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A Marketing plan for the graduate computer graphics design program at RIT

Gary Hemdal

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A Thesis Submitted to the Faculty of
The College of Fine and Applied Arts
in Candidacy for the Degree of

MASTER OF FINE ARTS

A Marketing Plan for the
Graduate Computer Graphics
Design Program at RIT

By

Gary Louis Hemdal

14 September 1983
I, Gary Louis Hemdal, prefer to be contacted each time a request for production is made. I can be reached at the following address.

217 Lake Meadow Drive
Rochester, New York 14612

Signed: Gary Lewis Hemdal

Date: 9-12-83
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Advisor: R. Roger Remington  
Associate Advisors: James C. VerHague  
            Michael Soluri  

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Purpose

In the winter of 1983, I discussed possible Thesis topics with Professor Roger Remington. I had an idea of what I wanted to accomplish, but lacked a suitable project. My first thoughts were to take an imaginary product, market it, create an advertising concept and design all promotional materials. The idea was workable. Roger agreed that the idea was good, but instead of an imaginary product, he suggested that I create a marketing plan for Rochester Institute of Technology's new graduate program in Computer Graphics Design.

His suggestion was perfect. I would be able to demonstrate what I had learned in the two years at RIT using skills in Graphic Design (designing print materials, producing mechanicals, using photography and typesetting), Marketing (creating a marketing plan and creative strategy), and Computer Graphics Design (programming). I also would gain confidence from taking on such a large project alone.

The purpose of my Thesis was to create a marketing plan and strategy to promote Rochester Institute of Technology's new graduate program in Computer Graphics Design. The plan identifies
marketing objectives, target audience, competition, market position, copy platform and the tone and execution of advertising.
The Marketing Plan

The information-gathering stage of the design process is very critical. A graphic designer must accurately record and understand the client's views and needs as well as understand the project. My first step was to learn more about the Graduate Computer Graphics Design program. I met with Professor James VerHague, Co-ordinator of the program. We discussed his proposal for the program, outlining its benefits and weaknesses and its relationship to the College of Fine and Applied Arts. I also met with Dr. Peter Giopulos, Associate Dean of the College of Fine and Applied Arts, to discuss his views on the new program. Using the notes from these meetings and my own thoughts, I created the marketing plan.

A marketing plan intends to do the following:

1. identify the problems and opportunities facing a company or product by assembling knowledge about the market and the product's position within it.

2. find out how the strategy will achieve the objective.¹

My marketing plan is created according to William M. Luther's model in *The Marketing Plan - How to Prepare and Implement It*. Luther states that the plan or strategy should consist of four parts:

1. Target Audience "Who to sell"
2. Positioning "How to sell"
3. Copy Platform "What to sell"
4. Tone and Execution "Way to sell"^2

I knew what to sell, how to sell and the way to sell, but the only thing missing was market analysis. To whom would I sell? Where would I find them? I sought the answers at RIT's Admissions office where I met with Richard Fuller. We discussed several target audiences including professional graphic designers, college art instructors and administrators. The prime target audience, however, is college undergraduates.

By 1985, half of all men and women in the United States will be college educated. Half of all college students own cars. Two-thirds have tried marijuana.

---

Forty percent are beer drinkers and one-third have had sex. This information is interesting, but too general for my purposes. I have a segmented audience, a select group of consumers who would probably be most receptive to a given market item.

Creative Strategy

I was dismayed at the relationship between graphic design and advertising. Good advertising does not necessarily need good graphic design. In fact, some memorable advertisements are poorly designed. "An advertisement needs artists for its creation, but it is not necessarily art in the sense that a painting is. An advertisement does not exist to be appreciated for its own sake, but to influence the actions of its readers." I was determined to have good graphic design and good advertising.

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3 Christopher Gilson and Harold W. Berkman, Advertising - Concepts and Strategies (New York: Random House, Inc., 1980) pg. 120.

Advertising must have the following qualities: simplicity, uniqueness, credibility and longevity.\(^{5}\)

Simplicity

The design gets the attention of the reader and the concept induces the reader to try the product. Both concept and design should be simple and easy to understand. The concept should be limited to only one or two major points and must never be overpowered by the design.

