



3 CR HOURS * FALL 2014 * VA 320

alma
hoffmann

ahoffmann
@southalabama.edu
office 348
251-461-1437 o.
630-835-5389 c.

office hours

M-W 12:30-1:15pm &
5:30-6:00pm
T 1:30-5:00pm

web

almahoffmann.com
twitter: almahoffmann
pinterest: almahoffmann

Course Description

An intermediate course developing design skills used in the production of printed materials for visual communications with an emphasis on logos, letterheads, brochures and posters. Prerequisites: Must have a C or above in ARS 272, ARS 273. Fee.

Learning Outcomes

As a result of taking this course the student will:

- *Develop skills in identity systems.
- *Use typography as a way to enhance the design and draw a reader in the piece.
- *Put to use creative concepts that are unexpected.
- *Enhance skills associated with typography, page layout and visual communication.
- *Develop skills expressing verbally as well as written what has been designed visually.

Textbook

Designing Brand Identity: An Essential Guide for the Whole Branding Team

[Hardcover] Wiley; 3 edition

Author: Alina Wheeler

ISBN-10: 1118099206

ISBN-13: 978-1118099209

Disclaimer

Contrary to popular belief, Facebook will not make you a better designer.

COURSE DETAILS

Welcome to class!

In this class we will learn about creating an identity and its components. Our textbook is not only a gorgeous statement of form and function, it also provides excellent information about the subject. It is very comprehensive. Feel free to read ahead of schedule! You will find great content! We may also have field trips and/or guest speakers throughout the semester.

All of the projects are included in your syllabus with an accompanying rubric. Please review your syllabus very carefully. Your syllabus is your road map and in it you will find the answers to many of your questions. In addition to the projects, you will find class policies, expectations, course schedule, and appendixes on specifics and class pertinent "how tos."

A note about this class: you will need to work both during class time and outside class. The level of excellence in your projects depends on you spending the time to sketch, hash out your creative blocks, be willing to be very active in class, bring outside materials, and take responsibility for your learning.

CLASS FORMAT

The class format relies on a variety of activities including but not limited to small lectures, reading discussions, conversations, small and large group critiques, sketching, constant sketch revisions, content and visual research, visual explorations, one to one discussions, field trips if applicable, occasional social media and/or design related videos, and etc.. The class will be divided in two main parts. First part will consist of creating logos weekly— much like the environment in an agency or studio. The second part of the class will be dedicated to create collateral materials for one of the logos you created during the first part. We will use SAKAI for updates, posting the grades, and resources.

Sketching continues until it is resolved

Sketches will take as long as they take. You are required to do a minimum of 50 sketches but sometimes that is not enough to solve a visual problem. Complaining about it will result in me assigning even more sketches. The sketches are assigned to hone your visual thinking skills. Doing them is your decision of course. Though you should know I do count them and grade them as part of the daily work ethics component and the process for every project.

Research

You are expected to research your topics and visual decisions. It is important that you learn to offer a sound rationale for your design solutions. A designer must be a good thinker and a strategist, otherwise, we will end up making photocopies and doing second rate work.

You will need to do several types of research: background information, precedents, demographics, materials, visual precedents (every project requires you to turn in a set of at least 50 images for inspiration and precedent), subject matter, and others as appropriate.

Deadlines

Missing a deadline is strongly discouraged as I am not able to accept late work. Exceptions are only given in extenuating circumstances as long as these are properly documented and/or pre-arranged accommodations by The Office of Special Student Services. Examples of excused absences are emergency room visits, hospitalization, car accident, and a death in the family.

NOTE TAKING

I may be delayed in responding to emails, so it is essential that you take good notes during class time. Furthermore, email should only be used for informing me of any absences or emergencies. It is NOT available for critiques or any other matters that should be taken care of during class time.

WEB BLENDED DAY

Because this is a web blended class, every so often, we will conduct the class outside of class.

In this class, we will have a variety of assignments. Some will be tutorials and others will be posting the homework. For tutorials, a list of recommended tutorials will be given to you (see Appendix 4), or you will choose a tutorial. After completing it, you will upload the project and a short reflection of what you learned on a shared folder in DROPBOX.

Each of you is responsible to complete a tutorial that is pertinent to the class. This will be graded the same way WORK ETHICS is graded. You will get 2 points for posting a tutorial relevant to the class and 3 points for completing the tutorial and providing a good summary that specifically details what you have learned.

The assignment or tutorial will be turned in by 8:30pm on the web blended day.

COURSE DETAILS

CONTINUED

WORK ETHICS & PARTICIPATION

Each class meeting period counts for 5 points. Two points are dedicated to your coming to class on time and being here. The remainder are based the following:

1. Class preparedness (completing assignments on time, bringing materials (all required sketches, visual research, tool, and others, to class, checking class site for instructions).
2. Volunteering answers, asking questions, and helping other students.
3. Paying attention during class demonstrations.
4. Following project's instructions on syllabus and taking notes.
5. Participating in critiques, presentations, and discussions. Not only are you showing respect, but you will also avoid quizzes.
6. Arriving on time and staying for the full time period..
7. Notify instructor before class starts if you need to leave early. Make arrangements with a fellow student to obtain any information you might miss and contact them; class material will not be repeated.
8. Keeping cell phone off.
9. Turning projects, binders, and PDFs on time at the beginning of class.
10. Backing up all your files, taking care of your computer, and other materials.
11. All written work must be typed and stapled. Hand written reports, papers and/or loose pages will not be accepted. Use a 3-hole puncher or plastic sleeves for your binder.
12. Keeping PDA and grooming for your personal time.
13. Only engaging in social media when it is relevant to the class and/or project.
14. All assignments are due at the beginning of class.
15. Keeping excellent craft because craft is as important as the project itself for both binder and final project.
16. Daily work cannot be made up, it depends on being in class.
17. Silent attendance will not earn full credit.

ATTENDANCE

Because class attendance is crucial to the learning process it is expected that students will attend every meeting.

1. Two absences will be allowed.
2. Each absence thereafter will result in the lowering of the final grade by one full letter.
3. Three unexcused late arrivals or three unexcused early departures will equal one absence.
You will not be allowed in class if arriving 30 minutes late. It will be considered an absence.
4. If 6 class days are missed, you will get an F in the class.
5. Missing a critique and/or a project's deadlines will not be excused and will lower your grade one letter grade unless you show proper documentation (refer to class expectations).
6. Please try to schedule doctor's appointments and any other appointments so that they do not fall during your class time.

The University's academic policy and procedures which can be found in the Undergraduate and Graduate Bulletin, page 33:

"An individual student is responsible for attending the classes in which the student is officially enrolled. The quality of work will ordinarily suffer from excessive absences. At the beginning of classes, instructors must define their policy on absences, and all cases of illness and emergency shall be promptly reported and verified to the instructor.

