

DSGN 440

Professional Development II

Fall Term 2017 » 9 credits » Pre-requisite: 75 IDES/DSGN credits » Team taught

Course format: 180 hours of classroom instruction over 15 weeks

Recommended Texts

Landa, Robin. *Graphic Design Solutions*. 4th Ed. Wadsworth, 2011.

Taylor, Fig. *How to Create a Portfolio and Get Hired: A Guide for Graphic Designers and Illustrators*. UK: Laurence King, 2010.

Myers, Debbie R. *The Graphic Designer's Guide to Portfolio Design*. 2nd Ed. John Wiley and Sons, 2009.

Rowe, R., Gary Will and Harold Linton. *Graphic Design Portfolio Strategies for Print and Digital Media*. Prentice Hall, 2009.

Heller, S. and Teresa Fernandes. *Becoming a Graphic Designer: A Guide to Careers in Design*. 4th Ed. John Wiley and Sons, 2010.

COURSE DESCRIPTION

This course provides students with the opportunity to engage in professional development through the completion of major self-directed capstone projects. Students will demonstrate professional knowledge by using design thinking and research skills, advanced creative and conceptual abilities, and technical and traditional tools to an industry standard. Students are mentored by industry professionals and supported in a team-taught environment.

COURSE LEARNING OUTCOMES

On successful completion of this course, students will be able to:

- define professional goals for portfolio development;
- evaluate completed projects and refine them to a professional standard;
- identify new visual communication projects that support professional goals;
- implement a plan, strategy, and schedule for the development of new projects;
- prepare creative briefs, strategies and deliverables to industry standards;
- demonstrate a culmination of visual communication knowledge through design thinking, professional skills and technical proficiency that meet industry standards;
- assess visual communication projects and develop comprehensive case studies with evidence-based rationales; and
- implement production processes and technical requirements for print, digital, environmental, and social media.

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Weekly Schedule

WEEK	DAY 1	DAYS 2 & 3
1 FOCUS ON GOALS	<p>Introduction to the course structure and delivery, lectures, projects and concentration streams. Instruction teams and project framework presentation.</p> <p>Lecture: <i>Defining Career Goals</i>.</p> <p>Project 1 assigned, due week 2.</p>	<p>Lecture: <i>Evaluating Completed Projects and Identifying New Projects</i>.</p> <p>Peer groups formed (groups of 3).</p> <p>Weekly progress report.</p>
2 CAREER PROPOSALS	<p>Project 1 due.</p> <p>Developing briefs for new projects.</p> <p>Supporting lecture as necessary.</p> <p>Project 2 assigned, due week 3</p>	<p>Developing a strategy and schedule for new projects.</p> <p>Planning a portfolio.</p> <p>Supporting lecture as necessary.</p> <p>Faculty review.</p> <p>Weekly progress report.</p>
3 FOCUS ON STRATEGY	<p>Project 2 due.</p> <p>Identifying team and individual strengths for graduation show exhibition.</p> <p>Mapping of workflow.</p> <p>Supporting lecture as necessary.</p> <p>Problem solving strategies.</p>	<p>Implement strategy for new project development. Begin research.</p> <p>Project 3 assigned: case study. Due week 8.</p> <p>Weekly progress report.</p>
4-7 THE DESIGN PROCESS	<p>Supporting lectures and skill development workshops as necessary.</p> <p>Production workshops.</p>	<p>Studio work on deliverables.</p> <p>Weekly progress reports.</p>
8 FOCUS ON GOALS	<p>Project 3 due.</p> <p>Faculty review: Interim evaluation.</p> <p>Generating value in design solutions.</p> <p>Supporting lecture as necessary.</p>	<p>Feedback discussions.</p> <p>Assessing career goals.</p> <p>Developing case studies.</p> <p>Project 4 assigned, due week 9.</p>
9 FOCUS ON STRATEGY	<p>Time management.</p> <p>Review workflow and critical path.</p> <p>Supporting lecture as necessary.</p> <p>Engaging an industry mentor.</p>	<p>Project 4 due.</p> <p>Assessing the strategy.</p> <p>Review project deliverables and source an industry mentor.</p> <p>Project 5 assigned: case study. Due week 15.</p>

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Weekly Schedule continued

10-14 THE DESIGN PROCESS	Supporting lectures and skill development workshops as necessary. Production workshops.	Studio work on deliverables. Development of case studies. Weekly progress reports.
15 PRESENTATION AND SELF-REFLECTION	Project 5 due. Finalizing projects, deliverables and portfolios. Self-reflection on participation in course.	Presentation of comprehensive case studies to industry. Faculty review and portfolio assessment.

