DESIGN with PURPOSE

[Art 396SD] SOCIAL IMPACT DESIGN

COURSE SYLLABUS & HANDBOOK

Professor Paula DiMarco, Ph.D. (Dr. D)
paula.j.dimarco@csun.edu

CSUN | CALIFORNIA STATE UNIVERSITY NORTHRIDGE

DESIGNHUB

Purpose
Causes
Change
Relationships
Community
Impact
Makers
Designers
Students
Citizens
Humans

DESIGN with **PURPOSE**

Student Designers
Creative Innovators
Impact Makers

CSUN | CALIFORNIA STATE UNIVERSITY NORTHRIDGE

Spring 2018

ART 396SD
Social Impact Design
Monday/ Wednesday
11am - 1:45pm
3 units

Stay connected. Hear about stories of impact. Subscribe, follow and join social media channels. See a difference. Make a difference.

DESIGN with **PURPOSE**

STAY CONNECTED

Professor Paula DiMarco, Ph.D.
Office hours:
Wed: 2-3pm outside AC408
Fri: 5-7pm in AC409
Best by appointment: call Advisement center

Please note: Other times can be arranged for meeting more conducive to student's schedules.

FACEBOOK PAGES:
facebook.com/CSUNsocialImpactDesign/
facebook.com/DiMarcoDesign/
facebook.com/PaulaDiMarcoPhD/

FACEBOOK GROUPS:
facebook.com/groups/designwithpurpose/

LINKEDIN:
linkedin.com/in/csun-designhub/
linkedin.com/company/design-w-purpose/

INSTAGRAM:
instagram.com/design.with.purpose/

WEBSITE:
csundesignhub.org

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INTRODUCTION

SOCIAL IMPACT DESIGN COURSE - ART 396SD?

Everyone is entitled to good design, without distinction of any kind. Race, color, sex, language, religion, political or other opinions, national or social origins, property, birth or other status should have effective visual communication. Social Impact Design Course is a place where student designers learn to create "good design" for the "good of others." Graphic designers who want to use their unique problem-solving skills to impact their community will learn strategies, challenges, and positive insights about working towards social change. Community engagement through community-based design projects is just one aspect of the course. Designers will learn additional practice skills in design thinking and cause branding.

COURSE DESCRIPTION

This course explores various community and professional practices when designing for social change. Through community-based projects with non-profit organizations, students explore the many roles creative professionals can play when executing socially-minded work. Students will be challenged to expand their comprehension of design problem solving for new audiences. Design teams will develop skills in design methodology for visual communication: identifying problems, design research, ideation, and implementation. This course offers community service opportunities with activities relating to theories and strategies presented.

COURSE STUDENT LEARNING OUTCOMES

Students will be able to:

1. Practice basic and intermediate graphic design skills and knowledge within community based projects
2. Develop collaborative skills through teamwork and interaction with community members.
3. Describe and apply the principles and technique of brainstorming and ideation to social design products
4. Collect, arrange and propose graphic design solutions using Design Thinking and creative intervention strategies

GOLAS AND OBJECTIVES

- Obtain the basic and necessary knowledge to work with community partners.
- Focus on the research and planning stages of a project.
- Developing projects with team members.
- Utilize class assignments, as well as non-profit projects, to research and discuss how to make social change.
- How to navigate and solve social design problems; incorporating team concepts, building community relationships and refining communication skills, while working with community leaders.
- Learn about social design in the context of community partnership and collaboration.
- Learn the basics of ideation presentations, strategic planning presentations, SWOT analysis, and proposal writing

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REQUIRED READING:

TEXT BOOKS:

Developing Citizen Designers by Elizabeth Resnick
Just Design: Socially Conscious Design for Critical Causes by Christopher Simmons

COURSE PACKET:

A course packet will be ready for pick on January 30th at Sun Star Copies on Reseda Blvd. in Northridge

SUGGESTED READINGS:

See the appendix in the back of this handbook for additional readings.

WHAT IS PRO BONO/ COMMUNITY SERVICE LEARNING/ENGAGEMENT?

Student designers learn about pro bono projects for community partners; in essence community service/ community engagement with/by design.

PRO BONO

The term "pro bono," which is short for pro bono publico, is a Latin term that means "for the public good." Although the term is used in different contexts to mean "the offering of free services," it has a very specific meaning to those in the design profession as well as the legal profession. The term generally refers to free services that a professional provides to impoverished clients, non-profit groups or charitable organizations. The Professional Association of Design (AIGA) has an initiative, Design for Good. CSUN's graphic design program strongly encourages design students to develop a practice of engaging in design work that has a social impact and carry this habit forward as they transition into the professional design practice.

COMMUNITY SERVICE LEARNING & ENGAGEMENT

Service Learning is a teaching and learning strategy that integrates meaningful community engagement with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. This course fosters meaningful partnerships with not for profit organizations with the goal to provide the students designers, with alternative graphic design learning experiences. Service learning is one of those experiences that will deem valuable to professional development. Through design as a service to the community, designers will apply graphic design skills and knowledge to solving real-life problems through engaging with community. Through a professional practice/studio environment everyone will be an active contributing citizen and community member; an agent of change for the public good.

Service Learning is not: Volunteerism / Internship

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ACTIVITIES

Students will obtain experience and knowledge as preparation for success in the field of design for social change.

LECTURES & DISCUSSIONS

Lectures and discussion will be on design thinking, design activism, designing for social change, and becoming a citizen designer. Through a series of lectures, discussions, guest speakers and demonstrations, the goal will be to empower the next generation of designers, who want to give back; pay it forward; social responsibility. In addition, the course can serve as powerful resources for designers who wish to work in the public sector and a beacon for designers leading the charge of "design for social change."

PRESENTATIONS

Presentations are required in the professional world and are a means to helping clients, community leaders and funders better understand the background, direction, and process of a particular design solution. Every design job will require some market, visual or design research, therefore you should make it a habit to create digital presentations for all your design projects. Start to develop a look, grid, and style for your presentations; Presentations are also a way for you to promote your work, show your process, and gain respect from others in your field of study. *FYI- These presentations are part of your payment (grade) for each project.*

TEAM BASED COMMUNITY DESIGN

The team based community projects are with not-for-profit organizations from the university and/or the local community. Through design strategies and design thinking teams actively participate and collaborate on a final design solution that will assist organizations and make a change. As in any design studio environment, projects could be unexpectedly with little or no notice, including tight deadlines and other challenges. Students will be given opportunities to participate in a community based project. These particular projects will require active participation and time management skills.

All members of the class will have the role as designer/ team member. However, there are options for students to take on more responsible positions.
(See page 8 for student roles)

ASSIGNMENTS

Most of the activities are connected to the course assignments. For more details on the requirements and grading of each of these assignments, please see the assignment sheets provided by the instructor on Basecamp.

- Social Awareness Infographic
- PSA (Public Service Advertisement)
- Team - Community Based Design
- Strategic Proposal for Creative/Design Intervention
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There will be some studio time in class to work on community based projects with your teams. You will be required to communicate with your team members and the professor outside of class time using a system called Basecamp.com. Studio time will be used for meeting community clients, on-site research, lectures and discussions on design for social change topics.

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TOPICS

Social Impact Design course will visit various topics related to design for the social good.