For excessive absences (two or three consecutive class meetings) due to illness, death in family, or family emergency, the Dean of Students' office should be advised.

Absence notices will be sent to each instructor notifying him of the reason for and the approximate length of the absence. This notification does not constitute an excused absence.

Students receiving veterans' benefits are required to attend classes according to the regulations of the Veterans Administration.

All international students on F-1 visas must comply with attendance regulations as dictated by the Department of Justice, Immigration and Naturalization Services. They must remain students in good standing with at least twelve (12) hours per term.

Students attending authorized off-campus functions or required activities shall be excused by the responsible University official through the Office of Academic Affairs. In case of doubt, instructors may consult these lists in that office. Work missed as a result of these excused absences may be made up."

COURSE DETAILS

CONTINUED

What to expect from me

Facilitate

In a manner of speaking I am your facilitator. That is, my job is to provoke your creativity and analytical skills with questions and feedback. I will always ask you why and what if... as a way to give you a bridge for your thoughts. I will push you to produce your best work and sometimes this will mean being tough and others it will mean holding your hand. In either case, my interest is for you to succeed.

Grading

Usually I will grade your work within a month after it is due. However, sometimes attendance to conferences to present a paper, working on a paper for a deadline, and others alike might keep me from grading the work within a month. In those cases, I will inform you and ask you to be patient.

Emails

Every effort will be made to answer your emails within a 24 hour period as long as they are properly written (address, grammar and tone). If you do not get a reply within that time frame, check your email again. Unless I am in the middle of a family situation (kids or other) you can expect an email within the 24 hour period. No emails will be replied on Sundays.

Since I may be delayed in responding to emails, it is essential that you take good notes during class time. Furthermore, email should only be used for informing me of any absences or emergencies. It is NOT available for critiques or any other matters that should be taken care of during class time.

Office hours

My office hours are listed on the first page of your syllabus. Office hours are Mondays and Wednesdays from 12:30-1:15pm and 5:30-6:00pm and Tuesdays from 1:30pm - 5:00pm. There will be a sign up sheet on my door.

Honesty & Respect

I will be honest with you regarding your work, performance, and my life in general. I expect the same from you.

GENERAL STATEMENTS

UNIVERSITY POLICIES

The professor will adhere to all University policies pertaining to attendance, make-up tests, cheating/plagiarism, as well as withdrawal, incomplete, and final examinations. Students are expected to be familiar with and adhere to university policies. Below are a few things to keep in mind:

ACADEMIC DISRUPTION POLICY

The University of South Alabama's policy regarding Academic Disruption is found in The Lowdown, the student handbook. See: <http://www.southalabama.edu/lowdown/academicdisruption.shtml>: *"Disruptive academic behavior is defined as individual or group conduct that interrupts or interferes with any educational activity or environment, infringes upon the rights and privileges of others, results in or threatens the destruction of property and/or is otherwise prejudicial to the maintenance of order in an academic environment."*

The University of South Alabama respects the right of instructors to teach and students to learn. Maintenance of these rights requires an academic environment that does not impede their exercise. To ensure these rights, faculty and staff members have the responsibility:

- To establish and implement academic standards.
- To establish and enforce reasonable behavior standards in each academic setting.
- To document and report incidents of academic disruption.
- To refer for disciplinary action those students whose behavior may be judged to be disruptive under the Code of Student Conduct (refer to USA Policies in the student handbook "The Lowdown" for specifics).

Disruptive academic behavior is defined as individual or group conduct that interrupts or interferes with any educational activity or environment, infringes upon the rights and privileges of others, results in or threatens the destruction of property, and/or is otherwise prejudicial to the maintenance of order in an academic environment. An academic environment is defined as a classroom, laboratory, library, study hall, field trip or similar setting in which formal learning is taking place. Though dependent upon the size and nature of the academic setting, disruption refers to behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of an activity. Disruptive behavior may range from the mildly annoying (which should be tolerated as much as possible) to clearly disruptive, dangerous and/or violent behavior which should never be tolerated."

RETURNING MATERIALS

All assignments will be returned by the instructor. Any materials not picked up the second week after the assignment is graded will be discarded.

INTERNET

You will be expected to access the Internet for research & communication. You will be asked to activate and use a university assigned email account & to access e-learning through SAKAI.

GENERAL STATEMENTS

UNIVERSITY POLICIES

STUDENT ACADEMIC CONDUCT POLICY

The University of South Alabama's policy regarding Student Academic Conduct Policy is found in The Lowdown <http://www.southalabama.edu/lowdown/academicconductpolicy.shtml>. "The University of South Alabama is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are sustained.

The University is committed to supporting the exercise of any right guaranteed to individuals by the Constitution and the Code of Alabama and to educating students relative to their responsibilities.

Students enrolled in online courses are expected to adhere to the Academic Conduct Policy. In particular, students are expected to complete their own coursework and not provide unauthorized information or materials to another student.

As a community of students and scholars, the University strives to maintain the highest standards of academic integrity. All members of the community are expected to exhibit honesty and competence in academic work. This responsibility can be met only through earnest and continuing effort on the part of all students and faculty. Any dishonesty related to academic work or records constitutes academic misconduct including, but not limited to, activities such as giving or receiving unauthorized aid in tests and examinations, improperly obtaining a copy of an examination, plagiarism, misrepresentation of information, or altering transcripts or university records. Academic misconduct is incompatible with the standards of the academic community. Such acts are viewed as moral and intellectual offenses and are subject to investigation and disciplinary action through appropriate university procedures. Penalties may range from the loss of credit for a particular assignment to dismissal from the University. Note that dismissal from any University of South Alabama college or school for reasons of academic misconduct will also result in permanent dismissal from the University. Faculty, students, and staff are responsible for acquainting themselves with, adhering to, and promoting policies governing academic conduct."

STUDENTS WITH DISABILITIES

In accordance with the Americans with Disabilities Act, students with bona fide disabilities will be afforded reasonable accommodations. The Office of Special Student Services (OSSS) will certify a disability and advise faculty members of reasonable accommodations. If you have a specific disability that qualifies you for academic accommodations, please notify the instructor/professor and provide certification from the Office of Special Student Services. OSSS is located at 5828 Old Shell Road at Jaguar Drive, (251-460-7212).

POLICY ON PLAGIARISM SOFTWARE

Students may learn about the meaning of plagiarism and how to avoid it at the following link: <http://www.southalabama.edu/univlib/instruction/plagiarismforstudents.html>.

What is Plagiarism and Why is it Important?

In college courses, we are continually engaged with other people's ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them into our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

How Can Students Avoid Plagiarism?

To avoid plagiarism, you must give credit whenever you use another person's idea, opinion, or theory; any facts, statistics, photos, graphs, drawings—any pieces of information—that are not common knowledge; quotations of another person's actual spoken or written words; or paraphrase of another person's spoken or written words."