Uniqueness

RIT is a leading graphic design school with a superb faculty, excellent facilities and beautiful location. It is also one of the few schools in the United States that offers Computer Graphics Design at the graduate level.

I asked for information from fifteen colleges and universities which offer programs in Computer

Graphics Design and Graphic Design. Appendix 1 contains the results from my inquiries. Evaluations of both the schools' Computer Graphics Design programs and the design quality of their promotional materials are included.

William Luther said that "uniqueness can also be obtained from the manner in which the message is presented." With this in mind, the Computer Information Program was developed. It symbolizes the futuristic, high technology aspect of the Graduate Computer Graphics Design program. The Computer Information Program is discussed completely in the CIP section.

Credibility

The Graduate Computer Graphics Design program is new; therefore, the advertising campaign must rely on RIT's reputation as a technology-oriented design school. Since Computer Graphics Design is only five to seven years old, the technology is unfamiliar and sometimes unbelievable. The promotional materials should show the merit of the

---

6Ibid., pg. 93.
new program. We must convince prospective students that RIT offers a rigorous, worthwhile program.

Longevity

Longevity is the run of an advertising campaign, for example the number of television commercials that will air in a given length of time. Since RIT has rolling admissions and constantly recruits new students, the materials will be used until a change in the program warrants a new campaign. The marketing plan is in appendix 2.
The Concept

While driving home from RIT, I passed a billboard on Scottsville Road. The billboard advertised the new Stouffer's Rochester Plaza Hotel. It pictured a hand polishing a brass hotel name plate. The slogan "We're getting ready for you" was written underneath. The hand polishing the brass plate effectively conveyed the meaning of "getting ready." The billboard showed me that I needed a concept to bring all the parts together.

I asked a group of RIT students (who have taken computer graphics electives), administrators, and faculty for their opinions about computers. Their responses are listed in appendix 3. Based on these responses and the marketing plan, I created my first concepts:

What will you be doing in the future?
Are you ready for your future?
Computers are our friends.
They laughed at the Wright Brothers too!
Be Skeptical!
Do you Compute?
The future is now.
Become involved and you will never lose its fascination.

Computers Rule and draw and color and...
The Computer Image.
ENTER the world of Computer Graphics at RIT.
Become a DISK Jockey.
It's Easy!
One step ahead.
Drawing board of the future.
The mouse gets the cheese.

These concepts were clever, but inappropriate. The meanings were too literal and some would confuse computer novices. The concept had to be meaningful and appropriate. It had to include the themes "Future", "Design at RIT", and "Computer Technology."
My second attempt at creating a concept includes the following:

A Leader in Design Career Education.
Your Pathway to a Future Design Career.
Your Channel to a Future Design Career.
Your Route to a Future Career in Graphic Design.
Connect with a Design Related Future.
The Future of Design Career Education.
and finally,

Interface with the Future of Graphic Design.

This was the appropriate slogan. RIT is the interface or the meeting place where a design student interacts with the future technology of graphic design.

I could also relate this concept to Aaron Marcus's three faces of the computer - innerface, interface, and outerface (see appendix 4).
The Brochure

I based my decisions about the format of the brochure from the word list in appendix 3. I made the list from interviews of students and faculty. I also consulted the marketing plan to make certain my decisions coincided with the three guidelines:

1. It must be well-designed.
2. It must relate to audience.
3. It must not look trendy.

Cover

The cover of the brochure is a graphic translation of a computer diskette. I chose a translation because of its graphic quality. The floppy diskette was selected because it signifies interfacing; the diskette is handled by both the human and the computer.

Within the translation, I have set up a system of light to dark (thick to thin) line weights based on the shadows produced by a light source in the upper left corner. The perimeter of the translation becomes darker and heavier at the lower right corner and lighter towards the upper left (see appendix 4). The internal elements of the diskette, such as the center
hole, label and reading area, create an exciting contrast. Their system of light to dark is opposite that of the perimeter. The cover of the brochure has four translations arranged at right angles. They create four channels, which intersect at the center. This represents the interface or interaction concept. All translations have their active end, or the end that is inserted into the computer, facing outward indicating a positive, active feeling.

