



DIG-580: BRAND BUILDING & DESIGN (FORMERLY DIG-180)

Effective Term

Fall 2023

BOT Approval Date

12/15/2022

Discipline

DIG - Digital Media

Course Number

580

Course Title

Brand Building & Design (formerly DIG-180)

Short Title

Brand Building & Design

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course provides students with branding strategies and design skills necessary for starting and running a client-based digital media business. Students develop brands that adhere to design principles and target audience research, while creating a digital lookbook portfolio for the beginnings of an online business presence. (formerly DIG-180)

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

DIG-110 (with a grade of C or better).

Codes

TOP Code (CB 03)

0614.00* - *Digital Media

CIP Code

09.0702 - Digital Communication and Media/Multimedia.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives

Learning Objectives

Learning Objective

1. Define brand identity, personality, purpose & positioning
2. Evaluate the effectiveness of strategies and designs used by top brands
3. Craft an online business presence using a brand plan to tell your story
4. Identify competitive brands and their relationships with target audiences
5. Understand the basics of creating & managing a digital media business or brand

6. Create a responsive design with a quality user interface experience
7. Develop a peer reviewed brand lookbook portfolio that reflects industry best practices

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will transform creative ideas into tangible forms.
2. Students will generate new meaning using different media.
3. Students will adapt and apply a technical skill in a new and novel situation.

Program Learning Outcomes

Learning Outcome

- Integrate theory with technical skills in digital media projects.
- Devise innovative solutions to workflow-related problems.
- Analyze the implications of technology changes on the digital media industry.
- Apply appropriate design decisions and techniques in new, industry-relevant contexts.
- Interpret and produce digital media content in a culturally responsive manner.

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

1. Defining Brand Building
 - a. Branding Definition
 - b. Personal Branding
 - c. Brand Direction
 - d. Gaining Direction
 - e. Brand Voice & Identity
2. Developing a Brand Voice
 - a. Voice Branding
 - b. Brand Personality
 - c. Considering Competition
 - d. Personal Mission & Vision Statement
 - e. Equity and Inclusion in Branding

- i. Inclusion vs. Target Audience Bias
 - ii. Identity and Brand Politics
 - iii. Brands Built Around Diverse Audiences
- f. S.M.A.R.T. Goals (Specific, Measurable, Attainable, Relevant, Time-Based)
- g. Defining & Understanding Target Audiences
- 3. Business Basics for Digital Media Freelancing
 - a. Business Setup
 - b. Business Identity
 - c. Project Management
 - d. Billing
 - e. Contracts
 - f. Communication
- 4. Web Design Concepts
 - a. UX/UI Design
 - b. UX/UI Experience
 - c. UX Strategy
 - d. Wireframes
 - e. Visual Site Map
 - f. Responsive Design
 - g. Web Accessibility
- 5. Solving Problems Through Design
 - a. Problem Statement
 - b. Solution Story
 - c. Turing a Solution Statement into a Design
 - d. Considering Niche Markets
- 6. Practicing Web Design
 - a. Working with Template Editors
 - b. Template Editor Basics
 - c. Best Practices
 - d. Styling Elements
 - e. Styled Practices
 - f. Form Creation
- 7. Logo Development & Design
 - a. Advanced Elements
 - b. Wordmark Design
 - c. Banner Ad Design
- 8. Creating a Digital Media Portfolio
 - a. Portfolios Vs. Brand Lookbooks
 - b. Showcasing Brand Identity
 - c. Reviewing Digital Media Portfolios
 - i. The Peer Review Process

Methods of Instruction

Method

Lecture

Integration

Presentation illustrating responsive web design elements and their relationship to UX/UI design. Topics include UX/UI strategy, audience/interface relationship, media queries and device support, typographical communication and imagery.

DE Adaptations for MOI

Accessible Instructor-led pre-recorded tutorials within the Pages portion of the CMS will provide a virtual lecture illustrating responsive web design elements and their relationship to UX/UI design. Topics include UX/UI strategy, audience/interface relationship, media queries and device support, typographical communication and imagery.

Method

Critique

Integration

Review existing brand lookbooks and discuss each brand's strengths and weaknesses as they relate to their identity, design, and solution statements.

DE Adaptations for MOI

Using the course CMS discussion forums, students will post/share existing brand lookbooks and engage in formal critique of the chosen brand's strengths and weaknesses as they relate to their identity, design, and solution statements.

Method

Observation and Demonstration

Integration

After observing the instructor integrate various design elements into an existing brand, students will then demonstrate their understanding by designing elements for use in a digital branding project. The resulting design should fit within predefined brand identity guidelines.