THE FOLLOWING ARE EXAMPLES OF TOPICS COVERED IN THIS COURSE

- About Community Organizations
- Design Graphic design for social change initiatives and trends
- Cause Branding and marketing
- Design Research and design thinking
- Social Design Practices

Working with non-profits as opposed to working with for-profit clients has a significant difference in professional design practice. When working with non-profit community organizations there is a different bottom line. In business, the ultimate goal is to make a profit. For nonprofits, the goal is to have a positive effect in the world and build social capital. Topics on the various attributes of the non-profit sector need to be addressed in more detail. When working on social design and non-profit design, there are strategies and factors to learn about and apply, such as interviewing and observation, continual inquiry, building trust, relationship building, and including community in the design process before a design solution is proposed.

KEY THINGS TO RECOGNIZE WHEN WORKING ON COMMUNITY-BASED PROJECTS

- Designer and client as co-authors
- Designer is not the expert
- All projects need a team leader
- Meet with Community members frequently

THE PROCESS OF WORKING WITH COMMUNITY LEADERS AND MEMBERS INCLUDES THE FOLLOWING:

- Immersion and observation
- Build trust
- Follow a standard design process
- Confront Controversy
- Identify the Community's Strengths
- Utilize Local Resources:
- Design with the Community's Voice:
- Give Communities Ownership
- Sustained Engagement:

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EVALUATION CRITERIA

ASSESSMENT AND EVIDENCE OF LEARNING*

- Development of concepts that are complete and show professionalism.
- Careful attention to execution, technique and completion of projects
- Effective visual and verbal presentation skills
- Active and verbal participation in class activities and presentations
- Attendance with the necessary materials and assignment preparation.
- Personal challenge and effort in project development
- Deadline compliance
- In class work
- Demonstration of abilities and growth
- Studio principles are followed
- Demonstration of work ethic: responsible and reliable

EVALUATION BREAK DOWN

Students will be evaluated on the basis of:

1. Lecture and discussion
2. Class participation and interactions
3. Evidence of initiative, creative and imaginative responses to assigned projects and problems.
4. Initiative+time management+art direction+execution+final result
5. Attendance
6. Community partner strategy
7. Service reflections and process presentations

Projects will be evaluated based on:

- Personal challenge
- Self-motivation and reliability
- Exploration
- Completion and quality of product

GRADE BREAKDOWN **

20 pts	Social Awareness Infographic Project
20 pts	PSA (Public Service Advertisement)
20 pts	Team - Community Based Design Project
20 pts	Strategic proposal for Creative/Design Intervention
20 pts	Reading & Discussions

[Everything is of equal value.]

** Designers will also be asked to fill out an evaluation survey to include in the grading process.*

*** See Appendices of this document for points and their value with a letter grade.*

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LEARNING & BENEFITS

HOW WILL YOU LEARN?

Learning will be constructed through active participation, "hands-on" design practice to gain valuable insight into the field.

- Link service and engagement through pro bono projects
- Reflection and presentations of design work, is integrated into course work
- Emphasis on partnering with organizations and individuals to address community needs.
- Civic responsibility and collaboration with the community integrates critical thinking in the course.
- Clarification of design objectives and acquisition of work-related skills.
- Presentation, meetings, team work, and peer guidance provides additional skills beyond designing.
- Building a visual professional presence in design through various print, digital, and social media.

BENEFITS

TO THE STUDENT DESIGNER

- Makes learning relevant and personalizes your design educational experience
- Increases four facets of designing for the good of others: justice, compassion, diversity, and social responsibility
- Encourages active participation within the community
- Influences decisions on the greater good and the choices you make for the future
- Provides an understanding of the economic political and cultural structures of society and the impact design can have on individuals as well as specific groups
- Provides professional practice which enhances your design training.
- Exposure to branding and visual marketing materials for non-profits
- Experience the process of working with various stakeholders unique to not for profit sector
- Allows more direct interaction with clients and real projects

TO THE COMMUNITY

- Provides access to knowledge and skills of design which could not be afforded otherwise
- Gain new perspectives on design for the social good
- Builds awareness of the importance of effective design and visual branding for growth and visibility
- Promotes organizational sustainability
- Building a responsive work-forced community

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BASECAMP

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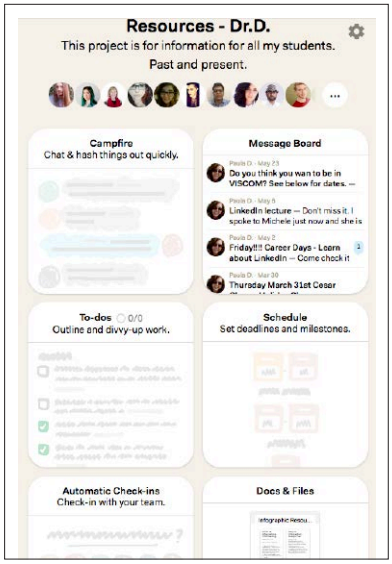

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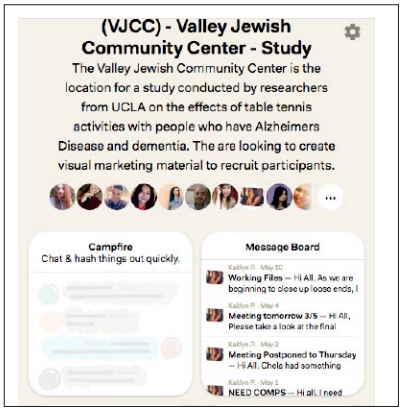

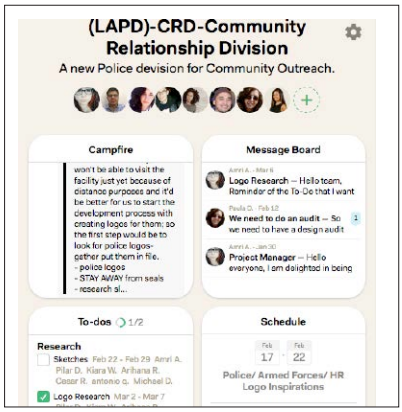

Basecamp is a web-based project management tool that creative studios use to manage projects and communicate with teams on projects.

FIRST: Student designer will send an email to the professor. This email should be an email that will be used after graduation (instead of the CSUN email. However, students may use the CSUN email) . It should be an email that is checked often. A reliable email that the designer can access very easily..

SECOND: After email is provided, the designer will need to check the email, and accept the request to join Basecamp. The first time bascamp is used should be through that acceptance email. Proceed to login to Basecamp through the link provided in the acceptance email.
(Do not try to do this with out going through the email invite.)

THIRD: Download the app for Basecamp for smart phones. This will ensure consistent access Basecamp.

FOURTH: Become familiar with how the program works by watching video tutorials and exploring the projects.

A. Everyone will be on a Basecamp project called 396SD-Everyone. This is for the whole class. Announcements, schedule lectures by professor and other related material to the class will be located here.

B. These are samples of projects that you may be on.

You will find 6 modules on each Basecamp project.