Cited from www.indiana.edu/~wts/wts/plagiarism.html.

PLAGIARISM

Being caught plagiarizing in this class will result in earning a failing grade (F) for the project and possibly failing the class.

GENERAL STATEMENTS

UNIVERSITY POLICIES

COURSE AND TEACHER EVALUATION

Make sure to fill out the evaluations when announced. Constructive feedback is appreciated and welcome. These are not for venting or lashing out. Even if you are mad at your instructor, keep it professional, keep it cool. You don't know if in the future, you will need the same consideration.

ADDITIONAL REQUIREMENTS & RECOMMENDATIONS

Online Writing Support

The University of South Alabama provides online writing tutoring services through SMARTHINKING, an online tutoring service. SMARTHINKING is available at <http://services.smarthinking.com>. Students may enter the site by logging on with their Jag number and using the last four digits of the social security number as the password. For log-on problems, technical questions and/or on-campus writing assistance, contact the USA Writing Center at 251-460-6480 or e-mail csaint-paul@usouthal.edu.

Information about the University Writing Center and Online Writing Lab can be found online at <http://www.southalabama.edu/univlib/instruction/antiplagiarism/writinghelp>.

SUPPLIES & GRADING

SUPPLIES

Please bring the following to class:

- Willingness to work and re-work your sketches. Repeat.
- Tracing paper pads to sketch
- Sketch pad or notebook to take notes (these notes can be doodled or you can doodle your way to take lectures' notes)
- Black markers (fine point and medium). You will need them to sketch.
- Colored pencils or markers
- Pencil to sketch
- Eraser
- Grid paper
- Binders to collect and organize all the process for each project (4 projects)
- Scissors
- Exacto knives #11, blades, and dispenser
- White out
- Good quality masking tape or artist's tape
- Glue stick or Rubber Cement
- Matting boards* to mount your finished work for projects.

*These can be cut professionally at the art or hobby store where you get them.

GRADING CRITERIA & DESCRIPTIONS

At a job interview, no one will ask you what grade you got in Graphic Design classes or this class. However, your portfolio will reflect how well you learned, explored, and expanded upon the concepts covered in this course.

THE STANDARD RULE

Meet the standard requirements (follow the instructions and complete the assignment) and earn a C. That is the default grade. **To get an A, you must MAKE an A, which means making work above and beyond the standard requirements.**

A	100-90
B	89-80
C	79-70
D	69-60
F	59-0

Please note that every project and/or assignment given will have its own rubric attached to it, based on the assignment's specific objectives and parameters.





PROJECTS



& EXERCISES POINT SYSTEM

THIS SEMESTER

- | | |
|---|----------------------------|
| 1.0 7 weeks/7 logos presented in a booklet along with the process | 100 points |
| 2.0 Stationary | 100 points |
| 3.0 Style guide | 100 points |
| 4.0 Who we are, what we do, & why we do it
poster/brochure or poster and brochure | 100 points |
| 5.0 Web Blended Day Tutorials
or predetermined by assignment | 5 points
varies |
| 6.0 *Work ethics: Daily participation,
being prepared with assigned materials
or work, professionalism, and others | 5 points per
class time |

**Approximately 150 points (maybe a little more)*

- A 100-90
- B 89-80
- C 79-70
- D 69-60
- F 59- 0

*There is no design without discipline. There is no discipline without intelligence.
- Massimo Vignelli -*

FALL 2014 SCHEDULE

Class schedule subject to change.

week 1	<p>M AUG 18 Classes begin. Welcome, introductions, syllabus, class policies, grading, projects & others. Assignment of Project 1. Read pages 2-28 & 49-65.</p>	<p>W AUG 20 Discussion of readings. Discussion of list of ideas of identities & companies. In class research and discussion. Continue reading discussions. Logo #1 assignment. Start working on it.</p>
week 2	<p>M AUG 25 Sketching/sketches due. Choose the best direction. Transfer to the computer.</p>	<p>W AUG 27 3 choices/final rendering. Final logo #1 due. Logo #2 assignment. Start working on it.</p>
week 3	<p>M SEPT 1 Labor Day</p>	<p>W SEPT 3 3 choices/final rendering. Show sketches done over the weekend. Final logo #2 due. Logo #3 assignment. Start working on it.</p>
week 4	<p>M SEPT 8 Sketches/ideas due. Choose the best direction. Transfer to the computer.</p>	<p>W SEPT 10 3 choices/final rendering. Final logo #3 due. Logo #4 assignment. Start working on it.</p>
week 5	<p>M SEPT 15 Sketches/ideas due. Choose the best direction. Transfer to the computer.</p>	<p>W SEPT 17 WEB BLENDED: UPLOAD TO LORE 3 choices/final rendering. Final logo #4 due. Logo #5 assignment. Start working on it.</p>
week 6	<p>M SEPT 22 Sketches/ideas due. Choose the best direction. Transfer to the computer.</p>	<p>W SEPT 24 WEB BLENDED: UPLOAD TO LORE 3 choices/final rendering. Final logo #5 due. Logo #6 assignment. Start working on it.</p>
week 7	<p>M OCT SEP 29 Sketches/ideas due. Choose the best direction. Transfer to the computer.</p>	<p>W OCT 1: NOT WEB BLENDED!!!! 3 choices/final rendering & upload Final logo #6. Start working on booklet containing all logos.</p>
week 8	<p>M OCT 6 Fall Break</p>	<p>W OCT 8 WEB BLENDED DAY Show 3 sketch ideas for booklet. Feedback on booklet ideas. Start final version of booklet.</p>
week 9	<p>M OCT 13 Project 1 due along with binder and all process. Assign Project 2. Start sketching. Read pages 164-191.</p>	<p>W OCT 15 WEB BLENDED DAY Upload sketching progress of stationary systems. Find resources for templates of applications (t-shirts, cars, caps, etc.) and post them.</p>
week 10	<p>M OCT 20 Start putting assets together to turn in. Propose 3 layout plans for items on board. Assign Project 3. Read pages 140-62 & 200-208 for class. Bring examples of style guides for discussion in class.</p>	<p>W OCT 22 WEB BLENDED DAY Project 2 due. Upload high quality and professional presentation as if for a client who is remotely located. Read pages 140- 162 & 200-208. Start sketching for project 3.</p>
week 11	<p>M OCT 27 Discussion of readings. In class work on style guides, discussion of types of style guides, components of style guides, etc..</p>	<p>W OCT 29 WEB BLENDED DAY Upload sketches. Discussion of sketches. Choose the best idea. Start transferring to the computer.</p>

FALL 2014 SCHEDULE

Class schedule subject to change.

week 12	M NOV 3 Critique.	W NOV 5 WEB BLENDED: UPLOAD TO LORE revisions of final for feedback.
week 13	M NOV 10 Project 3: due. Assign Project 4. Start researching ideas and sketching.	W NOV 12 Bring examples of company brochures. Discussion of company brochures, components, reasons, etc..
week 14	M NOV 17 Sketches due. Discussion of sketches. Content research. Start working on revisions in class.	W NOV 19 Critique. Start revisions in class.
week 15	M NOV 24 In class work on revisions.	W NOV 26 <i>Thanksgiving.</i>
week 16	M DEC 1 Final Critique. Start refining in class.	W DEC 3 Project 4 due.
week 17	M DEC 8 Finals week	W DEC 10 Finals week



6 WEEKS

6 LOGOS

PROBLEM STATEMENT

Design 6 logos in 6 weeks.