DE Adaptations for MOI

After observing the instructor integrate various design elements into an existing brand in an accessible pre-recorded video tutorial within the Pages portion of the CMS, students will then demonstrate their understanding by designing elements for use in a digital branding project. The resulting design should fit within predefined brand identity guidelines. Accessed and submitted through the Assignments portion of the CMS.

Methods of Evaluation**Method**

Class Work

Integration

Guided in-class exercises will evaluate the student's ability to follow directions and solve a difficult industry-based problem relating to target audiences and brand identity. Class work will be evaluated based on a clearly defined rubric and all feedback will be provided through the Feedback section of the Assignment Page in the CMS.

DE Adaptations for MOE

Accessible pre-recorded tutorials within the Pages portion of the CMS will provide the steps and directions needed to evaluate the student's ability to follow directions and solve a difficult industry-based problem relating to target audiences and brand identity. Class work will be evaluated based on a clearly defined rubric and all feedback will be provided through the Feedback section of the Assignment Page in the CMS.

Method

Portfolios

Integration

Portfolio generation exhibiting projects and designs communicating digital media skills and knowledge. The portfolio may contain links to websites, images, wireframes, and logos and will be evaluated for effective storytelling, personal/cultural connection, target audience awareness, and intentional problem solving through design. Feedback will be given asking students to consider additional technical/creative concepts, challenge/clarify creative bias, pose questions/critiques, and/or encourage students to think beyond base processes and incorporate passions, views, and concerns into the submitted work. Portfolios will be evaluated based on a clearly defined rubric that outlines a score based on content quantity, quality, and design effectiveness.

DE Adaptations for MOE

Portfolio generation exhibiting projects and designs communicating digital media skills and knowledge will be submitted through the Assignments section of the CMS will be evaluated for effective storytelling, personal/cultural connection, target audience awareness,



and intentional problem solving through design. Feedback will be given through the Assignment portion of the CMS asking students to consider additional technical/creative concepts, challenge/clarify creative bias, pose questions/critiques, and/or encourage students to think beyond base processes and incorporate passions, views, and concerns into the submitted work. Portfolios will be evaluated based on a clearly defined rubric that outlines a score based on content quantity, quality, and design effectiveness.

Method

Homework

Integration

Low-risk assessments will be delivered through the Assignment portion of the CMS as homework and evaluated based on the student's ability to retain/reuse knowledge of prior exercises in ways that are new and that solve new problems. As course content builds/stacks on previous lessons, the rubrics will begin to blend together as well, helping evaluate a student's ability to retain/use previous concepts in new ways.

DE Adaptations for MOE

Low-risk assessments will be delivered through the Assignment portion of the CMS as homework and evaluated based on the student's retain/reuse knowledge of prior exercises in ways that are new and that solve new problems. All feedback will be delivered in the Feedback section of the Assignment page within the CMS. As course content builds/stacks on previous lessons, the rubrics will begin to blend together as well, helping evaluate a student's ability to retain/use previous concepts in new ways.

Assignments**Assignment Type**

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Communicating Brand Style

For this assignment, you will need to read "What are Stylescapes" from Nathalia Iole (link below). Particularly, you need to consider what Nathalia says in relation to the brands you have been building this semester. Consider the communication techniques she covers in her article and how clients need to understand your brand (or the brand you are building for them) in visual ways. Remember that not everyone is creative! You're being hired to solve a problem.

There will be a short quiz on the reading so taking notes is recommended.

How assignment will be adapted in online format

As a reading assignment, this assignment will work well in an online environment where reading materials will be made available via the CMS. A low-stakes reading comprehension quiz will be posted via the CMS to check for understanding

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment**Capstone Project Brainstorming Assignment**

For this assignment you will join with your classmates in a discussion surrounding the concept for your final brand development capstone. Your goal is to use your classmates as a sounding board, potential target audiences, or even potential competition to your brand idea. You should not leave this assignment with the same brand idea you entered with. Discussions like this should mold and shape your ideas!

After discussing your concepts with your peers, write a 1 page summary of what you learned and how you plan on addressing the needs, challenges, or alterations to your final capstone project. Be specific and mention how these changes will better form your brand into something the market will accept.

Post your papers to the assignment page of the CMS.