1. **CAMPFIRE** is for live chatting. (Not for messaging with others that are not on-line). 2.
2. **MESSAGE BOARD**: this is where you message someone and then tag the people you want to see the message. This will be sent to you via email to inform you there is a message. You can reply to the email sent and it will post the message on Basecamp.
3. **TO-DOS**: this is for a list of tasks that have to get done. The person making the to-do should tag all those in charge of that task.
4. **SCHEDULE** is the place where you put all your due dates. Internal and external deadlines are included as well as client meetings. Please check with the studio manager to see if there is any conflicts when scheduling client meetings.
5. **AUTOMATIC CHECK IN'S** This module is not a popular, however those who have used it, use it more as motivational tool. This can be programed a head of time and be automatic each week.
6. **DOCS & FILES** will be probably the most used module. This is where you want to upload important information, images, sample designs, etc. But also, this is where you can type up your notes, compile research links and ideas in (word style) documents. You will need to keep this section organize and in use folders with most effective labels.

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STUDENT ROLES

YOUR ROLE [EVERYONE]

DESIGNER/ TEAM MEMBER

All student designers are considered team members. All projects will start with a team of individuals from various experiences, expertise, and skills. Each student should volunteer to take on a role in the team. (Above roles) This means do not wait for someone else to complete a task, but use your interests or skills and make things happen with your projects. In every team each person plays a role in building success. In some instances certain players of a team shine or are recognized for their accomplishments and this is common in business situations as well. However, this does not mean one role is more important than the other. On the contrary, when you are on a team you might be needed for simple tasks or complex task; for design or for research; for presentations or for getting a parking pass for a client. Your value is based on how you see yourself and how you take the initiative to be seen amongst your peers.

RESPONSIBILITIES:

1. Be on time and communicate with your team and project manager
2. Complete tasks and submit when asked by project manager
3. Take notes, be attentive and report to your group
4. Submit your best work at the highest quality possible
5. Volunteer to accomplish tasks (take initiative)
6. Respect your abilities and know you will learn from every experience. Success is measure based on strengths and recognition of those strengths by your peers.

STUDIO MANAGER

There are some people who are good with time management and organization management. The role of Studio Manager is to keep track of projects and scheduling in the studio. The studio manager works directly with the Director (professor) to make sure all tasks are completed and all scheduling of events, lectures and meetings are conducted smoothly. If you choose to be the Studio Manager, you will need to be very prompt and accessible to everyone in the class. You will be the go to person who will help the teams get things done. You can still be a designer on a team, but you will be the connection/ liaison between all teams.

RESPONSIBILITIES:

1. Making a Google calendar for the whole studio
2. Controlling calendar and ensuring there is no meetings conflicts
3. Communicating with teams
4. Soliciting information from Project Managers about tasks and deadlines (internal and external)
5. Reporting on the progress of the projects to Director (Professor) every first meeting of the week
6. Have administrative access to Basecamp (Management platform)
7. Be the go-to-person for all files and other documents for presentations and studio paperwork.
8. Be able to meet or have additional meetings outside of class time

Student roles cont:

PROJECT MANAGER / TEAM LEADER

Not everyone has the opportunity to be a project manager. If you do not volunteer, the professor/ director will invite someone to take on the role of project manager. As the projects progress, sometimes individuals realize they are not project management savvy and struggle with managing their team members, time-lines, tasks and other related responsibilities. If these happen to you or you see someone struggling, ask for assistance or offer your assistance. No one will be scolded or belittled but rather encouraged to try another route. This is a learning environment; make the mistakes here and learn about yourself here, before you are in the professional setting. *

** Students who have been project mangers in the past have placed this role on their resume as professional experience. This in turn has allowed them more inquiries from job employers. Therefore, taking on the role as a leader does have benefits.*

RESPONSIBILITIES:

1. Making a time-line for the projects (internal and external)
2. Communicating with Client
3. Scheduling meetings
4. Reporting on the progress of the projects to the class, Studio Manager, and Director
5. Reminding and soliciting all content and design submissions from clients and designers
6. Collecting designer submissions and organizing submissions
7. Leading all meetings and presentations
8. Designating or initiating volunteers for various tasks that you may not be able to complete
9. Be able to meet or have additional meetings outside of class time

WRITER/EDITOR

As an editor, you would work with a team/group to ensure that the verbal content make sense to the client. Therefore, a graphic design editor's role looks at all presentations before presented to the client. If you have a knack for writing and editing, you would be the perfect person for this position. The Writer/Editor works directly with professor and project managers to ensure that all verbal content is clear and concise. Please note: It is not the Editor's job to write documents. Instead, the editor, reviews, make suggestions and sometime rewrites some parts of a document.

RESPONSIBILITIES:

1. Have the necessary skills for editing written content
2. Work directly with professor & project managers on presentations, proposals, scope of work and other written documents
3. Reminding and soliciting time-line from project managers
4. Review and approve all written content created for client presentations
5. Obtain final approval by professor
6. Work with professor to ensure the content is accurate.
7. Be able to have some additional meetings outside of class time to meet with professor or project manager.

Student roles cont:

WEB DESIGNER

As a web designer you will be the go-to person for advice and input on website construction. In most cases you will end up doing the most work at the end of the project since constructing the website will require your expertise. However, this does not mean you will have to do everything. As a web designer, your role is to make sure others are getting the content you need to make the website functional. Therefore as the web designer you also have to be able to manage tasks and speak directly with the project managers on what will be needed.

Web designers may be on multiple teams and be considered a consultant for team projects. If you find you are overwhelmed by tasks, you need to solicit help. A lot of clients are going to rely on you to make things happen on-line. Your success will be based on how well you organize your time and how well you communicate your needs and the clients needs.

RESPONSIBILITIES:

1. Work directly with Project Managers
2. Be organized and clearly communicate what you need from your team members
3. Be able to problem solve
4. Have the necessary skills for web development
5. Understand and have more than basic knowledge of web technologies
6. Be able to take on tasks that will involve additional meetings outside of class time.

VIDEO/ MOTION DESIGNER

As a video/ motion designer, your role is the expert for all the other team members who have projects that propose or need video or motion graphics. There are several projects requested by community clients that involve video documenting or video segments about organizations. Therefore we are in great need for someone who is able to edit and know editing software as well as someone who knows how to use a camera and audio. If you have some knowledge this is ok, but you should be willing to learn as much as possible about this process and solicit help from others. Motion graphics is also important to this role because often an organization needs to promote their cause using type and graphics in order.

The Video/ Motion Designer may be on multiple teams and be considered the consultant for team projects. If you find you are overwhelmed by tasks, you need to solicit help. Your success will be based on how well you organize your time and how well you communicate your needs and the clients needs to your teams.

1. Work directly with project managers
2. Be organized and clearly communicate what you need from your team members
3. Be able to problem solve
4. Have the necessary skills video recording and editing
5. Be able to take on tasks that will involve additional meetings outside of class time.

Student roles cont:

SOCIAL MEDIA JOURNALIST

As a social media person you keep everyone in the studio up-to-date on what is happening in the news related to design and community involvement. Your role is to publicize what is happening in the studio on a daily or weekly basis. You will be working with the photographer/ documenter to ensure that images and stories about projects be placed on social media outlets.

RESPONSIBILITIES:

1. Establish administrative status for all social media platforms
2. Publicize current events which happen in the studio on a weekly basis.
3. Post articles on related topics
4. Schedule post ahead of time that relate to current events or issues related to the design
5. Work with the Photographer/Documenter
6. Be able to conduct these responsibility remotely and often outside of class time.

