



**@COM381:**  
**Promotional Publication Design<sup>1</sup>**  
 Fall 2013

**PRACTICE. PRACTICE . . . and . . . PRACTICE.**

**Class schedule:**

TR: 9:30 – 10:45 a.m. at RLH: 206

**Instructor:**

Masudul (Mas) Biswas, Ph.D.

Rowland Hall 130

O: 717.477.1517, Email: mkbiswas@ship.edu

**Fall 2013 office hours at Rowland 130**

M: 4 – 6 p.m.

T: 12:30 – 2 p.m.

R: 2 – 3:30 p.m.

And by appointment

**Course description:**

This course offers skills and conceptual knowledge for print and web-based design with primary emphasis on desktop (Macintosh) and web-based publishing software. To keep up with the contemporary tools in digital design, this course has embraced iPad-based applications for image editing and Web design since fall 2012.

Along with equipping students with skills for promotional content creation and effective design strategies, this course examines practical applications of basic contemporary design to printed and web-based materials such as newsletters, media kit (flyer, postcard, press release, fact sheet, brochure etc.) and webpages.

This course also dwells on the use of visual social media sites, infographics, e-newsletter and widgets/plugin-ins in facilitating promotional publications, the functions of web and social analytics tools and the essential concept and applications of search engine optimization (SEO).

**Required text**

Robine Williams. (2008). *The Non-Designer's Design Book* (3rd Ed.). Berkeley, CA: Peachpit Press.

Krista Neher. (2013). *Visual Social Media Marketing . . .* Boot Camp Publishing, Cincinnati, Ohio.

---

<sup>1</sup> Promotional Design: Applications and Strategies

### **Recommended learning resources**

*Knight Digital Media Center:* [http://www.knightdigitalmediacenter.org/multimedia\\_Training](http://www.knightdigitalmediacenter.org/multimedia_Training)

*Adobe:* <http://tv.adobe.com/channel/whats-new-in-cs55/>

*lynda.com:* <http://www.lynda.com/promo/trial/default.aspx?lpk35=1908>

*Layers Magazine:* <http://layersmagazine.com/cs5>

### **Course goals**

- To develop understanding about design principles, and the use of color and type in publication and web design.
- To explain the strategies for effective communication via various promotional publications, both web and print.
- To develop basic- and advanced-level publication design skills using Adobe InDesign,
- To gain essential skills on web design by using a content management system and Dreamweaver;
- To gain PR-appropriate essential skills of picture editing and image/graphics creation by using Adobe Photoshop.
- To discuss the contemporary web ideas in terms of structure, usability, and design elements.
- To identify the trends and strategies in the use of visual social media for web-based promotional communication.
- To discuss **ethical** issues in publication/web design and ways to accommodate **multicultural** perspectives in promotional publications.

### **Student learning objectives**

*Upon successful completion of the course, students will*

- Critically analyze promotional publications, both print and web, in terms of design principles and usability.
  - Produce effective promotional publications maintaining professional standards and ethics.
  - Demonstrate advanced-level proficiency in the use of publishing software, Adobe InDesign, and essential skills with Adobe Photoshop, a Content Management System, and Adobe Dreamweaver.
  - Apply the integrated use of digital editing (Photoshop) and publication design (InDesign)/web design software (Dreamweaver) in creating both print and web-based publications.
  - Know the strategies of integrating web-based publications (such as Webpages and eNewsletter) with social media tools (mainly Facebook, Twitter and Flickr).
- Address ethical concerns and the needs of multicultural audience through content (both graphics and text).

### **Professional values and competencies for Communication/Journalism majors & minors:**

The Communication/Journalism Department faculty sets the goal of developing within each student the following core professional values and competencies as defined by the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC): [competencies addressed in this course are in bold]

1. Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.
2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
3. Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- 4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.**
5. Understand concepts and apply theories in the use and presentation of images and information.
- 6. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.**
- 7. Think critically, creatively and independently.**
8. Conduct research and evaluate information by methods appropriate to the communications professions in which they work.
- 9. Write correctly and clearly in forms and styles appropriate for the communication professions, audiences and purposes they serve.**
10. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
- 11. Apply basic numerical and statistical concepts.**
- 12. Apply tools and technologies appropriate for the communications professions in which they work.**

### **Statement on Diversity**

Within the context of PASSHE (The Pennsylvania State System of Higher Education)'s strategic vision, and respect for each institution's unique history and mission, the PASSHE Social Equity Council seeks to foster a System of academic institutions committed to making diversity an integral part of educational excellence, business practices, and civic engagement.

