

COURSE SYLLABUS

Course Title	Course Code	Semester	Course Hour/Week		Credit	ECTS
Brand Design	VCDE 402	VIII	Theory 2	Practice 2	3	5
Course Type	Compulsory Course	Department Elective	Faculty Elective	University Elective	CoHE (YÖK) Elective	Other
	YES					
Level of Course	Associate Degree (Short Cycle)		Undergraduate (First Cycle)		Graduate/ Doctoral (Second /Third Cycle)	
	-		Yes		-	

Language of Instruction	English
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Course Instructor(s)	Korhan Akbaytogan	E-mail : korhan.akbaytogan@arucad.edu.tr Office : 1069 Printmaking Studio
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Course Objectives	<p>This course invites students to explore the principles and practices of location branding (place branding), with a specific focus on developing branding strategies for small-town downtown areas. Students will research and analyze the cultural and historical contexts of a selected town to formulate a compelling brand story. They will apply branding fundamentals such as brand strategy, brand values, mission, identity, storytelling, and implementation, while creating graphic design solutions and concept art illustrations that reflect their strategic direction. Through a series of design assignments and guided research exercises, students will demonstrate their ability to synthesize visual and narrative elements into a cohesive branding strategy. By the end of the course, they will be expected to evaluate the effectiveness of their solutions and present a fully developed branding proposal tailored to the unique character of their chosen location.</p>		
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Course Learning Outcomes	Students will able to:	Teaching Methods	Evaluation Methods
	Analyze and define a location's brand essence, brand purpose, and brand mission.	Critical analysis exercises	Project Evaluation
	Develop a comprehensive brand strategy for a small-town downtown.	Guided project-based learning	Project Evaluation

	Construct brand personas that represent the town's identity and target audiences.	Brainstorming exercise	Project Evaluation
	Create a compelling brand story that emotionally connects with target audiences and stakeholders.	Narrative writing workshops and moodboard	Project Evaluation
	Design and implement brand visuals such as logos, brand color palettes, and typography systems that align with the brand identity.	Studio sessions on visual identity systems, sketching, digital execution	Project Evaluation
	Design and apply wayfinding graphics that visually align with a town's identity.	Signage research, sketching	Project Evaluation
	Use concept art illustration to visualize potential social and architectural improvements.	Site photography, digital illustration	Project Evaluation
	Formulate impactful brand taglines, slogans, and brand voice guidelines.	Slogan development games	Project Evaluation
	Explain and apply the principles and practices of location/place branding.	Lectures on branding terminology	Project Evaluation
	Integrate branding fundamentals—including brand strategy, story, essence, values, mission, vision, and implementation—into cohesive outputs.	Brand kit creation practice	Project Evaluation
	Collaborate effectively within a design team to develop and present branding outcomes.	Assigned team roles, peer evaluations	Project Evaluation
	Research the cultural and historical background of a chosen location to inform the brand story and strategy.	Independent and group research	Project Evaluation
	Produce street signage and wayfinding graphics as part of the implementation phase.	Mapping exercises, physical mockups	Project Evaluation
Course Content	<p>This course guides students through the principles and practices of location branding with a focus on small-town downtown areas. Students will identify and explain core branding concepts such as brand essence, purpose, mission, values, and storytelling. They will research and analyze the historical and cultural context of a selected location to develop a comprehensive brand strategy and construct brand personas aligned with target audiences. Through studio-based design phases, students will design and implement brand visuals, wayfinding systems, and concept art illustrations that visualize architectural and social improvements. Students will also formulate brand slogans, taglines, and voice guidelines that resonate with community identity. Throughout the course, learners will collaborate in design teams, apply visual communication skills, and evaluate their branding outcomes through presentation and critique, culminating in a fully integrated location branding project.</p>		