How assignment will be adapted in online format

This assignment requires students to bring their thoughts to class. For an online class, this would be converted into a discussion board within the Discussion Board section of the CMS where students would post their thoughts and engage with their peers in graded responses.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Portfolio: Brand Lookbook

A lookbook is a collection of brand images that show off your work, design, products or services. The first impression is the most important impression. For this assignment, you will assemble the various projects, designs, audience research, logos, and identity concepts that you created throughout the class and assemble them in a customized web site. Your lookbook site must evidence web design best practices covered in class to generate a fluid experience for the use. Remember, this represents you and your brand on a page!

Submit the finished link to your site on the assignment page on the CMS.

This is a summative assignment that requires you to apply everything you have learned and designed throughout the class in a singular assignment. Show off your best work!

How assignment will be adapted in online format

This assignment's directions and submissions will be delivered/received through the Assignments section in the course CMS.

Course Materials**Textbooks**

Chernev, Alexander (2020). Strategic Brand Management. Cerebellum Press. ISBN: 1936572621

Class Size Information**Class Size**

35

Class Size Category

B - Facilitated learning 35

Diversity and Inclusion**Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.**

As a course designed to help students develop branded business for themselves, students will be encouraged to consistently apply the technical knowledge in projects that reflect/communicate their views, beliefs, and concerns about society, race, gender, and self. This is the primary responsibility of an artist and one that promotes a responsible and diverse application of creative skills learned throughout the class.

In addition to creating content, a variety of examples will be shown and reviewed throughout the class. Because everything is a brand, brands can be inherently diverse and the opportunity to showcase examples of digital media work from various cultures and people around the world will help shine a light on the need for inclusive voices in the digital media community (2.e.iii of the COR). This will help students find voices in the community that align with their own style and convictions. For example, students will be given an research paper assignment that has them review and analyze the identities of brands representing the black, Latinx, or deaf communities. By looking beyond their own cultural perspective, students will have the opportunity to broaden their perspective as to the types of brands that exist.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The goal of the class is help students develop a branded identity and company concept that is unique tailored to their individual views, beliefs, and convictions. Every assignment will require students to delve deeply into their own concepts of who they are as a brand and will be evaluated on application - not concept. A student seeking to brand themselves enters a very vulnerable place in the digital landscape and the course content/instruction will be developed and delivered to help foster/support student the diverse forms of the branded self.

To help students consider views beyond their own, assignments will require students to reflect/communicate on differing views, beliefs, and concerns about society, race, gender, and self through the various brands examined in the course. For example, as listed in the COR (2.e), students will explore the natural dilemma that stems from the existing of target audiences, bias, and inclusion. For example, as listed in the MOE and MOI sections, there will be forms of evaluation and instruction that encourage students to consider brands that have perspectives different from their own, and opportunities for students to engage in formal critiques where their peers' perspectives will be discussed and reviewed.

Lastly, all course instruction, regardless of delivery type, will be made available as ADA compliant content to allow students the opportunity to re-watch and re-learn various concepts until they are comfortable with the material. This provides equity to the learning experience, ensuring that students who need extra help/time with various concepts are no longer inadvertently punished when they struggle with remembering or applying what was covered during class time.

Interactions**Explain how the course will incorporate student-to-student interaction.**

Students will primarily engage with one another through the content they create throughout the class as a means of solidifying content creation as an expression of self. Using the course CMS discussion forums and/or in-class, students will post/share their work as an extension of their creative visions and goals. Students will discuss their peers' work, processes, and results through the course CMS and/or in-class in critique format to motivate collaborative interactions that aid in understanding the artist/peer perspective through their produced work.

Explain how the course will incorporate instructor-to-student interaction.

Using the course CMS discussion forums and/or in-class, the instructor will participate in class discussions asking students to apply technical/creative concepts, challenge/clarify creative bias, pose questions/critiques, and/or encourage students to think beyond base processes and incorporate passions, views, and concerns into the work they produce.

Explain how the course will incorporate student-to-content interaction.

To learn branding, media business skills and concepts, technical requirements, and identity design, students will reference accessible and ADA compliant materials such as recorded and written lecture materials, illustrative images, video or audio lectures, embedded or linked multimedia content (such as films, YouTube videos, podcasts, etc), and student created or curated content.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Self branding a personal media business is remarkably preference-based, in that, the infinite realm of self provides constant opportunities for students to make guided decisions and alterations in their designs to make content that represents themselves as a brand and business. This unique aspect promotes flexible thinking, interpretation skills, deductive reasoning, and learning to



navigate the broad process of creating content from scratch. Through discussions and assignments delivered through the course CMS, students are asked to retain/reuse knowledge of prior exercises in ways that are new and that solve new problems. Through the analysis of successful and diverse brands from around the world, students explore connections between the branded self and various social, racial, and/or economic contexts.

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