As a part of its commitment, PASSHE must sustain each of its academic communities with a shared sense of purpose, core values, and respect for a diversity of cultures, perspectives, backgrounds and experiences. To that end, the members of these communities are expected to advance fair practices and the elimination of systemic practices and policies that serve as barriers to the full inclusion of all university constituents, and above all preserves the dignity and safety of every person.

PASSHE recognizes that this pursuit of excellence is predicated upon its obligation to sustain these shared values through all of its available resources. Therefore the Social Equity Council recommends that PASSHE's resources (to include but not be limited to human, curricular and co-curricular programs, and business practices) be used to increase people's awareness, content knowledge, critical thinking, and understanding of the complexities of human interaction within our institutions and communities.

*Last updated on March 16, 2010 |*

*Source: [http://www.ship.edu/Social\\_Equity/Diversity\\_Statement/](http://www.ship.edu/Social_Equity/Diversity_Statement/)*

### **Technical Requirements**

- A Dedicated USB Drive for COM 381 [4GB or above]
- Access to smartphone (such as iPhone/Android) OR a basic digital camera (with USB cable and/or SD card)

***Practice, Practice and Practice!*** Take the advantage of open lab hours for learning and practicing design software. To excel in this class, you need to spend more time practicing the Adobe creative suite and other design tools.

**Use of social media/content-sharing site for class:** All enrolled students need to have professional Twitter accounts for the purpose of this class. And, you need to keep the page public. The course does have an active **Twitter** account (@COM381). If you already have Twitter accounts, you will need to create a new account for this class. Students will be required to follow the course Twitter page and share tweets on the assigned topics for class discussion. Each student also needs to have an account with the following sites:

Gmail, Adobe (Adobe I.D.), Flickr, Hootsuite, Wix.com, Instagram, and Pinterest.

ALSO, you will need to like the course Facebook page [The instructor will give the address on the first day of class.]

### **Reading & Tweeting -- Use of Twitter for Class Participation:**

A tweet needs to be written in the following format:

@COM381 [A key point/message of an article], [shortened link], Hashtags [#pr /#digitaldesign/#COM381]

An example (from Paris Helman, a former student of this course):

It is important to learn how to be creative with a limited pallet of colors in order to save money. <http://designshack.net/articles/graphics/print-design-tips-for-web-designers/> ... **#COM381**

**Reading & Tweeting Schedule:** The instructor will post a schedule on D2L. Not everyone in this class will tweet on a topic scheduled for a week. Only selected students will carry out this assignment in a given week.

**Writing:** Though this is mainly a publication design course, writing will be graded to an extent. Poor writing with an eye-catching design may easily lead many to form a very negative impression about your work. Writing is an integral part of promotional content. Goals of promotional communication can seriously be affected by poor writing and grammatical errors. Grading about writing will be clearly explained in all project rubrics.

### **Class Policy & Attendance**

Unless you are asked by the instructor to visit social media pages and Web sites, cell phone usage and Internet browsing are not allowed during class lecture and activities. For the sake of protecting lab computers, food and drinks are discouraged in the class/lab.

Students are expected to attend all class sessions. Please come to class ON TIME. Two late arrivals (5 minutes after the scheduled class time) will be counted as one unexcused absence. And, **more than two unexcused absences will be resulted in the deduction of a letter grade worth of points from the final course grade.** For example, if you earn a B with 86%, your grade will be reported as C because of your more than two unexcused absences.

Only two excused absences will be allowed. For an absence to be excused by the instructor, the student should notify the instructor prior to the absence (when possible) and must provide appropriate university-approved documentation following the absence. Failing to do so will make your absence unexcused. However, contacting the instructor and providing documentation to the instructor will not mean that you will automatically be granted an excused absence. **The instructor will use his discretion in determining an excused absence and will let you know whether the absence is excused or not.**

### **Academic Dishonesty Policy**

Plagiarism and cheating will be handled according to the University's Academic Dishonesty Policy found on pages 25-26 in the 2011-2013 Shippensburg University Undergraduate Catalog. Penalties for any violation of the Academic Dishonesty Policy include grade reduction, assignment of a failing grade for the course, suspension and expulsion from the University.