COURSE OUTLINE/SCHEDULE			
Week	Topic	Implementation (theory/practice)	Required Reading, Preliminary preparation
1	Phase one: Introduction to Location/Place Branding. Downtown city-walk to locate the potential and strategic locations based on popularity, culture, history and importance. Team setup and choosing a location for branding. Research phase.	T/P	Duford, K. (2024). <i>Brand book: A branding primer</i> . Estes Press. Wheeler, A. (2012). <i>Designing brand identity: an essential guide for the whole branding team</i> . John Wiley & Sons. https://www.everything.design/blog/place-branding-ideas https://www.superside.com/blog/location-branding https://corp.kaltura.com/blog/brand-experience-design/
2	Photographing key locations in the town and addressing historical, social, cultural, economic and architectural issues that may influence any branding potential. Discussions about effects of history, culture, myths and storytelling on branding. Discussions on the importance of public space on branding. Lecture and introduction to key branding terminology.	T/P	Duford, K. (2024). <i>Brand book: A branding primer</i> . Estes Press. Wheeler, A. (2012). <i>Designing brand identity: an essential guide for the whole branding team</i> . John Wiley & Sons. https://www.nineblaess.de/blog/brand-glossary-branding-terms/ https://brandsbyovo.com/glossary-of-branding-terms/
3	Presentations on some case studies of successful and failed Location/Place Branding campaigns. Analysis and incorporating real-world examples, interviews, and design case studies. Overview of brand essence: defining the core feeling of a location. In-class workshop on Identify the brand essence of a well-known location and justify your choice with examples.	T/P	Duford, K. (2024). <i>Brand book: A branding primer</i> . Estes Press. Wheeler, A. (2012). <i>Designing brand identity: an essential guide for the whole branding team</i> . John Wiley & Sons.
4	Discussions on the importance of personification and brand personas for location/place branding. In-class workshop on Mood-board development based on brand persona for the chosen locations. Utilising AI for crafting a symbolic brand persona for the chosen location. Topics like “How do you want people to feel about your brand?” will be discussed.	T/P	Duford, K. (2024). <i>Brand book: A branding primer</i> . Estes Press. Wheeler, A. (2012). <i>Designing brand identity: an essential guide for the whole branding team</i> . John Wiley & Sons.
5	Developing brand purpose (vision) and a resulting brand mission. Questions like “what do we do?”, “whom do we serve?” and “how do we serve them?” will be covered. In-class workshop on crafting a new brand story that	T/P	Duford, K. (2024). <i>Brand book: A branding primer</i> . Estes Press. Wheeler, A. (2012). <i>Designing brand identity: an essential guide for the whole branding team</i> . John Wiley & Sons.

	connects emotionally with target audience and the stakeholders.		
6	Formulating a comprehensive brand strategy (road map) for the design process. In-class workshop on concept design process based on the resulting brand strategy.	T/P	Duford, K. (2024). <i>Brand book: A branding primer</i> . Estes Press. Wheeler, A. (2012). <i>Designing brand identity: an essential guide for the whole branding team</i> . John Wiley & Sons.
7	Concept design process based on the resulting brand strategy continues. Full project strategy and concept design presentations for pitching the Location/Place Branding project to the related government units.	T/P	Duford, K. (2024). <i>Brand book: A branding primer</i> . Estes Press. Wheeler, A. (2012). <i>Designing brand identity: an essential guide for the whole branding team</i> . John Wiley & Sons.
8	MIDTERM: Assignment submissions. A “participation percentage report” (defining the participation percentages of each member) by the group members is expected.	T/P	Duford, K. (2024). <i>Brand book: A branding primer</i> . Estes Press. Wheeler, A. (2012). <i>Designing brand identity: an essential guide for the whole branding team</i> . John Wiley & Sons.
9	Phase Two: Brand Implementation; Introduction to EGD Environmental Graphic Design Systems. In-class workshop on Visual Identity and Signage design for Location/Place Branding.	T/P	Calori, C., & Vanden-Eynden, D. (2015). <i>Signage and wayfinding design: A complete guide to creating Environmental Graphic Design Systems</i> . John Wiley & Sons. https://gutxi.co.uk/trends-in-wayfinding-and-environmental-graphics/#:~:text=In%20summary%2C%20wayfinding%20is%20primarily.user%20experiences%20in%20different%20environments.
10	EGD Environmental Graphic Design Systems. In-class workshop on Visual Identity and Signage design for Location/Place Branding: Typography and color.	T/P	Calori, C., & Vanden-Eynden, D. (2015). <i>Signage and wayfinding design: A complete guide to creating Environmental Graphic Design Systems</i> . John Wiley & Sons. https://hivo.co/blog/integrating-design-and-environment-an-introduction-to-environmental-graphic-design
11	EGD Environmental Graphic Design Systems. In-class workshop for wayfinding and information design: Typography, arrows, and pictograms.	T/P	Calori, C., & Vanden-Eynden, D. (2015). <i>Signage and wayfinding design: A complete guide to creating Environmental Graphic Design Systems</i> . John Wiley & Sons. https://www.ramotion.com/blog/brand-implementation/
12	EGD Environmental Graphic Design Systems. In-class workshop for wayfinding and information design: Shops, cafes, public spaces, museums, halls and bazaar areas.	T/P	Calori, C., & Vanden-Eynden, D. (2015). <i>Signage and wayfinding design: A complete guide to creating Environmental Graphic Design Systems</i> . John Wiley & Sons.