The heading on the cover uses three typeweights: Helvetica light, regular, and bold. This relates to the light to dark concept of the translation. The heading is separated so that the individual parts would make sense if isolated: "Graduate," "Computer Graphics," and "Design at RIT." The ruled lines are also based on the translation's light to dark concept. The ruled line below the heading is one-sixteenth of an inch and becomes heavier on following pages. The ruled line on page two is one-eighth of an inch, page three is three-sixteenths of an inch and page four is one-quarter of an inch. There are two other ruled lines on the cover, marking the top and bottom of the grid. These lines hold the elements together on the page. The red lines and bottom heading visually recede into the page so the title and translations
become visually dominant.

Specifications

Format: 11" x 17", four page folder
Typeface: Helvetica
Typeweight: Light, regular, bold
Typesize: 10/12 pt.
Line Length: 14 picas, flush left, ragged right
Line Count: 173
No. of Characters: 4521 (approximate)
Grid: Compositional
Color: Black
Red PMS 185 (with black added)
Paper Stock: 70# Mead Moisturite Matte
Halftone Screen: 133 Lines
Printing: Offset Duplicator

The text of the brochure is adapted from Professor James VerHague's proposal for the Computer Graphics Design program at RIT. The symbols that represent the "Three Faces of the Computer" are included as examples of Computer Graphics Design. The matte finish paper was chosen to give the brochure a modern look.

I used photographs of students working in the Design Systems Laboratory because suitable examples of student work were unavailable. The photographs show both artwork and students operating graphics
computers. According to Alec Benn, "photographs usually gain more attention than drawings or paintings and are more convincing. Readers accept photographs as objective, as picturing what is real."\(^7\)

I created a syntax chart to help with the design decision-making. Words describing computers are listed on the left side of the chart and various syntax are listed across the top. There is an "x" on the chart for every syntax that is appropriate for each word. I determined which syntax to use by counting the "x's" (see appendix 5).

The brochure is printed in easy-to-read Helvetica type, black on white, with red accents. Red, according to Johannes Itten, is "hot, active, loud, and exciting."\(^8\) Helvetica is modern and used frequently in RIT publications.

\(^7\)Alec Benn, The 27 Most Common Mistakes in Advertising (New York: American Management Associations, 1978) pg. 43.

The Computer Information Program

During one of my meetings with Dr. Giopulos, we talked about the college bulletin from the University of Illinois at Chicago Circle. This bulletin is different from the other bulletins I received. It is a micro-fiche. We agreed that the micro-fiche was extremely clever, timely and economical.

It gave me an idea. Let a computer promote the Graduate Computer Graphics Design program! A program could be written which would display screens of information, show digitized images, and run graphics programs.

I wrote the Computer Information Program (CIP) in BASIC for the APPLE II computer. It is an interactive program that illustrates the "Interface with the Future of Graphic Design" concept. The CIP displays text and two digitized photographs from the brochure.

Since the graphics capabilities of BASIC are limited, I kept the design of each screen simple. The title of each section appears in the upper left corner of the screen. A personalized slogan appears in the center of the screen. The text is all caps with flush left margins. Title screens are justified right and left.
The CIP diskette contains seven files. CIP and CIP2 contain the program itself. PIC1.PIC and PIC2.PIC are the digitized photographs; IMAGE is a graphics program written by Mary Jane Lewandowski. CHAIN is a machine language program which links all programs together without losing the variables. HELLO runs CIP immediately after booting the diskette.

A sample run of the CIP is in appendix 6, and the CIP program is listed in appendix 7.
Conclusion

This Thesis brought together my two years of study at Rochester Institute of Technology. The importance of what I have learned is now clear.

In my first summer at RIT, I was told to find systems in my work, to relate all parts to each other, and to explore all alternatives. I did all three in this Thesis. Finding a system helped me create the graphic translation of the computer diskette. I related the same system to the brochure and the CIP. My early advertising concepts were terrible, but by exploring the alternatives, I found a strong concept.

I developed timelines during this project to organize the work, budget my time, and set priorities. "Shopping Lists" were also made which helped me to organize and evaluate my ideas.

Graphic Design work is a path from frustration to revelation. The revelation comes when an answer suddenly jumps from the page. The frustration is when you realize that it was there all the time.