### **American Disabilities Act (ADA) Statement**

Students with disabilities are not required by law to identify themselves to Shippensburg University and the Office of Disability Services. However, if a student desires accommodations, the student is obligated to complete the necessary forms and provide disability documentation at the time other requests are made. It is the policy of Shippensburg University to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal education opportunities. Students with disabilities are encouraged to contact the Office of Disability Services, which is located in 120 Horton Hall, or via phone at 717-477-1364 or 717-477-1329.

### **Learning Center Resources**

Though learning center may not be the right place to seek help for this course, you always can seek suggestions/advice from them. If you feel you need extra help to improve your academic performance in this course or any of your other courses, please consider making an appointment with a tutor or learning specialist in the Learning Center (LC). The LC is located on the main floor of the Library, and can also be reached at 717-477-1420.

**Grading Policy:**

Only outstanding and excellent projects will receive grades in A/A- range. Every project handout will include grading rubric. **An excellent/outstanding work does not mean the mastery of design software only, it should represent a blend of technological skill and design sense. It is not merely a software-learning class. We will learn some software applications to serve communication goals.** All students may not be equally proficient in software application or in computer technology. A technology-savvy person can create a colorful item, but it may not be appealing and aesthetic. While someone with basic-level skills in design software can focus on simple and clean design and win the hearts of many.

**Class Participation:** Class participation points will depend on participating in general class discussion and/or asking topic-oriented questions, tweeting, completing class activities and software lessons, posting as well as leading discussion of tweets on an assigned topic and commenting on classmate's tweet.

**Grading Scale**

Excellent work : A (93% – 100%), A- (90% - 92%)  
 Good work : B+(87% – 89%), B(83% - 86%),  
                   B- (80% – 82%)  
 Satisfactory work : C+ (77% - 79%), C(73% - 76%),  
                   C- (70% - 72%)  
 Poor work : D (60% - 69%).  
 Failing work earns an F and includes all work numerically scored below a 60.

**Grade Distribution****Quizzes (90 points)**

Quizzes (1 – 4)	:	40 points (10 X 4)
Quizzes (5 – 6)	:	50 points (25 X 2)

**Homework Assignments (25 points)**

InDesign Homework	:	15 points (5 X 3)
Dreamweaver Homework	:	10 points (10 X 1)

**Projects (175 points)**

Project 1	:	40 points
Project 2	:	60 points
<b>Project 3</b>	:	<b>15 points</b>
Project 4	:	60 points

**Class Participation**

(Class Discussion, Tweeting, Activities, and Software Lessons)	:	20 points
---	---	-----------

<b>Total</b>	:	<b>310 points</b>
--------------	---	-------------------

**Note:** Guidelines and grading rubrics for all quizzes/exams, homework assignments and class participation will be available on D2L well before the assignment deadlines (*Course Element > Content > Module: Assignments and Projects*). Also, look for deadlines and project assigned dates on the course schedule table.

## FALL 2013 COURSE SCHEDULE

Design Concepts/Theories, Promotional Publications and InDesign		
Weeks (1 - 5)	Topics	Reading & Video Tutorial schedule and assignment/exam deadlines
Week 1 (Aug. 27, T)	<p>Course introduction and a brief overview of promotional design and strategies</p> <p>Introduction to design software and tools to be used in this class (PowerPoint)</p>	<p><b>Reading:</b> Reading and understanding the syllabus and course expectations;</p>
Week 1 (Aug. 29, R)	<p>Design Process and Design Principles (Using space, Alignment and Proximity/Grouping)</p> <p>Questions about design terms and essentials</p>	<p><b>Reading:</b> D2L (Publication Terms) Williams (Chapters 1 - 3)</p> <p><b>Assignment:</b> Setting up professional accounts for Twitter and YouTube; if not yet, you need to create an account on Pinterest, Instagram, WordPress/Wix, Flickr, Adobe ID and Gmail (including Google+, Hangout)</p>
Week 2 (Sep. 3, T)	<p>Design Principles (Repetition, Contrast, Type Contrast and Attention)</p> <p>Critiquing Design Sample</p>	<p><b>Reading:</b> Williams (Chapters 4 - 5, 11);</p>
Week 2 (Sep. 5, R)	<p>InDesign Lesson 1</p> <ul style="list-style-type: none"> <li>■ Understanding the interfaces and application tools</li> <li>■ Learning tool and menu bar applications for layout, text and picture formatting.</li> <li>■ Assigning InDesign Homework 1</li> </ul>	<p><b>Video Tutorial:</b> Instructor-created YouTube Tutorial</p> <p><b>Exam:</b> <b>Quiz 1</b> (Design terms and functions of design software)</p>
<p><b>Monday, Sep. 9: InDesign Homework 1 due in D2L Dropbox by 11 p.m.</b></p>		