			https://zale.hr/en/environmental-graphic-design-what-you-need-to-know/
13	EGD Environmental Graphic Design Systems. In-class workshop for wayfinding and information design: Historical locations.	T/P	Calori, C., & Vanden-Eynden, D. (2015). <i>Signage and wayfinding design: A complete guide to creating Environmental Graphic Design Systems</i> . John Wiley & Sons. https://rsmdesign.com/services/environmental-graphic-design
14	EGD Environmental Graphic Design Systems. In-class workshop for wayfinding and information design: Maps, brochures and storytelling illustrations.	T/P	Calori, C., & Vanden-Eynden, D. (2015). <i>Signage and wayfinding design: A complete guide to creating Environmental Graphic Design Systems</i> . John Wiley & Sons. https://din-studio.com/everything-about-environmental-graphic-design-egd/
15	FINAL: Project submissions. A “participation percentage report” (defining the participation percentages of each member) by the group members is expected.	T/P	

Required Course Material(s) / Reading(s) / Text Book(s)	<p>Duford, K. (2024). <i>Brand book: A branding primer</i>. Estes Press.</p> <p>Wheeler, A. (2012). <i>Designing brand identity: an essential guide for the whole branding team</i>. John Wiley & Sons. (HD69.B7 W444 2017)</p> <p>Calori, C., & Vanden-Eynden, D. (2015). <i>Signage and wayfinding design: A complete guide to creating Environmental Graphic Design Systems</i>. John Wiley & Sons. (T385 .C351 2015)</p> <p>Gibson, D. (2009). <i>The Wayfinding Handbook: Information Design for Public Places</i>. Princeton Architectural Press. (NC1002.S54 G53 2009)</p>
Recommended Course Material(s) / Reading(s) / Other	<p>Hill, G. F. (2011). <i>A history of Cyprus</i>. Cambridge University Press.</p> <p>Viction:ary. (2014). <i>You are here: A new approach to signage and Wayfinding</i>. Viction workshop.</p> <p>Millman, D. (2012). <i>Brand bible: The Complete Guide to building, designing, and sustaining brands</i>. Rockport Publishers.</p>

ASSESSMENT		
Learning Activities	NUMBER	WEIGHT in %
Mid-Term	1	40
Quiz	-	-

Assignment	-	-
Project	-	-
Field Study	-	-
Presentation / Seminar	-	-
Studio Practice	-	-
Other	-	-
Contribution of Final Examination/Final Project/ Dissertation to the Final Grade	1	60
TOTAL		100

CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAMME LEARNING OUTCOMES						
	PROGRAMME LEARNING OUTCOMES	Level of Contribution (1- lowest/ 5-highest)				
		1	2	3	4	5
1	Knows the historical development of the field of communication, basic concepts, theories and research methods.					x
2	Knows the principles and elements of basic design.					x
3	Knows the history, theories and theorists of visual communication.					x
4	Knows advanced practical skills in various commercial and creative contexts, including graphic and audiovisual multimedia design.			x		
5	Knows national and international ethical rules, standards and legal documents on communication and visual communication design.					x
6	Able to use the tools, methods and techniques and computer software required for visual communication design applications.					x
7	Able to produce innovative and original works that reflect abstract and concrete concepts by emphasizing creativity					x
8	Has the knowledge and skills to transform creative and innovative ideas into graphic, photographic, typographic, illustrative, 2 and 3-dimensional, animated and interactive visual expressions.			x		
9	Applies visual communication design techniques with design technologies in developing and changing media environments.			x		
10	Has the competence to create visuals with designs that emphasize aesthetics in design processes.					x
11	Has the competence to define the problem, solve the problem, plan, manage the project and present in the design-based project development process.				x	

12	Has the ability to use research methods and techniques in the field of Visual Communication.			x	
13	Has the competence to research, plan, implement and report during the project phase.				x
14	Has the competence to establish the connection between design and aesthetic values.				x
15	Has the competence to interpret universal visual culture and associate the ties of symbols with universal visual culture.			x	
16	Has the competence to analyze, understand and interpret projects in the field of visual communication design with a critical and independent approach.				x
17	Has the skills and competence to turn their designs into a portfolio document and present them.				x
18	Knows how to integrate and use digital technologies and artificial intelligence-based/ supported design tools creatively and innovatively in visual communication design and production stages.				x
19	Evaluates artificial intelligence applications in design studies with a critical approach in terms of aesthetics and originality, and uses them in accordance with ethical rules.			x	

ECTS / STUDENT WORKLOAD


ACTIVITIES	NUMBER	UNIT	HOUR	TOTAL (WORKLOAD)
Course Teaching Hour (X weeks * total course hours)	14		4	56
Preliminary Preparation and self- study	14		1	14
Mid-Term	1		25	25
Quiz				
Assignment				
Project				
Field Study				
Presentation / Seminar				
Studio Practice				
Final Examination/ Final Project/ Dissertation	1		30	30
Other				
TOTAL WORKLOAD				125
TOTAL WORKLOAD / 25				5
ECTS				5

ETHICAL RULES WITH REGARD TO THE COURSE

Plagiarism Disclaimer

Detected and undetected plagiarism is a serious offence at any time and it could have devastating effects on your degree result and future professional life.

Plagiarism is easy to avoid if you make sure you thoroughly identify and recognize your sources and do not copy from visual examples, designs or notes taken directly from your sources word for word. The maximum citation limit cannot exceed 20%. Artificial intelligence citations are also considered within this scope. If proven otherwise, the student will fail the course.

	SDG 1: No Poverty	X
	SDG 2: Zero Hunger	
	SDG 3: Good Health and Well-Being	
	SDG 4: Quality Education	X
	SDG 5: Gender Equality	
	SDG 6: Clean Water and Sanitation	
	SDG 7: Affordable and Clean Energy	
	SDG 8: Decent Work and Economic Growth	X
	SDG 9: Industry, Innovation and Infrastructure	X
	SDG 10: Reduced Inequalities	
	SDG 11: Sustainable Cities and Communities	X
	SDG 12: Responsible Consumption and Production	
	SDG 13: Climate Action	
	SDG 14: Life Below Water	
	SDG 15: Life on Land	X
	SDG 16: Peace, Justice and Strong Institutions	
	SDG 17: Partnership for the Goals	X

ASSESSMENT DETAILS AND EVALUATION CRITERIA:

Final Grades will be determined according to the Course Learning Activities and Final Examination/ Project/ Dissertation Assessment Details as below, and comply with the Education and Examination Regulation set forth by the University.

Students will be given one main project with multiple sub-assignments and research topics during the course. Throughout the course, the related subjects of the discipline will be put into spotlight. Students will need to learn and draw their own roadmap in order to navigate throughout the project. They will be both guided and observed for the necessary craftsmanship. At the end of the course they will be asked to prepare and present both written and visual presentations that will put everything they learn into practice.

70% attendance to courses is compulsory. Health reports belong to 30% absenteeism right.

PREPARED BY	Korhan Akbaytogan
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UPDATED	03.03.2026
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APPROVED	
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