PROCEDURE

Each week you will be given a client overview and assigned a logo in class. Clients range from a salon to mechanic.

You will have studio time in class, to create rough sketches and brainstorm each logo. You will choose the most successful logo and create a finalized, digital version in Illustrator.

The next week you will hand in your top three sketches and your finalized logo.


FINAL FORM

At the end of the 8 weeks, you will turn in a 7" x 7" book containing 8 logos and **35 sketches** or roughs along with the text from the client overview. Consider the book a designed piece. Therefore, consider the use of text, image placement, headers, layout, and others as learned in the typography class.

Objectives

- To analyze and gain an understanding of the pace and rhythm of a design agency or studio.
- To design 6 logos in 6 weeks for different companies that will be assigned.
- To identify what type of mark will be appropriate for each company based on each profile and design accordingly.
- To sketch quickly and swiftly while solving a visual communication problem based on each company's profile.



- Make sure to collect a substantial amount of visual research (at least 50 images) to be used as inspiration. You may start by looking in your textbook, books and/or typographic and graphic design magazines. Make copies and organize them in your binder. Use sticky notes to indicate what you found interesting, relevant, successful, and others.
 - Make sure to collect all of your sketches & print outs in a binder.
- 

1.0
6 WEEKS
6 LOGOS

Objectives

- To analyze and gain an understanding of the pace and rhythm of a design agency or studio.
- To design 6 logos in 6 weeks for different companies that will be assigned.
- To identify what type of mark will be appropriate for each company based on each profile and design accordingly.
- To sketch quickly and swiftly while solving a visual communication problem based on each company's profile.

- Make sure to collect a substantial amount of visual research (at least 50 images) to be used as inspiration. You may start by looking in your textbook, books and/or typographic and graphic design magazines. Make copies and organize them in your binder. Use sticky notes to indicate what you found interesting, relevant, successful, and others.
- Make sure to collect all of your sketches & print outs in a binder.

Trendsetter Salon

This is a modern salon providing contemporary and traditional styling services for men, women and children. From "Runway to Reality" our stylists stay abreast of the newest trends while being able to translate them into workable styles, running the spectrum from the uptown business person to the young and trendy downtowners. Adaptability & versatility combined make every client feel unique. What sets us apart from other salons is our cutting edge talent and, most importantly, our commitment to listen carefully to the needs of our clients. Our salon takes pride in providing the latest styles and techniques in haircuts, hair color, highlights, bridal makeup, bridal services, hair extensions, keratin treatments, nails, massages and much more.

Who Needs Gluten Café

Welcome to Who Needs Gluten Café... where gluten-free products are truly delicious and nutritious. The food is certified gluten-free, and you can feel good knowing it's fortified to meet your unique dietary needs. So go ahead... discover great taste and feel good knowing that we're passionately committed to helping you lead a healthy and satisfying gluten-free lifestyle...naturally!

Global Translation Services

We serve our customers by providing quality translations for proper and effective communication in various languages. Documents may be supplied on paper or in a digital format. Currently, most assignments reach us via e-mail.

Submitted texts will be translated at short notice. For various customers we have also successfully handled multilingual translation projects for which we use a system that is transparent to the end user. It gives the client the full overview of the status of each translation in the process, with regular updates if necessary.

We Do Windows Maid Service

After a hard day at work, no one needs the stress of coming home to find a dirty floor, a smelly bathroom, and filthy windows. We Do Windows works hard to be the best maid service in the Gulf Shores area. The Maids know that you have choices in your house cleaning services, and they work hard to be the best in the industry, so you can trust your home cleaning to them.

The Graphic Design Museum

The GDM advances the understanding and appreciation of design as the convergence of creativity and functionality through exhibitions, education, and programming for visitors of all ages.

Note: There are only a few graphic design museums in the US and in Europe. Feel free to go the web sites to get an idea. You may want to focus on contemporary art museums to use as a template for content.

You're So Dramatic Acting School

We train actors to live as authentically on stage (or in front of a camera) as they do they in their lives. Probably more so. We ask you to ask more of yourself. We love humanity and invite you to explore it with us.

Au Natural Diaper Service

We are a privately owned and operated business, delivering the comfort of cloth diapers to Chicagoland and Southeastern Wisconsin. Providing a more environmentally friendly alternative to disposables is a passion for us. We invite you to join us and do your part to help the environment while benefiting your children as well.

Mobile, AL Professional Roller Derby

A frenzy of fierce femmes has found its new home in Mobile, AL, bringing with it the excitement of women's flat track roller derby. This full contact sport combines speed, agility, and the promise of plenty of full-force crashes. This feisty group isn't just a bunch of pretty faces on wheels.

Our mission is to empower women through athleticism, and create an environment of respect to promote skill, confidence, and fun. We also commit to giving back to the community through volunteering our time and making charitable contributions.

Sole to Sole Shoe Repair

Sole to Sole Shoe Repair has been a family owned and operated business in Mobile, AL for more than 75 years. Leather & suede goods, purses and bags, belts, luggage. Sports equipment including baseball & hockey gloves and skates. From rips & tears to cases and laces, we repair, restore and replace almost anything. Give us a call and let us help you get it working again.

Two Eggs and A Stick of Butter Bakery

Two Eggs and A Stick of Butter Bakery offers an amazing selection of cakes, tarts, tortes and cookies all created using traditional European recipes that have been in the family for centuries. Pastries are made from the highest quality ingredients to create unique flavors that are light and delicate.

Extreme Adventures Vacation Planners

Extreme Adventures Vacation Planners is an interactive travel referral service focused on connecting travelers with qualified and customer-rated travel specialists. Available free to consumers, EAVP utilizes proprietary technology to match traveler requests with travel professionals.

Garage Gurus Auto Repair

Garage Gurus Auto Repair has been performing high quality, guaranteed car and truck repairs in the Minneapolis area since 2009. We service and repair imports and domestic auto's, SUV's and light trucks. Grease Monkey Auto Repair is an independently owned and operated full-service auto repair and maintenance facility. We use the latest diagnostic equipment to guarantee your vehicle is repaired or serviced properly and in a timely fashion.