PHOTOGRAPHER / DOCUMENTER

There will be a photographer/ documenter for ever team. But in addition, we will need a photographer for the class. The photographer's role is to take photographs of every activity, every happening, every aspect of the process of a project. Photographs may include: sketches, discussions, researching, concept building, designing, site visits, client meetings, guest speakers, and more. If you take this role, you should not be intimidated by taking photos and getting up close to subjects. Having a DSR camera is a plus, but is not necessary if you have a smart phone camera that can take good quality pictures. As the photographer, you will need to know how to frame shots and make subjects and activities look interesting. (If you have a DSR camera and do photography, please let professor know that you can also do more than just document. Sometime projects require photographing concepts for designs.)

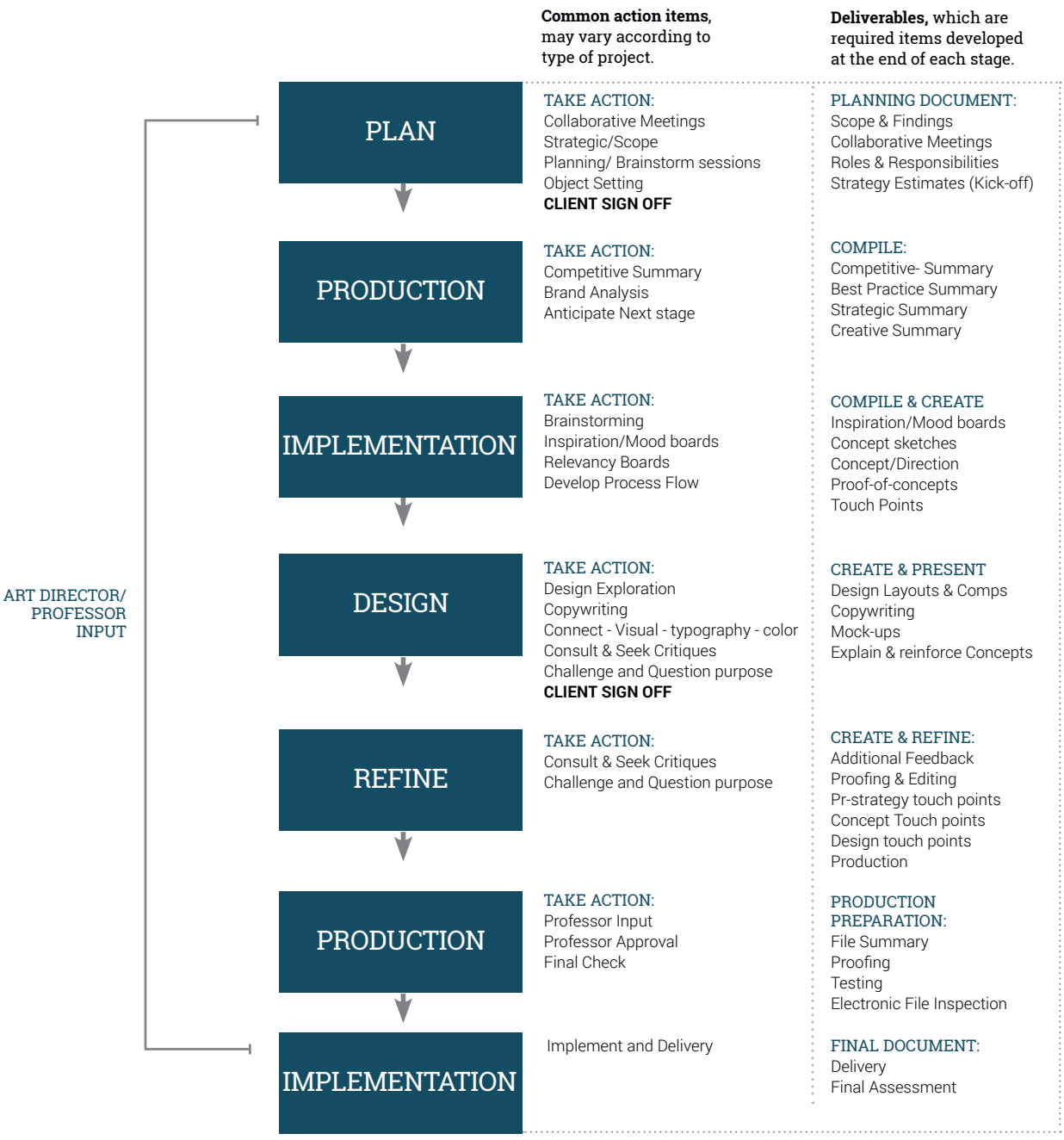
RESPONSIBILITIES:

1. Take photos often
2. Organize and label all documents with dates and activities
3. Post all photos in a folder in your team's Basecamp "Photo documentation"
4. Meet with Social Media person to go over what is needed and discuss ideas and concepts for images.
5. Submit photos of important activities to Social Media Journalist for posting
6. Be able to conduct these responsibility remotely and often outside of class time.

OTHER ROLES

In addition to the previously stated roles, the studio is often in need of an illustrator, research and event planner. In some case there will be other roles coming up as the semester progresses. If you are interested in any one of these three roles, please let the professor know.

CREATIVE PROCESS



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WORK ETHIC

As a student, and member of Social Impact Design, designers are considered members of a community, a studio. Designers are paid for the work they do with a grade. Every designer in the course has equal pay, a letter grade "A." Please read the following below. But also read over the syllabus attached. Then signed the **Agreement of Understanding** form.

Responsibility and Reliability

is key to success in this course and in the professional practice of graphic design. You will be required to follow a specific work ethic. You will need to do the following:

1. **PRODUCE QUALITY WORK** As a graphic designer working in a professional studio, you will be ask to produce completed projects at the highest quality. It is important that your ideas, execution, and presentations be clear and clean. Projects should meet the criteria and guidelines listed. Spend quality time on projects and do not waste time with multiple things.*

2. **PAY ATTENTION TO DETAIL** Check and double check everything you do. Give yourself enough time to review your project and make changes before you show client. Look for spelling, consistent spacing, typeface usage and consistency, alignment, and accurate content. All design must be reviewed and approved by instructor before shown to client. Therefore give your self pre-deadlines to obtain that approval. If a project has details that are not approved by instructor, client meetings will be canceled. **

3. **BE AWARE OF EFFECTIVE DESIGN AND RESEARCH IN THE FIELD** Research and examine good quality curated design works. You are required to completed projects that look comparable to the work from a particular industry or product. Read articles and become members of online groups for designers on typography and design. Use what you have learned when working with clients and team members. This information is your knowledge that can be used to validate decisions and suggestions for future projects.

4. **ESTABLISH INDEPENDENCE BUT ALSO TAKE INITIATIVE** Learn to train yourself through books and online resources. Practice, read, and make it a habit to problem solve and find information on your own. The profession changes and new ideas and technologies become prevalent, so go on online and look at resources. Share with your associates in the studio and offer assistance to all those in need, including project managers.