ASSIGNMENTS

In this course, students may work from self-directed briefs or use existing briefs provided by industry or professional associations. For each brief, students will develop a strategy, define and produce deliverables, and submit a comprehensive case study documenting the work.

EVALUATION PROFILE

Projects 1 & 2 (10% each)	20%
Project 3: Case Study	25%
Project 4	10%
Project 5: Case Study	30%
Participation	15%
Term total	100%

GRADING PROFILE

<i>Excellent</i> A+ 90-100 A 85-89 A- 80-84
<i>Good</i> B+ 77-79 B 73-76 B- 70-72
<i>Satisfactory</i> C+ 67-69 C 63-66 C- 60-62
<i>Minimal Pass</i> D 50-59
<i>Fail</i> F 0-49

Learning Outcomes and Operational Details

Mission Statement

The *Bachelor of Design in Visual Communication* prepares graduates for professional practice in the visual communication field through the development of creative, collaborative, conceptual and design thinking skills for print, social and dynamic media.

Program Student Learning Outcomes

On successful completion of the *Bachelor of Design in Visual Communication*, graduates will be able to:

- Demonstrate in-depth knowledge of current visual communication practice.
- Identify and solve communication problems using a strategic process, with an emphasis on design thinking, creativity, original solutions, and clarity of communication.
- Describe and respond to the audiences and contexts which communication solutions must address, including recognition of the physical, cognitive, economic, cultural and social human factors that shape visual communication decisions.
- Demonstrate proficiency with the tools, techniques and technologies that support visual communication practice and apply concepts across a range of media platforms.
- Enter the field as visual communication professionals.
- Apply visual communication expertise for societal and environmental benefit.
- Work collaboratively with other disciplines in business, industry, and the broader community.
- Recognize the importance of life-long learning and responsiveness to change.

ATTENDANCE /PENALTIES FOR MISSING CLASS

Attendance is essential. Students who are absent for more than three classes without the approval of the course instructor will fail the course.

PUNCTUALITY /PENALTIES FOR LATENESS

Punctuality is essential. Students more than 15 minutes late for class, or who leave before the end of class, will be marked absent.

PARTICIPATION

Students will be evaluated on the frequency and relevance of their comments, questions, observations and discussions of weekly course content; on their active engagement in in-class assignments; on their completion of required lab hours (if any) and on their work-in-progress, at 1% per class or to a maximum of 15% of the course grade.

LATE ASSIGNMENTS

If the course contains assignments, 20% will be deducted from the assignment grade for each period of 1 to 7 days that an assignment is late, unless prior arrangements are made with the instructor.

MISSED EXAMS AND QUIZZES

Missed exams and quizzes (if any) will be assigned a grade of zero. Students will be allowed to make up exams and quizzes only under the following conditions: if a doctor's certificate of illness is provided; if in the case of the death of a close family member, a death certificate is provided; if prior approval of the instructor has been obtained.

CHEATING /PLAGIARISM

Plagiarism is the presentation of another person's work or ideas as if they were one's own. Plagiarism is both dishonest and a rejection of the principles of scholarship. All students should familiarize themselves with the University policy *Cheating and Plagiarism* (see University Policies below) as such behaviour can result in suspension from the University.

INCOMPLETE GRADES

An 'I' grade or Incomplete may be assigned in exceptional circumstances when the student can achieve a passing grade by completing one or more units of the course. It is the student's responsibility to determine from the instructor what must be done to complete the course. If an Incomplete is not cleared within four months, the grade will be changed to the evaluation attained at the time the grade was assigned. For further information please see "Incomplete Grade 'I'" in the online University Calendar.

ENGLISH USAGE

All written work submitted must use good academic English and follow the guidelines provided in the *The Capilano Guide to Writing Assignments* (available from the Capilano University Bookstore). If students anticipate difficulties, help is available through the Writing Centre (details available online or from the department).

PROFESSIONAL BEHAVIOUR

Students should demonstrate a professional attitude and behaviour towards their work, their fellow students and their instructors; reliability; respect for and cooperation with colleagues; a willingness to work calmly and courteously under difficult conditions; and a determination to achieve first-class work while meeting deadlines. Students should have respect for equipment and systems, and should demonstrate a constructive response to criticism.

COMPUTER COURSE REQUIREMENTS /POLICIES

Students are expected to abide by the University policies *Statement of Appropriate Use of Information Technology Facilities and Services* and *Misuse of Computer System* in any use of computers at the University.

UNIVERSITY POLICIES

Students are expected to read and abide by all University policies and procedures. Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website.

EMERGENCY PROCEDURES

In the event of an emergency, students must follow the emergency procedures posted in the classrooms.