Week 3 (Sep. 10, T)	InDesign Lesson 2 Building up on lesson 1: learning tool and menu bar applications for color, effects and transformation  <i>InDesign Homework 2 to be assigned</i>	<b>Video Tutorial:</b> Instructor-created YouTube Tutorial
Week 3 (Sep. 12, R)	Color Theory: Color and Color Harmony; Use of Adobe Kuler	<b>Reading:</b> Williams (Chapter 7)  <b>Exam:</b> Quiz 2: Design Principles
<b>Thursday, Sep. 12: InDesign Homework 2 due in D2L Dropbox by 11 p.m.</b>		
Week 4 (Sep. 17, T)	InDesign Lesson 3 Shapes, Interactive tools  <i>InDesign Homework 3 to be assigned</i>	<b>Video Tutorial:</b> Instructor-created YouTube Tutorial
Week 4 (Sep. 19, R)	Type: Relationships, Categories, and Legibility & readability  <i>Project 1 (Newsletter) to be assigned</i>	<b>Reading:</b> Williams (Chapters 9 – 11)
<b>Thursday, Sep. 19: InDesign Homework 3 due in D2L Dropbox by 11 p.m.</b>		
Week 5 (Sep. 24, T)	Promotional Documents: Tips and guidelines for effective Multi-page publication, Newsletter  Review of InDesign Interactive Features and questions on newsletter project	<b>Reading:</b> Williams (pp. 123 – 126) D2L (Newsletter)
Week 5 (Sep. 26, R)	Promotional Documents: Tips and guidelines for Media/Digital Kit, CD/DVD Cover	<b>Reading:</b> D2L (advertisements, CD & DVD packaging, posters & fliers) Williams (Chapter 8) <b>Exam:</b> Quiz 3: Color and Type



## Creating, Editing and Using Images: Key PR Applications of Photoshop on iMac and iPad

Weeks (6 - 8)	Topics	Reading & Video Tutorial schedule and assignment/exam deadlines
Week 6 (Oct. 1, T)	<p>Use and sources of pictures or graphics in promotional publication, Web and Social Media design;</p> <p><b>Project 2 (Digital Kit) to be assigned</b></p>	<p><b>Reading:</b> D2L (Use of Pictures) Creating visual/images for Web and social media (Chapter 13 in Visual Social Media Marketing)</p> <p><b>Exam:</b> Quiz 4: Promotional Documents</p>
Week 6 (Oct. 3, R)	<p>Introduction to Photoshop and Adobe Photoshop Touch</p> <p>Photoshop Lesson 1 Photo Collage using both iMac and iPad Photoshop Touch</p>	<p><b>Reading:</b> Notes on Adobe Photoshop Touch (iPad app)</p>
<p><b>Thursday, Oct. 3: Project 1 (Newsletter) due in D2L dropbox and in CD format at Rowland Hall 130 by 11 p.m.</b></p>		
Week 7 (Oct. 8, T)	<p>Ethics in picture editing (Tweets-based discussion)</p> <p>Photoshop Lesson 2 Color correction, image editing/resizing, and filter effects on both iMac and iPad</p>	<p><b>Reading &amp; Tweeting:</b> Two articles on picture editing ethics will be posted on D2L in Week 7; after reading the articles assigned students must tweet at least two important points about the issues discussed in the articles by Oct. 7 noon.</p>
Week 7 (Oct. 10, R)	<p>Diversity in Visual Design (Tweets-based discussion)</p> <p>Photoshop Lesson 3 Creating Digital Images – Logo, Banners and Icons on both iMac and iPad</p> <p><b>Project 2 to be assigned</b></p>	<p><b>Reading &amp; Tweeting:</b> After reading the articles on visual design posted on D2L, assigned students must tweet at least two key points by Oct. 9 noon.</p>