5. **PRESENTATIONS AND DEADLINES** Establishing trust is key to designer-to-client success. This trust is established through high quality presentations, achieve goals, and meet deadlines. In most cases all team members will have to create a presentation for a design audit, concept proposal, or work in progress. A presentation must be ready a week or 2 class sessions before the presentation meeting and must be seen by the professor. We want to show the highest quality to the client so make sure you do your part to make the project successful and meet all internal and external deadlines. Presentations should tell a story and provide a visual representations of your proposal. **

* *You might think you can multi-tasks, but this is untrue and a myth. Cognitive studies show, you have to reset your brain when working on multiple things. Multitasking is often mistaken for focusing or blocking out multiple things.*

* * *You do not want to see a client meeting go array or be canceled. The idea is to ask questions if you are not sure how to handle something. If you are not prepared and the quality of the work is not up to standard, a long painful discussion will ensue. Remind your self to pay attentions to details and meet all deadlines.*

5 **COMMUNICATE AND RESPOND WITH DIRECTOR, TEAM LEADER AND TEAM MEMBERS**

Obtain as much one-on-one assistance and guidance as possible. Clarify what the task is at hand and inform all parties of your process on a project. A successful project must have the assistance and approval of the art director. Communicate with your project manager and team members. Make sure you are available via email and Basecamp to respond to needs on a project. Response time is crucial with real client based projects. Therefore you need to check your email and respond in a prompt manner. ***

6 **VERBAL AND NON VERBAL CUES** Conducting yourself in a professional manner is just part of being a graphic designer. How you hold your head, look at people and move your body is essential to establishing trust with a client and colleagues. While in this course you will need to follow along, take notes, be attentive, and show confidence when working with team members and especially with clients. Making eye contact, avoiding looking at a laptop screen, sitting close to a client and introducing yourself are all part of behavioral traits of a design professional. If a client is present (even if they are not your client), you should still show the same respect. However, because time is important, we understand that work has to get done. Therefore, move away from the discussion to work on your laptop. You are encouraged to be a part of the discussion and listen in on the presentations as these will always be learning experiences.

7 **ABIDE BY POLICIES** You will need to abide by all the policies and procedures as listed in the Policies section of this handbook. Payment of work is based on an evaluation of how you conduct yourself in the studio. (See Policies)

8 **BE A TEAM PLAYER** As member of DesignHub, first and foremost, you are part of a community. You own this time and these experiences: ownership is so important to team playing. It is your responsibility to pull your team together, motivate them and assist in completing all the tasks in order to have a successful experience. Be aware of things that occur. Speak up when something needs changing. Offer assistance to other team members if you see them struggling. You are responsible for yourself but also to help and uplift the team in a positive direction. Take the initiative to make a change.

*** *We will be using a platform called Basecamp to keep the team and director in touch and updated on progress of projects. Basecamp is our main form of communication. Please expose yourself as much as possible to this system. Watch videos, ask questions and figure out the best way to organize your team communication. It is your responsibility to check your email and Basecamp. Download the app on your phone and make sure you respond and participate in this platform.*

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POLICIES

ATTENDANCE

Attendance is mandatory in the studio. Directions, demonstrations and presentations will not be repeated. If you have missed a studio session, you should always contact your fellow students or the instructor about what was missed before returning to class. Do not miss studio sessions on project deadline days as you will be marked down for missed deadlines. Do not miss days of client meetings.

The graphic design studio is a work place. You are paid with a grade. There are 30 sessions in 15 weeks.

SICK DAYS

Like a job, you have sick days. You have 2 sick days for the whole semester. These are paid days where you will not be docked pay (grade) for missing these sessions. *Any absences after the excusable 2 sick days, must have a proof through written documentation of reasons for absence. If a student is absent for 5 or more classes in the semester, they will fail the course. No exceptions unless the proof shows a viable excuse.* If you take any additional absences after your free 2 sick days, your final grade will be deducted 10 points for every absence. So in essence, the more absences the more closer you are to failing.

The 2 sick days (excused absences) can be used for anything. Therefore, it is recommended student save these free days for emergencies or sickness. If an illness or emergency requires more than 2 sick days (absences), official documentation will be required. Attendance and promptness will greatly affect student's overall final grade.

EXCUSES

Reasons for absences must be in writing (with a doctor's signed note or other official paperwork, such as jury duty). Students are responsible for contacting instructor regarding absences, expected late arrivals to class or need to leave class early; no contact with instructor is interpreted as unexcused.

PRESENTATIONS OR CLIENT MEETINGS

Do not use your sick days when there is a presentation due or a client meeting. Your team relays on your participation. Show your face if you are sick and ask if the team has all they need to push forward before you return to your cozy bed. Please be conscious of the spread of sicknesses and make every effort to share your discomfort so that the team can make accommodations on the project. We do not want everyone to get sick.

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OTHER

SOFTWARE AND SKILLS

Due to the nature of various types of projects, designers should have an understanding of the process of design and the necessary tools (software skills) to execute a design solution. However, this is not a requirement for this program. There are students from various fields of study that commit to DesignHub, and they may not have these skills. The community of designers in the course should help those individuals out as well as make them feel comfortable with design. The program needs people from all aspects of creation and all the students in the course will value various expertise and interests. In some cases those individuals who are not designers become valuable assets to the teams with their various resources and experiences.

STUDIO ROOM MANAGEMENT

AC 408 is shared by a few other classes. However, this room is a room for you to work whenever you need. Therefore it is your responsibility to keep the room neat and clean. Do the dishes, move the trash, request a cleaner sponge, wipe down any mess.

SINK Even if you did not leave a dirty dish or leave coffee grinds in the coffee maker, as part of the community, if you see these things fix it. Please wash your own cups and dishes. Sometime you can't do it because your late for a client meeting or class. We understand. But as a community, you should wash any and all dishes in the sink: EVEN IF IT IS NOT YOURS.

TABLES & CHAIRS Just like in any situation, if you see a paper or napkin on the floor on a table clean those items up. If you see books or pens left, pile them on a desk somewhere. All items on desks should be neatly aligned and organized. If these items sit in the same location for more than a week, they will be trashed. All chairs should be pushed down and placed under the tables.

BOOK CASES Books and items on the bookcase are for your use during class. Please do not take these outside of the room unless you obtain permission from a professor. There will be a sign up sheet on a clip board at Paula DiMarco's desk. If there is a strong need to borrow a book, you must sign it out with your name and student ID number and email. (Only 1 book at a time can be signed out). All monitors or TV screen should be put to sleep.

REFRIGERATOR Please label your food in the refrigerator.* This is your space. KEEP IT CLEAN AND NEAT. There will be food trashed on Friday mornings. (containers and all). If you don't want it trashed, please mark, Do not trash. But you must have your name on the food. All food that does not have a name, will be trashed immediately.

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FORMS & OTHER PROCEDURES

THE STUDENT LEARNING PLAN & AGREEMENT (SLP&A)

The Student Learning Plan & Agreement is a mandatory agreement that serves as a contract between the university and you the service learning student. It is an informed consent, demonstrating your awareness of the potential risks and behavior expectations at the learning site. Students who participate in a service learning assignment without submitting a Student Service Learning Plan & Agreement are not covered under the SAFECLIP campus insurance program and can be held liable for any damages incurred at the learning site. Students are required by campus Risk Management to submit this agreement prior to reporting to the organization's site.

This is an online form submitted through the S4 Database (https://app.calstates4.com/csun). Only students enrolled in a Service Learning course have access to log into the database. Once you log in with your CSUN credentials you will need to select the organization you have chosen from the "Site" tab. Once you have placed yourself at the site and entered an estimated number of service hours you will be taken to the Service Learning Plan and Agreement. Please do not fill out this form until you have discussed what organization you have chosen, goals, duties and approximate hours with your professor.