Designer _____
 Project _____

Date _____
 On time ____ yes ____ no
 Process Binder on time ____ yes ____ no

Possible points 100 Total points _____

		20 or less	50%	100%
RESEARCH: 25 PTS Research (topical and visual), notes, observations, & sketches	Binder shows a minimal amount of sketches, class notes, topical research, visual research of professional work.	Binder shows variations of the same idea but met required amount of sketches or few ideas but only the required amount of sketches, sufficient topical and visual research, and sufficient notes and observations.	Binder shows a great variety of ideas, notes, observations; topical and visual research and sketches go beyond required amount.	
EXPLORATORY PROCESS: 25 PTS Analysis & Synthesis: how the pieces come together to form a unique solution	Student's understanding of the project description is weak and vague showing cliché solutions or relies on others' ideas for inspiration or to move forward.	Ideas show potential but need to be developed further. The process lacks a consistent direction. Student may be reluctant to accept feedback from instructor and/or peers.	The collection of topical and visual research, class notes, and sketches show clear and consistent progression of ideas providing a trajectory from conception to final solution.	
DESIGN SOLUTION: 30 PTS Concept, objectives & formal aspects: type choices, color, layout, etc.	Final solution is cliché or is off, barely meets objectives, design decisions are not developed, has errors, and/or is uninspired. Use of visual elements lacks sophistication.	Appropriate solution that meets objectives but needs further development, lacks thoughtfulness, and/or work is predictable. Use of visual elements is good but may lack unity, cohesion, and hierarchy.	Solution is fresh, inspiring, exceeds objectives, is consistent with the concept and goals, and research was used to inform the solution. Use of visual elements is excellent and sophisticated.	
PRESENTATION & BINDER: 10 PTS Craftsmanship, neatness & organization	Poorly trimmed, glue bubbles, measurements are off, pencil and eraser marks, or there is no labeling and name on the work. Binder is disorganized, files are not chronologically marked, not labeled, and pieces of paper fall or are not neatly punched.	Work is labeled and clean, & meets specifications on the project description. Binder is clean, organized, and clearly labeled.	Portfolio quality presentation on both binder and project. Application of tracing paper looks professional and work is professionally labeled. Binder is neatly put together, properly organized and labeled.	
WORK ETHIC: 10 PTS Responsibility, reliability, attendance,	Student does not pay attention to instructions, has to ask instructor to repeat instructions due to not taking notes or review project description, distracts others, & does not meet deadlines throughout project development.	Student meets deadlines, has adequate attendance, works in class, is not distracted and does not distract others, pays attention but may not engage in feedback/critique not wanting to discuss work with peers, or may appear defensive to peers and instructors or other.	Student finishes work early giving him/her time to seek additional feedback, had time to rework if necessary. Highly motivated student. Student engages in class discussions, feedback, and critiques, is articulate, and he/she is always prepared.	
COMMENTS				



THE SYSTEM

Objectives

- To design and develop an identity system that communicates the company's profile.
- To create touchpoints that convey the company's mission and connect with the audience.
- To properly select typeface, image, and color based on the company's profile.

- Make sure to collect a substantial amount of visual research (at least 50 images) to be used as inspiration. You may start by looking in your textbook, books and/or typographic and graphic design magazines. Make copies and organize them in your binder. Use sticky notes to indicate what you found interesting, relevant, successful, and others.
- Make sure to collect all of your sketches & print outs in a binder.

PROBLEM STATEMENT

You will choose a logo from your 6 logos to develop its stationary system. The components of the stationary system should include: letterhead, business card, envelope, favicon, t-shirts or uniforms as appropriate, vehicle (van, plane, or car) as appropriate, signage, key chains, hats or caps, and others.

Your goal is to convey the company's personality, mission, and create a system that is congruent with the company's personality.

PROCESS

1. Start by collecting examples of identity systems both online and in print. As per class requirements, the minimum visual research you should have is 50 images.
2. Assemble this visual research in your binder. Use sticky notes to tag those aspects you consider interesting and that are influencing you.
3. After studying your visual research, make a list of your observations regarding how a system is applied in a diverse settings and audiences. Consider how the treatment of the elements communicate emotional qualities or evokes different personalities.
4. Start sketching. Computer sketches do not work for me. You need to sketch with a good old pencil and paper. You will design at least 50 thumbnail sketches. The more detailed the better.
6. After critique, proceed to take the best direction to the computer.
7. Print out computer versions of letterhead, business cards, envelope, and others for feedback.

PROCESS

Final form should be mounted in boards, neatly arranged and presented. Please see Appendix 2 for instructions. Your final presentation should have at least 10 components.

Final should also be professionally presented in PDF format for final delivery. This is similar to how you would present and deliver to a client, therefore, it must look and be designed professionally.

Designer _____
 Project _____

Date _____
 On time ____ yes ____ no
 Process Binder on time ____ yes ____ no

Possible points 100 Total points _____

		20 or less	50%	100%
RESEARCH: 25 PTS Research (topical and visual), notes, observations, & sketches	Binder shows a minimal amount of sketches, class notes, topical research, visual research of professional work.	Binder shows variations of the same idea but met required amount of sketches or few ideas but only the required amount of sketches, sufficient topical and visual research, and sufficient notes and observations.	Binder shows a great variety of ideas, notes, observations; topical and visual research and sketches go beyond required amount.	
EXPLORATORY PROCESS: 25 PTS Analysis & Synthesis: how the pieces come together to form a unique solution	Student's understanding of the project description is weak and vague showing cliché solutions or relies on others' ideas for inspiration or to move forward.	Ideas show potential but need to be developed further. The process lacks a consistent direction. Student may be reluctant to accept feedback from instructor and/or peers.	The collection of topical and visual research, class notes, and sketches show clear and consistent progression of ideas providing a trajectory from conception to final solution.	
DESIGN SOLUTION: 30 PTS Concept, objectives & formal aspects: type choices, color, layout, etc.	Final solution is cliché or is off, barely meets objectives, design decisions are not developed, has errors, and/or is uninspired. Use of visual elements lacks sophistication.	Appropriate solution that meets objectives but needs further development, lacks thoughtfulness, and/or work is predictable. Use of visual elements is good but may lack unity, cohesion, and hierarchy.	Solution is fresh, inspiring, exceeds objectives, is consistent with the concept and goals, and research was used to inform the solution. Use of visual elements is excellent and sophisticated.	
PRESENTATION & BINDER: 10 PTS Craftsmanship, neatness & organization	Poorly trimmed, glue bubbles, measurements are off, pencil and eraser marks, or there is no labeling and name on the work. Binder is disorganized, files are not chronologically marked, not labeled, and pieces of paper fall or are not neatly punched.	Work is labeled and clean, & meets specifications on the project description. Binder is clean, organized, and clearly labeled.	Portfolio quality presentation on both binder and project. Application of tracing paper looks professional and work is professionally labeled. Binder is neatly put together, properly organized and labeled.	
WORK ETHIC: 10 PTS Responsibility, reliability, attendance,	Student does not pay attention to instructions, has to ask instructor to repeat instructions due to not taking notes or review project description, distracts others, & does not meet deadlines throughout project development.	Student meets deadlines, has adequate attendance, works in class, is not distracted and does not distract others, pays attention but may not engage in feedback/critique not wanting to discuss work with peers, or may appear defensive to peers and instructors or other.	Student finishes work early giving him/her time to seek additional feedback, had time to rework if necessary. Highly motivated student. Student engages in class discussions, feedback, and critiques, is articulate, and he/she is always prepared.	
COMMENTS				