I have demonstrated my skills in marketing, graphic design, and computer programming and have gained confidence to handle large projects. Therefore, I am very pleased with this Thesis.
APPENDIX 1

Competition
<table>
<thead>
<tr>
<th>Institution</th>
<th>Cost/Degree Offered</th>
<th>Department Program Title</th>
<th>Format/Design Quality</th>
<th>Program Requisites</th>
<th>Computer Orientation</th>
<th>Facilities</th>
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<tbody>
<tr>
<td>Ohio State University</td>
<td>$1170/yr/quarter MA, MFA</td>
<td>COLLEGE OF ENGINEERING School of Arch. Comp &amp; Info Science</td>
<td>WELL-DESIGNED, SYSTEM</td>
<td>BA DEGREE 2.70 /UM GRE PORTFOLIO</td>
<td>ENGINEERING</td>
<td>16K Instructional and Research Computer etc. IBM Computers</td>
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<td>University of Georgia</td>
<td>$4000/year MA, MS, PHD, MFA</td>
<td>DEPT OF ART</td>
<td>TWO 3X5S RUN-OF-THE-HILL BULLETINS</td>
<td>TRANSCRIPTS RECOMMENDATIONS ORAL EXAM</td>
<td>-</td>
<td>-</td>
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<td>Mass. College of Art</td>
<td>$6000/credit MFA, MS, BFA</td>
<td>DEPT OF DESIGN - FINE ART</td>
<td>THREE BROCHURES, RELATED ID SYSTEM, WELL-DESIGNED</td>
<td>RESUME PORTFOLIO, RECORDS, PERSONAL CHARACTER-1576s.</td>
<td>NC COMPUTER MASTER PROGRAM OFFERED</td>
<td>VISUAL TECH CENTER</td>
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<tr>
<td>Northern Illinois University</td>
<td>$175/sem. MA, MFA, MS in Education</td>
<td>DEPT. OF COMPUTER SCIENCE / DEPT. OF ART</td>
<td>LOOKS LIKE A PHONE BELL</td>
<td>ENG/MATH REQUIREMENT</td>
<td>COMPUTER SCIENCE THEORY</td>
<td>EXCELLENT, BUT NOT GRAPHICALLY ORIENTED</td>
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<td>Schools of the Art Institute of Chicago</td>
<td>$4952/yr MFA, BFA</td>
<td>VISUAL COMMUNICATION: ART &amp; TECH STUDIES</td>
<td>TRENDY, FADDISH, &quot;NEW WAVE&quot;</td>
<td>POLY/PEC, STATEMENT OF PURSE, TRANSCRIPTS, ETC</td>
<td>MICRO-COMP. BASIC, FORTRAN, PASCAL</td>
<td>APPLE II, NICE VIDEO AND FILM MAKING.</td>
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<td>Institution</td>
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<td>Department Program Title</td>
<td>Format/ Design Quality</td>
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<td>Computer Orientation</td>
<td>Facilities</td>
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<td>THEORY, PROGRAMMING</td>
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<td>COLLEGE OF ARCHITECTURE</td>
<td>4-COLOR BROCHURE,</td>
<td>HISTORY, ENG.</td>
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<td>ACADEMIC COMPUTER CENTER - VERY GOOD</td>
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<td>COLLEGE OF LITERATURE, SCIENCE &amp; THE ARTS</td>
<td>GRID SYSTEM, ABOVE AVERAGE</td>
<td>USUAL REQUIREMENTS</td>
<td>NONE, BUT VERY FINE GRAPHIC DESIGN PROGRAM</td>
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<td>Maryland Institute College of Art</td>
<td>$48.50/yr. BFA, MFA</td>
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<td>PORTFOLIO RECOMMENDATION, TRANSCRIPTS</td>
<td>NONE</td>
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APPENDIX 2

The Marketing Plan
A Marketing Plan for the Graduate Computer Graphics Design Program in the College of Fine and Applied Arts, Department of Graphic Design.

Rochester Institute of Technology

Gary L. Hemdal
July 21, 1983
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Advisors:
R. Roger Remington
James C. VerHague
Michael Soluri

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Background

Rochester Institute of Technology has always been dedicated to career education and most recently recognized a growing need for campus-wide computer literacy. A program was initiated to make RIT students computer literate and to give them the ability to compete for jobs in the future.