PRE & POST SERVICE LEARNING EVALUATIONS

The Pre-Service Learning Evaluations & Post-Service Learning Evaluations are designed to measure students' inclination & participation with community engagement in the university. These evaluations also improve and enhance the service learning/ community engagement experience for all CSUN students. Both evaluations are required for the course.

These evaluations are meant to measure experiences Before and After working with community clients. Evaluations are to be submitted through the S4 Database. Links to the evaluation can be found on the Community Engagement website but they will also be discussed the first week of classes.

To take the online Pre and Post evaluation survey provided by CSUN Community Engagement please follow the below instructions:

- Go to www.csun.edu/undergraduate-studies/community-engagement
- Scroll to the bottom and click on either the "Pre or post learning evaluation" links
- If the page says "access denied" click login in the upper right
- Select "CSU Northridge", then click "Log in"
- Provide CSUN student credentials
- Open link from step 1 in a separate window
- You should now have access to the Pre and post service learning evaluation links

STUDENT TIME SHEETS

Time sheets document all hours that a student works on a community client project.

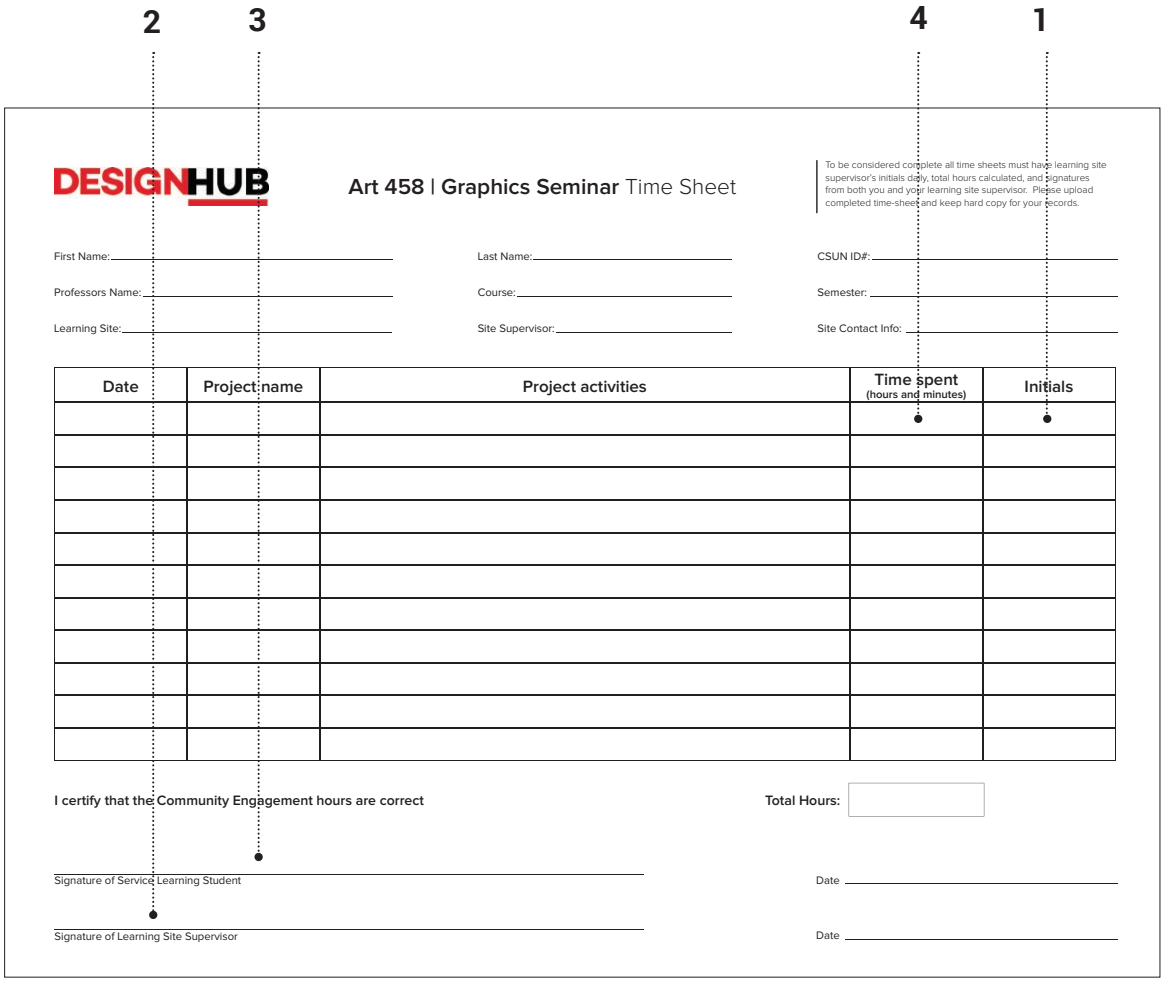
Students will be asked to submit their time sheets at midterm (7th week) and at final (15th week). Students are required to upload a PDF of their completed time sheet no later than exam day of the semester.

All time sheets must include:

1. Supervisor's initials next to daily activities
2. Supervisor's signature and date
3. Student's signature and date
4. Total of all SL hours completed

Final time sheet submission will be at the end of the semester. Please do not submit time sheets before then and wait for instructions.

This will be accessible via Basecamp professional development group. PLEASE KEEP A COPY OF ALL YOUR RECORDS.



ACADEMIC FIELD TRIP WAIVER

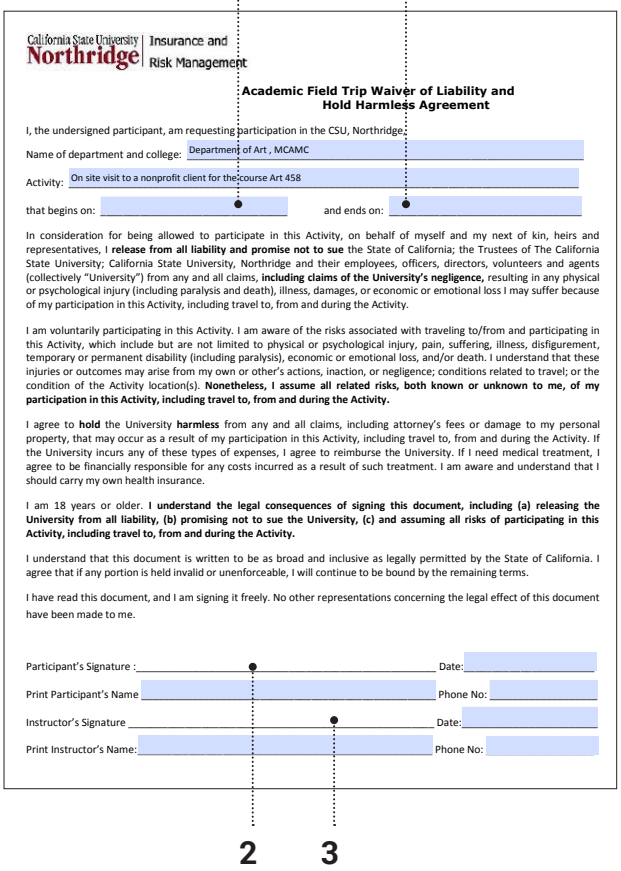
Once you are put on a project, you may need to go on location at the community organization to get a better picture of how the organization works. Therefore, your team may need to drive or walk to a location. The university requires all students who are going off campus for research for a class fill out the following waiver forms. All waiver forms must be submitted a week before your trip.