	(creating digital media kit + Web Icons/Graphics for Media Diversity Forum)	
Week 8 (Oct. 15, T)	Fall Break	
Week 8 (Oct. 17, R)	Photoshop Lesson 4 Creating Digital Images – Textures and Web backgrounds on both iMac and iPad	
<b>Visual Social Media and Web Strategies</b>		
<b>Weeks (9 – 11)</b>	<b>Topics</b>	<b>Reading &amp; Video Tutorial schedule and assignment/exam deadlines</b>
Week 9 (Oct. 22, T)	Importance of visual social media in PR/Marketing and image strategy  Visual Social Media Activity	<b>Reading &amp; Tweeting:</b> (Visual Social Media Strategy, Chapters 1 – 3)
Week 9 (Oct. 24, R)	Images for Website and Social Media: Visual is must for a content  Visual Social Media Activity	<b>Reading &amp; Tweeting:</b> (Visual Social Media Strategy, Chapters 4 – 6)
<b>Tuesday, October 29: Project 2 due in D2l Dropbox and in CD format at the beginning of the class</b>		
Week 10 (Oct. 29, T)	Effective use of Pinterest and Instagram for business  Visual Social Media Activity  <b>Project 3 to be assigned (Creating Icons, Graphics for Media Diversity Forum website)</b>	<b>Reading &amp; Tweeting:</b> (Visual Social Media Strategy, Chapters 7 – 10)

Week 10 (Oct. 31, R)	Infographics and Infographics as Business Strategy: Process and Promotion  Infographics Activity with Piktochart.com	<b>Reading &amp; Tweeting:</b> (Visual Social Media Strategy, Chapters 11 – 12)
Week 11 (Nov. 5, T)	Creating an action plan for visual social media marketing (#vsmm)  Tools and Techniques for Social Media Analytics	<b>Reading:</b> (Visual Social Media Strategy, Chapter 14)  <b>Exam:</b> Quiz 5 on Visual Social Media Strategies

**Tuesday, Nov. 12: Project 3 due by 11 p.m. [Submission method in dropbox]**

**Web Design: Concepts and Functions of Usability, SEO and Widgets/Plug-ins, Analytics CMS and Basic Dreamweaver**

<b>Weeks (11 - 15)</b>	<b>Topics</b>	<b>Reading &amp; Video Tutorial schedule and assignment/exam deadlines</b>
Week 11 (Nov. 7, R)	Web Design in Promotional Communication: Structure and Elements  Orientation with Wix Interface	<b>Reading:</b> D2L (Articles and PowerPoint slides and instructor's notes on "Web Design" and "Web Design Terms")
Week 12 (Nov. 12, T)	Web Usability	<b>Reading and Tweeting:</b> D2L (Articles and PowerPoint slides and instructor's notes on Web Usability)
Week 12 (Nov. 14, R)	Process of creating a website with Wix  <b>Project 4 [Web + Social Media + eNewsletter] to be assigned</b>	<b>Video Tutorial:</b> Instructor-created video tutorial with Wix  <b>Assignment:</b> Orient yourself with the interface before coming to the class

Week 13 (Nov. 19, T)	<p>How to create and distribute E-mail newsletter/ eNewsletter: Techniques and Strategies</p> <p>Basic Dreamweaver Lesson 1: Creating a web layout, navigation bars and a background image (Table approach on Dreamweaver)</p> <p>Dreamweaver Homework will be assigned</p>	
Week 13 (Nov. 21, R)	Basic Dreamweaver Lesson 2: Adding text and picture to a web layout created in lesson 1	
Week 14 (Nov. 26, T)	<p>Understanding the functions of Widgets/Plugins</p> <p>Basic Dreamweaver Lesson 3: Integrating content-sharing feeds (YouTube/ Flickr) and social media (Twitter/Facebook/Paper.li) into a webpage.</p>	<p><b>Reading:</b> PowerPoint slides and instructor's notes on "Widgets/Plugins"</p>
<b>Nov. 25, Monday: Dreamweaver Homework due in D2L Dropbox by 11 p.m.</b>		
Week 14 (Nov. 28, R)	Thanksgiving Holiday	
Week 15 (Dec. 3, T)	Search Engine Optimization (SEO)	<p><b>Reading &amp; Tweeting:</b> Find Internet articles on SEO. After reading the articles on "Search Engine Optimization," tweet at least two key points by n</p>
Week 15 (Dec. 5, R)	Web Analytics (mainly Google Analytics)	<p><b>Reading:</b> PowerPoint slides and instructor's notes on "Web Analytics"</p>
<b>Friday, Dec. 6: Project 4 due by 5 p.m. [Submission method: TBA]</b>		
Final Exam Week	<b>Exam:</b> Final Quiz (#6) on Web-related topics covered from Weeks 11 - 15.	