Computers can be found in the College of Fine and Applied Arts, Department of Graphic Design. Today's graphic design student is faced with revolutionary technical advances in the design profession. Digital typesetting, computerized page layout, word processing, electronic color production, computer-aided slide production and animation are a few examples.

As the modes of communication grow more sophisticated, the educational needs of graphic design students expand from simply learning strong design fundamentals to becoming familiar with computer graphics systems and computer-aided design. The graduate program in Computer Graphics Design in the College of Fine and Applied Arts leading to a Master of Fine Arts degree will meet this growing need. This program reflects the expanding role of
the graphic designer as an artist and an applications-oriented systems developer.

RIT's computer graphics courses are filled immediately after the start of registration. It has been proven that students who have taken computer graphics electives are typically employed earlier and earn salaries that are $2,000 - $4,000 higher than those who have no computer experience. Based on the current demand for computer graphics electives in the College of Fine and Applied Arts, the potential for success of this new program is very good.

Employment opportunities for a graduate of this program exist in areas such as slide and audio/visual services, electronic publishing, education, digital type design, animation services and computer systems design.

Audience

1. The prime target audience is male and female college graduates holding B.A. degrees or related degrees in the arts or education from an accredited college or university in the United States or Canada. Age group: 21-34 years
old.

2. Another potential market, which would channel information to the prime market, consists of college art instructors, administrators and guidance counselors. A student seeking information about graduate study is likely to ask a respected art instructor or counselor for advice. A student might seek information at his high school, but the Computer Graphics Design program is too specific and demanding to warrant publicity at that level.

3. Another market is working design professionals. Age group: 25-50 years old. The same computer trends that influence RIT students influence them. Many designers feel lost, confused and frightened by the new technology. As graphic design students with computer training enter the market, many professionals will need to become computer literate to compete. In the future of the Computer Graphics Design program, a possible joint effort could be established between corporations, design agencies, art firms and RIT to create a special continuing education program or workshop in computer graphics design.
Program Objectives

The objectives of the Computer Graphics Design program are to:

- teach the student at least one programming language
- give the student experience with digital typesetting equipment
- give the student a basic knowledge of microprocessors and minicomputers
- develop the student's creative abilities
- teach the student how to examine and evaluate variations in design
- teach the student how to interact with computers in solving design-related problems
- teach the student how to use formal visual systems and applied visual semiotics
- teach the student the differences and similarities between computer-generated and manual design
- teach the student how to use the variety of computer output devices to create and display design imagery.

The student will learn how to present various aspects of computer graphics and graphic design and will be able to train or orient other designers in computer graphics procedures.
Competition

There are approximately five other colleges and universities in North America which offer programs in Computer Graphics Design at the graduate level.

1. SCHOOL OF THE ART INSTITUTE OF CHICAGO

Purpose: to teach BASIC, FORTRAN and PASCAL in relation to design

Degree: MFA in Visual Communications

College: Art and Technical Studies

Facilities: APPLE Computers
2. ILLINOIS INSTITUTE OF TECHNOLOGY

Purpose: Educating highly innovative designers
Degree: MS in Computer Design
College: Architecture
Facilities: Design Processes Laboratory
3. SHERIDAN COLLEGE OF APPLIED ARTS, Ontario

Purpose: Innovative approaches to computer-generated imagery

Degree: Canadian Certificate

College: School of Applied Arts

Facilities: Genigraphics, Dicomed, Hewlett-Packard and Norack systems
4. UNIVERSITY OF MICHIGAN

Purpose: Computer-aided design

Degree: MFA

College: Literature, Science and the Arts

Facilities: Minicomputers

5. HARVARD UNIVERSITY

Purpose: Workshop in Computer Graphics

Degree: Certificate

Facilities: Minicomputers
Marketing Objectives

1. Announcement of a new Masters program in Computer Graphics Design at RIT.


3. Creation of promotional materials which reflect the high quality educational programs at RIT. Creation of materials to promote RIT and the new Computer Graphics Design program to be used on campus.