STYLE GUIDE

Objectives

- To design and develop a style guide to aid the client in the use of the logo and its applications.
- To identify and write copy that best suits the identity that has been designed and developed.
- To identify the ways in which the identity can be used and applied to a variety of applications in a systematic and cohesive manner.

- Make sure to collect a substantial amount of visual research (at least 50 images) to be used as inspiration. You may start by looking in your textbook, books and/or typographic and graphic design magazines. Make copies and organize them in your binder. Use sticky notes to indicate what you found interesting, relevant, successful, and others.
- Make sure to collect all of your sketches & print outs in a binder.

PROBLEM STATEMENT

Now that you the identity and the system in place, you will need to establish the guidelines of how and where to use it, size and placement variations, color palettes, typographic choices, sizes, and variations, and others as appropriate.

PROCEDURE

1. Find examples of style guides to use both as reference for content and inspiration. Look at not only the formats, but how the text typography is used, the layout, elements such as bold text, color, diagrams, and others. There are sources listed in the Library section at Lore.com.
2. Sketch, design and develop a Style Guide for your typographic signature or logo. Minimum of 5 pages. Your sketches need to be in paper and pencil and be shown in class. You must include:
 - * what typefaces are being used for the signature or logo
 - * typefaces that should be used in all applications
 - * color usage
 - * typographic signature or logo placement, measurements, acceptable and unacceptable uses, dimensions, and others.

The content of your style guide can be easily modeled after one of the examples shown in www.identityworks.com.

3. Transfer the design to the computer, preferably InDesign to finalize it.

FINAL FORM

This manual will be bound in a form of your choosing and neatly presented. The identity manual should be clear and free of grammar and spelling errors. The manual should be designed according to the guidelines and grid system you established when designing the identity. The sketches for this manual will be included in your binder along with your visual research, sketches and others. Make sure to turn in 2 PDFs files of the final version and a reflection statement either digitally or printed.

Designer _____
 Project _____

Date _____
 On time ____ yes ____ no
 Process Binder on time ____ yes ____ no

Possible points 100 Total points _____

		20 or less	50%	100%
RESEARCH: 25 PTS Research (topical and visual), notes, observations, & sketches	Binder shows a minimal amount of sketches, class notes, topical research, visual research of professional work.	Binder shows variations of the same idea but met required amount of sketches or few ideas but only the required amount of sketches, sufficient topical and visual research, and sufficient notes and observations.	Binder shows a great variety of ideas, notes, observations; topical and visual research and sketches go beyond required amount.	
EXPLORATORY PROCESS: 25 PTS Analysis & Synthesis: how the pieces come together to form a unique solution	Student's understanding of the project description is weak and vague showing cliché solutions or relies on others' ideas for inspiration or to move forward.	Ideas show potential but need to be developed further. The process lacks a consistent direction. Student may be reluctant to accept feedback from instructor and/or peers.	The collection of topical and visual research, class notes, and sketches show clear and consistent progression of ideas providing a trajectory from conception to final solution.	
DESIGN SOLUTION: 30 PTS Concept, objectives & formal aspects: type choices, color, layout, etc.	Final solution is cliché or is off, barely meets objectives, design decisions are not developed, has errors, and/or is uninspired. Use of visual elements lacks sophistication.	Appropriate solution that meets objectives but needs further development, lacks thoughtfulness, and/or work is predictable. Use of visual elements is good but may lack unity, cohesion, and hierarchy.	Solution is fresh, inspiring, exceeds objectives, is consistent with the concept and goals, and research was used to inform the solution. Use of visual elements is excellent and sophisticated.	
PRESENTATION & BINDER: 10 PTS Craftsmanship, neatness & organization	Poorly trimmed, glue bubbles, measurements are off, pencil and eraser marks, or there is no labeling and name on the work. Binder is disorganized, files are not chronologically marked, not labeled, and pieces of paper fall or are not neatly punched.	Work is labeled and clean, & meets specifications on the project description. Binder is clean, organized, and clearly labeled.	Portfolio quality presentation on both binder and project. Application of tracing paper looks professional and work is professionally labeled. Binder is neatly put together, properly organized and labeled.	
WORK ETHIC: 10 PTS Responsibility, reliability, attendance,	Student does not pay attention to instructions, has to ask instructor to repeat instructions due to not taking notes or review project description, distracts others, & does not meet deadlines throughout project development.	Student meets deadlines, has adequate attendance, works in class, is not distracted and does not distract others, pays attention but may not engage in feedback/critique not wanting to discuss work with peers, or may appear defensive to peers and instructors or other.	Student finishes work early giving him/her time to seek additional feedback, had time to rework if necessary. Highly motivated student. Student engages in class discussions, feedback, and critiques, is articulate, and he/she is always prepared.	
COMMENTS				



WHO ARE WE,
WHAT WE DO, &
WHY WE DO IT

Objectives

- To identify the purpose and the function of corporate brochures.
- To design a corporate brochure/poster that communicates a company's culture.
- To identify the differences between a corporate brochure and other types of brochures.
- To properly select typeface, image, and color based on content, metaphor, and meaning.

- Make sure to collect a substantial amount of visual research (at least 50 images) to be used as inspiration. You may start by looking in your textbook, books and/or typographic and graphic design magazines. Make copies and organize them in your binder. Use sticky notes to indicate what you found interesting, relevant, successful, and others.
- Make sure to collect all of your sketches & print outs in a binder.

PROBLEM STATEMENT

Every company needs literature to communicate who they are and what they do. In this project, you will proceed to develop a corporate brochure for the company. In this project, however, your brochure is not to be the usual 3 panel brochure. The brochure must also function as a poster. You are expected to creatively think about how to create a brochure that while visually stunning, conveys and communicates what the company is about.

Consider the use of metaphors, the type of narrative, the experience and feel you want to communicate.

