scheduling and managing work, writing contracts, pitching your concepts, tracking hours, documenting, presentation formats

2. Independent Design Experiences

Individually explore selected location, identifying and documenting what is found, research and assess the experience of being there. Key skills targeted: awareness, investigation, framing problem statements, translating findings, developing proposals, evaluating processes and tools, preparation of and following work calendar, presentation formats.

Wednesday
October 10

Caz McChrystal
Associate Professor of
Business-Business Law
UW Stevens Point

date: TBD

Chris Shofner
Associate Professor
of Media Studies
UW Stevens Point

date: TBD

Mary Kleckner
Assistant Professor
of Business
Communication
UW Stevens Point

Guest Speakers

Invited speakers will share their expertise on specific topics including intellectual property, copyright, video production, and marketing. You are expected to prepare questions and participate in follow-up discussions.

Course Calendar and Attendance

Because of the nature of working with groups in a class and with multiple community partners, scheduling must remain flexible to accommodate their availability.

A large part of the learning in this class is about personal direction and time management. This class incorporates a great deal of unframed time, during which you are expected to work on both your collaborative community project and your independent project. A portion of our class time will be reserved for meeting as a group and discussing topics that are relevant to your discoveries. You will report on your progress to your faculty weekly, and periodically to the entire class. Both sections will meet together for our guest speakers. Please be on time and plan to stay for the entire class period for our scheduled classes. If you experience extenuating circumstances beyond your control, please contact your instructor.

Since you will be working in teams, it is important that you also communicate with your members of your group if you know you will miss a class or a meeting.

INCLUSIVITY STATEMENT

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit.

It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture.

Your suggestions are encouraged and appreciated. Please let us know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Special Note:

If you have any concerns, now or at anytime during the semester, regarding faculty expectations, your grade for this course, or any issues that arise, please talk with me directly so we can work it out. If you have any special situations that I need to be made aware of, please discuss them with me as soon as possible to accommodate your needs. Anything you share will be kept confidential.