All time sheets must include:

1. Put in time you plan to leaving the university and what time you plan on arriving back on campus
2. Sign and print your name.
3. Make sure you obtain a signature from the instructor.
4. If you drive your own vehicle, you will have to fill out both forms seen below. Make sure you provide all information listed on the form.

This will be accessible via Basecamp professional development group.
PLEASE KEEP A COPY OF ALL YOUR RECORDS.

1



California State University Northridge | Insurance and Risk Management

Academic Field Trip Waiver of Liability and Hold Harmless Agreement

I, the undersigned participant, am requesting participation in the CSU, Northridge.

Name of department and college: Department of Art , MCAMC

Activity: On site visit to a nonprofit client for the course Art 458

that begins on: _____ and ends on: _____

In consideration for being allowed to participate in this Activity, on behalf of myself and my next of kin, heirs and representatives, I **release from all liability and promise not to sue** the State of California; the Trustees of The California State University; California State University, Northridge and their employees, officers, directors, volunteers and agents (collectively "University") from any and all claims, **including claims of the University's negligence,** resulting in any physical or psychological injury (including paralysis and death), illness, damages, or economic or emotional loss I may suffer because of my participation in this Activity, including travel to, from and during the Activity.

I am voluntarily participating in this Activity. I am aware of the risks associated with traveling to/from and participating in this Activity, which include but are not limited to physical or psychological injury, pain, suffering, illness, disfigurement, temporary or permanent disability (including paralysis), economic or emotional loss, and/or death. I understand that these injuries or outcomes may arise from my own or other's actions, inaction, or negligence; conditions related to travel; or the condition of the Activity location(s). **Nonetheless, I assume all related risks, both known or unknown to me, of my participation in this Activity, including travel to, from and during the Activity.**

I agree to **hold** the University **harmless** from any and all claims, including attorney's fees or damage to my personal property, that may occur as a result of my participation in this Activity, including travel to, from and during the Activity. If the University incurs any of these types of expenses, I agree to reimburse the University. If I need medical treatment, I agree to be financially responsible for any costs incurred as a result of such treatment. I am aware and understand that I should carry my own health insurance.

I am 18 years or older. **I understand the legal consequences of signing this document, including (a) releasing the University from all liability, (b) promising not to sue the University, (c) and assuming all risks of participating in this Activity, including travel to, from and during the Activity.**

I understand that this document is written to be as broad and inclusive as legally permitted by the State of California. I agree that if any portion is held invalid or unenforceable, I will continue to be bound by the remaining terms.

I have read this document, and I am signing it freely. No other representations concerning the legal effect of this document have been made to me.

Participant's Signature : _____ Date: _____

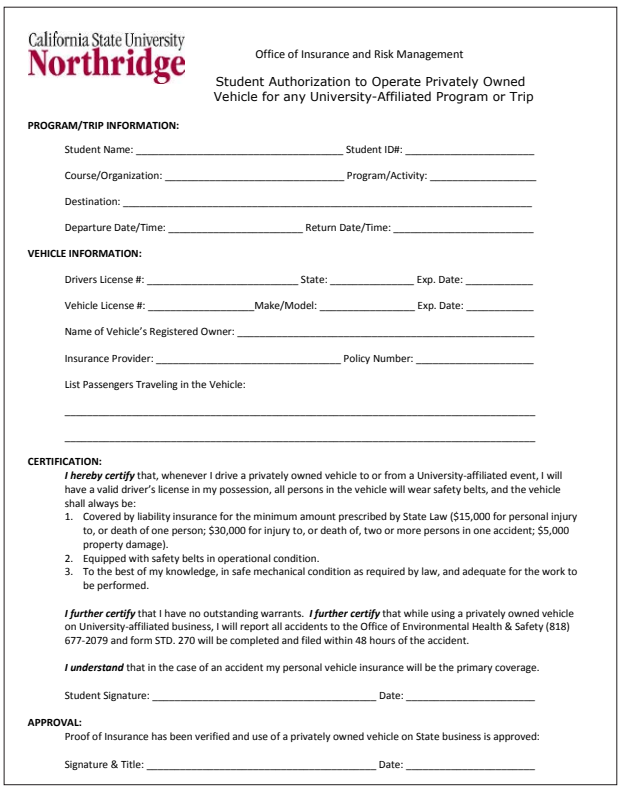
Print Participant's Name _____ Phone No: _____

Instructor's Signature _____ Date: _____

Print Instructor's Name: _____ Phone No: _____

2 3

4



California State University Northridge

Office of Insurance and Risk Management

Student Authorization to Operate Privately Owned Vehicle for any University-Affiliated Program or Trip

PROGRAM/TRIP INFORMATION:

Student Name: _____ Student ID#: _____

Course/Organization: _____ Program/Activity: _____

Destination: _____

Departure Date/Time: _____ Return Date/Time: _____

VEHICLE INFORMATION:

Drivers License #: _____ State: _____ Exp. Date: _____

Vehicle License #: _____ Make/Model: _____ Exp. Date: _____

Name of Vehicle's Registered Owner: _____

Insurance Provider: _____ Policy Number: _____

List Passengers Traveling in the Vehicle:

_____

_____

CERTIFICATION:

I hereby certify that, whenever I drive a privately owned vehicle to or from a University-affiliated event, I will have a valid driver's license in my possession, all persons in the vehicle will wear safety belts, and the vehicle shall always be:

1. Covered by liability insurance for the minimum amount prescribed by State Law ($15,000 for personal injury to, or death of one person; $30,000 for injury to, or death of, two or more persons in one accident; $5,000 property damage).
2. Equipped with safety belts in operational condition.
3. To the best of my knowledge, in safe mechanical condition as required by law, and adequate for the work to be performed.

I further certify that I have no outstanding warrants. ***I further certify*** that while using a privately owned vehicle on University-affiliated business, I will report all accidents to the Office of Environmental Health & Safety (818) 677-2079 and form STD. 270 will be completed and filed within 48 hours of the accident.

I understand that in the case of an accident my personal vehicle insurance will be the primary coverage.

Student Signature: _____ Date: _____

APPROVAL:

Proof of Insurance has been verified and use of a privately owned vehicle on State business is approved:

Signature & Title: _____ Date: _____

AGREEMENT OF UNDERSTANDING

AGREEMENT

I have read through the syllabus and handbook. I understand the expectations of me in the course. I am aware that the teacher and students in the class will help me and I will help them make this course experiences beneficial and enjoyable.

I am aware that others will rely on me and I will make every effort to keep my word and work with my team to make a fulfilling product for community partners. I am also aware that my grade is payment in this studio experience. That grade is based on the listed deliverables and payment break down located in the syllabus.

Name: _____

Area(s) of Concentration: _____

Graduation Date: _____

Email: _____

Cell: _____

_____

Signature Date

If you are interested in one or more of the roles listed in the student roles section of the handbook, please indicate below. Please explain why this role would benefit you and how your can benefit from this role.

- ☐ Studio Manager [pg. 9]
- ☐ Project Manager / Team Leader [pg. 10]
- ☐ Writer/Editor [pg. 10]
- ☐ Web Designer [pg. 11]
- ☐ Video/ Motion designer [pg. 11]
- ☐ Social Media journalist [pg. 12]
- ☐ Photographer / Documenter [pg. 12]
- ☐ Other roles

_____

_____

_____

_____

_____

FIRST TASK

CREATE A PERSONAL SLIDE SHOW

On the first class meeting of the second week, each of you will present nine images that will automatically cycle through at 20 second intervals (abbreviated PechaKucha-style), giving you three minutes to tell us a little bit about yourself. Cover the following points and be creative.