PROCESS

1. Start by collecting examples of corporate brochures both online and in print. As per class requirements, the minimum visual research you should have is 50 images.
2. Assemble this visual research in your binder. Use sticky notes to tag those aspects you consider interesting and that are influencing you.
3. After studying your visual research, make a list of the parts of a corporate brochure to discuss in class.
4. Define what goals you would like to accomplish with this corporate brochure:
 - What do you think the company wants to communicate?
 - What is the audience?
 - What are the metaphors that are going to be used?
 - What things are important for the company you chose?
 - What is the main intention?
5. Start sketching. Computer sketches do not work for me. You need to sketch with a good old pencil and paper. You will design at least 50 thumbnail sketches for next class. The more detailed the better.
6. Collect verbal and visual content. After you establish a direction, start collecting both the visual and verbal content for the brochure. *Note: you need to keep track of where you find your information to include in your bibliography for your binder.*
7. Think of the brochure as a poster as well. How does it work as a poster? Should the poster be on one side or should the entire brochure be the poster?
8. After critique, proceed to take the best direction to the computer.
9. Critique- Choose one direction for final rendering.

FINAL FORM

Consider paper texture and quality. The brochure should look and feel professional and high end. Print, turn in and critique. Make sure to turn in 2 PDFs of your final version and a reflection statement either printed or digital. Make sure to include all your process and research.

Note: the final output and presentation of this project must be professional and of excellent craft not only on the assemblage of the brochure — this is not a tri-fold brochure— but also typographic craft and attention to detail.

Designer _____
 Project _____

Date _____
 On time ____ yes ____ no
 Process Binder on time ____ yes ____ no

Possible points 100 Total points _____

		20 or less	50%	100%
RESEARCH: 25 PTS Research (topical and visual), notes, observations, & sketches	Binder shows a minimal amount of sketches, class notes, topical research, visual research of professional work.	Binder shows variations of the same idea but met required amount of sketches or few ideas but only the required amount of sketches, sufficient topical and visual research, and sufficient notes and observations.	Binder shows a great variety of ideas, notes, observations; topical and visual research and sketches go beyond required amount.	
EXPLORATORY PROCESS: 25 PTS Analysis & Synthesis: how the pieces come together to form a unique solution	Student's understanding of the project description is weak and vague showing cliché solutions or relies on others' ideas for inspiration or to move forward.	Ideas show potential but need to be developed further. The process lacks a consistent direction. Student may be reluctant to accept feedback from instructor and/or peers.	The collection of topical and visual research, class notes, and sketches show clear and consistent progression of ideas providing a trajectory from conception to final solution.	
DESIGN SOLUTION: 30 PTS Concept, objectives & formal aspects: type choices, color, layout, etc.	Final solution is cliché or is off, barely meets objectives, design decisions are not developed, has errors, and/or is uninspired. Use of visual elements lacks sophistication.	Appropriate solution that meets objectives but needs further development, lacks thoughtfulness, and/or work is predictable. Use of visual elements is good but may lack unity, cohesion, and hierarchy.	Solution is fresh, inspiring, exceeds objectives, is consistent with the concept and goals, and research was used to inform the solution. Use of visual elements is excellent and sophisticated.	
PRESENTATION & BINDER: 10 PTS Craftsmanship, neatness & organization	Poorly trimmed, glue bubbles, measurements are off, pencil and eraser marks, or there is no labeling and name on the work. Binder is disorganized, files are not chronologically marked, not labeled, and pieces of paper fall or are not neatly punched.	Work is labeled and clean, & meets specifications on the project description. Binder is clean, organized, and clearly labeled.	Portfolio quality presentation on both binder and project. Application of tracing paper looks professional and work is professionally labeled. Binder is neatly put together, properly organized and labeled.	
WORK ETHIC: 10 PTS Responsibility, reliability, attendance,	Student does not pay attention to instructions, has to ask instructor to repeat instructions due to not taking notes or review project description, distracts others, & does not meet deadlines throughout project development.	Student meets deadlines, has adequate attendance, works in class, is not distracted and does not distract others, pays attention but may not engage in feedback/critique not wanting to discuss work with peers, or may appear defensive to peers and instructors or other.	Student finishes work early giving him/her time to seek additional feedback, had time to rework if necessary. Highly motivated student. Student engages in class discussions, feedback, and critiques, is articulate, and he/she is always prepared.	
COMMENTS				



APPENDIX

Process/Documentation Binder

Visual artists, designers, film set designers, and even hair stylists

keep a journal, binder, folder of things that are of interest to them, a specific topic they need to research, and others containing all things that inspire them, their brainstorming ideas, process, sketches, print roughs, and final prints to document their particular project from beginning to end.

In the art world, provenance—the history of ownership of a valued object or work of art or literature—documents authenticate the legitimacy and originality of a work of art. In the design world, partly due to the commercial nature of it and partly because of how technology has transformed this industry, documentation is often overlooked. Yet, it is having proper documentation of the research and the design process that legitimizes the work, helps counter any claims of copyright infringement, and gives a designer credibility in the eyes of clients.

For these reasons, you will keep and maintain a binder for each and every project in class. In the event that you are working in teams, you are still responsible for your own binder and its content.

A properly documented binder will include the following, but it is not limited to them:

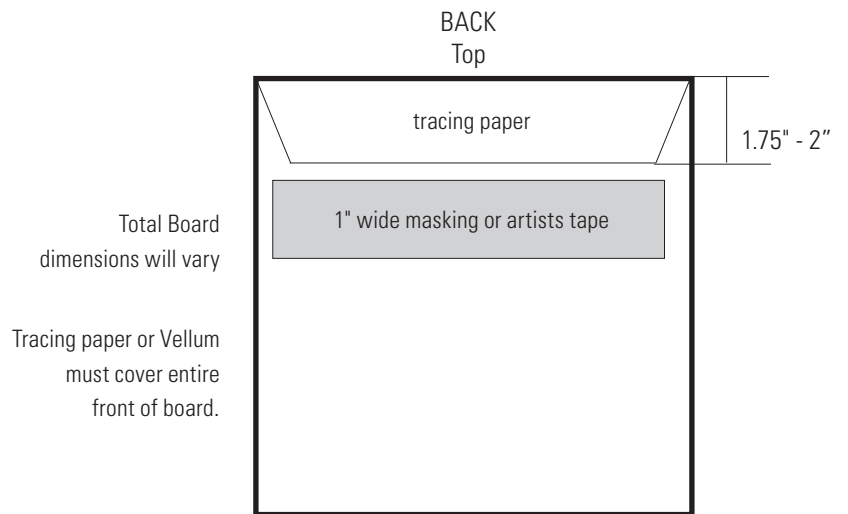
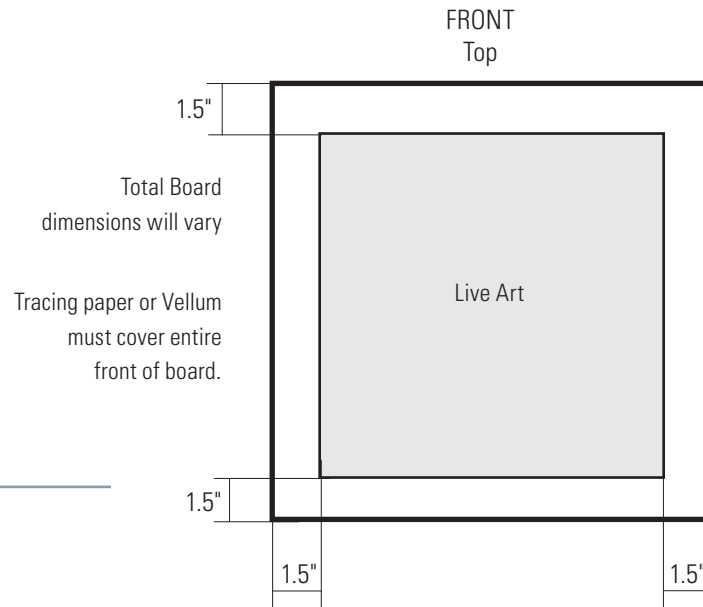
- ***Topic research or information gathering***
This may take different directions depending on the project. If doing an identity for a client, dutiful research will include both proper interviews and information gathering from the client, as well as research about the industry or topic within the industry. Your job will be to become an expert in what your client does. Wikipedia can only be used as a starting point. The bulk of your research needs to come from more reliable sources.
- ***Visual Research***
50+ images of professional work, historical and contemporary. Examples of how well known designers have solved similar problems. No Google images, do your research. You can use Pinterest to help you with this.
- ***Brainstorming sessions***
For the most part, we all get here and do not push farther. However, it is important, if not critical for you to push on and sketch.
- ***Sketching***
Unless otherwise stated in the project description, 50+ sketches are required per project. If working in teams, you would still need to do them.
- ***Print roughs***
Make sure to save and print all changes
- ***Final compositions and iterations***
- ***Reflection statement***
- ***Digital PDFs of your final project in a disc or uploaded to SAKAI and/or Dropbox.***

Unless otherwise stated, **every** project should be turned in the following manner:



APPENDIX

Project Submission Format



DO NOT ATTACH ANY TAPE TO THE BOTTOM OF THE BOARD

3.0

APPENDIX

Oral presentations with slides

Resources

If you need help on how to format a bibliography in MLA style, there are several web sites. One of them, <http://www.liu.edu/cwis/cwp/library/workshop/citmla.htm>.

For help about presentations that are well designed, visit: <http://blog.duarte.com/>

<http://blog.duarte.com/2010/01/5-ways-to-make-powerpoint-sing-and-dance/>

<http://www.youtube.com/watch?v=hT9GGmundag>

<http://www.lynda.com/Keynote-tutorials/duartede-sign-presentationdesign/51412-2.html>

You may also check out Nancy Duarte's books: *Slideology* & *Resonate*

Presentations have become a vital part of a designer's work life. Whether they are sent by email as a PDF for the client to approve or are given to a board of directors, presentations reflect on the designer's skill to succinctly present the research, client brainstorming sessions, process, and rationale of final direction. Presentations also sharpen your verbal and written skills as well as your design skills. Because you are a designer, you will be graded both on content and the design of every presentation you give in class. Following are some guidelines to follow.

- Every presentation must have a introductory slide with your name, class name, and project title, a thank you slide and a final slide with all sources listed.
- Every source you use to gather content must be cited in MLA style both on the slide and at the end.
- Presentations are visual, visual, visual, visual mediums. *Did I say visual?* Show, show, show, show. Let the slide be the visual to your voice.
- There are never enough images in a presentation. Unless otherwise stated, think of 25+ slides.
- The adage of 1 or 2 minutes per slide, is not appropriate in the post carousel age. You need to have as many as your story line needs. Every word that evokes an image, take advantage of it and show it, show it, show it, show it.
- Image choice needs to be intelligent and relevant but you can show humor.
- Use a grid for consistent organization of the content.
- Do not underestimate negative space.
- Typography
 - Use typefaces consistently: headers, subheaders, callouts, bodycopy, etc..
 - No typographic errors such as widows, hyphens, and orphans.
 - Use smart quotes, not inch marks.
 - Hang the punctuation. Use punctuation consistently.
 - Because the slides will be shown on a screen, do not write paragraphs on your slides. Use short lines of text. If needing to keep several lines of text together, build them up by copying and pasting as you move on in the narrative. Do not show a slide with more than one point at a time.
 - Body copy should be over 18 points. Depending on the typeface, this may be too small still.

Remember a presentation is not reading a paper or the newspaper. Do not overwhelm the slides with text. There should be no paragraphs in 10-13 point size type. Spread the information.



APPENDIX

List of Tutorials Outside of Lynda.com

Lynda.com is the preferred place to use for tutorials. You all have a paid membership by the University. However, if you are looking outside of Lynda, here is a good tutorials you can choose from:

ADOBE ILLUSTRATOR

Artist at Work: From Sketch to Finished Vector Illustration

<http://www.lynda.com/Illustrator-tutorials/Artist-Work-From-Sketch-Finished-Vector-Illustration/158376-2.html?srchtrk=index:1%0Alinktypeid:2%0Aq:illustrator%2B%0Apage:2%0As:relevance%0Aa:true%0Aproducttypeid:2>

100 Amazing Adobe Illustrator tutorials

<http://www.creativebloq.com/digital-art/illustrator-tutorials-1232697>

Best Adobe Illustrator Tutorials of April 2014

<http://theneodesign.com/best-adobe-illustrator-tutorials-april-2014/>

Best Adobe Illustrator Tutorials of May 2014

<http://theneodesign.com/best-adobe-illustrator-tutorials-may-2014/>

The Top 60 Free Adobe Illustrator Tutorials for 2014

<http://www.companyfolders.com/blog/top-adobe-illustrator-tutorials-2014>

Top 100 New Adobe Illustrator Tutorials

<http://www.designyourway.net/blog/resources/tutorials/illustrator-tutorials/top-100-new-adobe-illustrator-tutorials/>

IN DESIGN

Get Yourself Noticed! Create a Simple Business Card in InDesign

<http://design.tutsplus.com/tutorials/get-yourself-noticed-create-a-simple-business-card-in-indesign--cms-20652>

44 Brilliant InDesign tutorials

<http://www.creativebloq.com/graphic-design-tips/indesign-tutorials-1232639>

Layers Magazine InDesign Tutorials

<http://layersmagazine.com/category/tutorials/indesign>

15+ InDesign Tutorials for Magazine and Layout Design

<http://design.tutsplus.com/articles/15-indesign-tutorials-for-magazine-and-layout-design--vector-5456>

InDesign Secrets

<http://indesignsecrets.com/>