Tell us about yourself: 6-8 slides (these do not have to be in this order.

- Where were you born and where you live now?
- What do you do? (you can show examples of your work or just talk about your interests)
- What do you care about, what inspires you?
- Why did you take this course?

Tell us about a social or community project you admire: 1-3 slides

- Share a social action, civic, business or non-profit organization that you admire.
- What about it draws you in and why is it successful?
- What is the business structure, how do they sustain themselves?
- Grants, donations, they provide a service, they sell a product, they align with a corporation for support. It is often a combination of many things. Be as specific as you can.

Remember: You only have 20 seconds to talk about yourself. So plan out what you will say and practice before you come to class.

We will be showing these slides in Keynote at 1024 x 768. Provide us with RGB, 72dpi jpegs or individual PDF pages.

- Your slides must have a design structure, look feel, or theme.
- Make the slides interesting.
- Do not do boring business slides
- Show off your ability to persuade people to find you interesting.
- NO BORING SLIDES!

Please number in order and name your files with your last name following this format.
1_LASTNAME.jpg - 2_LASTNAME.jpg - 3_LASTNAME.jpg - etc.

Post on basecamp &
send via email to paula.j.dimarco@csun.edu

APPENDIX 01

PAYMENT (GRADE)

GRADE BREAKDOWN
Projects development is evaluated based on a point system as follows:
90% = Excellent, 80% = Good, 70% = Average, 60% = Weak, 50% = Poor, 0% Not Shown

FINAL GRADE CRITERIA
A 93-100
A Clearly stands out as excellent performance and, exhibits mastery of learning outcomes. Meet all the criteria.
A- 90-92
B+ 87-89
B 83-86
B Grasps subject matter at a level considered to be good to very good, and exhibits partial mastery of learning outcomes. Meets most of the criteria.
B- 80-82
C+ 77-79
C 73-76
C Demonstrates a satisfactory comprehension of the subject matter, and exhibits sufficient understanding and skills to progress in continued sequential learning. Meets some of the criteria.
C- 70-72
D+ 67-69
D 60-66
D Quality and quantity of work is below average, exhibits only partial understanding and is not sufficient to progress in the studio sequence. Meets some of the criteria.
F 59-
F Quality and quantity of work is below average and not sufficient to progress. Meets very little of the criteria.

****VERY IMPORTANT ****

If a students has any of the following items, they will receive an incomplete on the assignments and will be asked to re-do. (This means even if money has been spent on printing and mounting.)

Therefore avoid the following at all cost:

1. Crooked lines or paper fraying.
2. Pixilated images or graphics
3. Glue residue or dirt marks
4. Uneven folding.
5. Misspelling or grammar problems
6. Any font not approved by professor (check the Font wall for all "Do's and don'ts of fonts)

None of the following fonts can be used.
(Banned Fonts)
- Script fonts must be approved before using. (If you are not sure ask)
- Fonts w/ city names -Chicago, Monaco, New York, Geneva
- Chancery or any calligraphy style

Arial (use Helvetica)	Peignot	Trebuchet
Bauhaus	Mistral	Verdana
Comic Sans	Myriad	Zapfino
Courier	Sand	
Hobo	Skia	
Palatino	Tekton	
Papyrus	Times	

OTHER VALUABLE INFORMATION

Students with Learning Disabilities
If you have a learning disability or feel that you may have a learning disability, it is suggested that you contact the Center on Disabilities (codss@csun.edu; 818-677-2684). You may be encouraged to register in order to be eligible for accommodations.

Code of Student Conduct:
Essential to the mission of CSUN is a commitment to the principles of academic integrity and ethical behavior. Because the integrity of the academic enterprise of an institution of higher education requires honesty in scholarship and research, academic honesty is required at CSUN Adherence to the Academic Honesty Policy reflects the commitment of our community to the value of learning and our core principle of social responsibility.
For information about the Code of Student Conduct, go to http://www.csun.edu/a&r/soc/studentconduct.html

APPENDIX 02

BOOKS

Citizen Designer: Perspectives on Design Responsibility by Steven Heller and Veronique Vienne
Allworth Press; 1 edition (May 1, 2003)
How can a designer affect social or political change? Can design become more than just a service to clients? At what point does a designer have to take responsibility for the client's actions? 70 debate-stirring essays and interviews espousing viewpoints ranging from the cultural and the political to the professional and the social.

Designing For Social Change: Strategies for Community-Based Graphic Design (Design Briefs) by Andrew Shea
This essential guide provides design educators with a valuable teaching resource and professionals with a set of tools to use in their practice. A chapter on grassroots funding solutions can aid designers as they take on their own projects.

Just Design: Socially Conscious Design for Critical Causes by Christopher Simmons
A comprehensive and inspiring look at what happens when designers use their knowledge, resources and ability to create work that is concerned with positive change over cashing a check. The sample projects, interviews and contributing stories provide showcase a diverse collection of inspiring projects, people and causes.

Do Good Design: How Design Can Change Our World by David B. Berman
This book alerts us to the role design plays in persuading global audiences to fulfill invented needs. The book then outlines a sustainable approach to both the practice and the consumption of design. All professionals will be inspired by the message of how we can feel better and do better while holding onto our principles.

The Design Activist's Handbook: How to Change the World (Or at Least Your Part of It) with Socially Conscious Design by Noah Scalin and Michelle Taute
Decisions you make as a graphic designer affect other people and the planet. This book provides practical tools for focusing thoughts and energy to make lasting, meaningful change in your life and the world around you.

The Little Book of Design Research Ethics by IDEO (Author), Jane Fulton Suri (Introduction)
IDEO; 1st edition (2016)
Decisions you make as a graphic designer affect other people and the planet. This book provides practical tools for focusing thoughts and energy to make lasting, meaningful change in your life and the world around you.

Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation by Tim Brown
This book introduces the idea of design thinking, the collaborative process by which the designer's sensibilities and methods are employed to match peoples needs not only with what is technically feasible and a viable business strategy. In short, design thinking converts need into demand. It's a human–centered approach to problem solving that helps people and organizations become more innovative and more creative.

Developing Citizen Designers by Elizabeth Resnick
Bloomsbury Academic (April 7, 2016)
The aim of this book is to enable students, educators and designers in the early stages of their careers to learn and practise design in a socially responsible manner. It responds to the rise of academic debate and teaching in the areas of social design, sustainable design, ethical design and design futures. Citizen Designers is a practically and pedagogically focused book, with each chapter addressing a particular area or issue within design practice and education, with an overview framing essay, interviews with practitioners and educators, and assignment briefs through which the reader can understand the process by which a brief is set, met and critiqued.

LEAP Dialogues: Career Pathways in Design for Social Innovation by Mariana Amatullo (Editor), Bryan Boyer (Editor), Liz Danzico (Editor), Andrew Shea (Editor)
Designmatters at ArtCenter College of Design (July 26, 2016)
This book that explores the new careers in the emergent field of design for social innovation with contributions from 84 leaders from across disciplines and sectors. These contributors encompass diverse points of view, stories and experiences about key issues, creating a multilayered picture of how this field is being shaped.