4. Introduction of computer graphics design to a potentially computer illiterate audience.

Strategies

Word of Mouth. The introduction of a new graduate program at RIT may not be hardbreaking news, but it is nevertheless newsworthy. The announcement of a new program should be made before informational materials are sent to potential students. Well-written press releases should be sent to magazines, newspapers, trade journals and educational publications announcing RIT's continuing effort to promote computer literacy. There are also many national computer conferences like SIGGRAPH, the National Computer Graphics Association's conferences, and RIT's Designer and Technology Update conferences which are excellent locations to hand out information about the new program.
Informational Brochure and/or Poster. A brochure/poster will give the Institute a means of disseminating information to prospective students, college art instructors, university counseling departments and news agencies. Further study is necessary to determine if a separate brochure and poster should be created or if a combined brochure/poster would be sufficient.

Requirements:

1. It must be well-designed. We are publicizing a design school.
2. It must relate to target audience.
3. It must represent the Computer Graphics Design program without looking trendy or faddish.

The Computer Information Program or CIP - Floppy disk.

An interactive computer program will be written for the APPLE II computer. The CIP will introduce prospective students to the computer and to the Computer Graphics Design program. It will show that computers are not ominous. Examples of RIT student work will be included. The CIP can be mailed to colleges and universities with undergraduate programs in Graphic Design. It can also be shown to prospective students and tour groups.
Videotaped Presentation. A videotaped program will be developed using existing RIT student computer-animated films.

Newspaper/Magazine Print Ads. Newspaper and magazine advertisements will be developed using the same graphic format and concept as the other publicity materials. These ads would be published in periodicals relating to computers. This strategy is not as important as the others, but depends upon the budgetary limitations of the program.

Consider these facts:

Percent of college graduates that read at least one weekend newspaper.  

<table>
<thead>
<tr>
<th></th>
<th>MEN</th>
<th>WOMEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>61%</td>
<td>62%</td>
<td></td>
</tr>
</tbody>
</table>

OMNI Magazine. (futurist and computer oriented)  
909 Third Avenue, New York, NY 10022  
90% of readers are male, aged 18-34 years old.  
80% of total readers are college educated.

Time Magazine. (business oriented)  
Rockefeller Center, New York, NY 10020  
85% of total readers are college educated.

Other examples include:

Computers & Electronics  
Ziff-Davis Publishing  
1 Park Avenue  
New York, NY 10016

Computer Design  
Pennwell Publications  
119 Russell Street  
Littleton, MA 01460
Evaluation

The Graphic Design Department of the College of Fine and Applied Arts hopes to enroll 14-16 new students in the Computer Graphics Design program in the Fall of 1984. The success of this marketing plan will be based on the number of inquiries and the number of applicants to the program. In order for this plan to be successful, the College of Fine and Applied Arts and the Graphic Design Department should receive 40-50 inquiries and approximately 21 applicants to the Computer Graphics Design program by mid-August, 1984.
|------------|------------|---------------|--------------|---------------|------------|------------|----------|----------|----------|-------------|----------------|
APPENDIX 3

Computer Word List
I have interviewed a select group of Graphic Design students who have taken Computer Graphics electives, administrators and professional people of RIT. I asked them to describe in a few words:
1) How they feel about computers and computer graphics. 2) How they feel when using a computer. 3) What they think about computer graphics design work.

Positive Responses

Flexibility
Speed
Fast, Fast, Fast
Control
Freedom
Worry-less
Relevance
Vanguard
New Wave
Up & Coming
Future
Exacting
Fast
Tool
Exciting
many choices
available
New!

Fascinating
Gets rid of boardwork
Possibilities
Aid
Space-saving disk
Exciting
Results are high
Control
Scaling/Transformations
Play
Fun!
Science Fiction
Gridular "Based on a Grid"
Easy
Fast
I like it!
See everything at once.
<table>
<thead>
<tr>
<th>Negative Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frustrating</td>
</tr>
<tr>
<td>Involved</td>
</tr>
<tr>
<td>Limited</td>
</tr>
<tr>
<td>Cold</td>
</tr>
<tr>
<td>Electronic</td>
</tr>
<tr>
<td>Frostbite</td>
</tr>
<tr>
<td>Eyestrain</td>
</tr>
<tr>
<td>Ugly typefaces</td>
</tr>
<tr>
<td>Time-consuming</td>
</tr>
<tr>
<td>Complicated</td>
</tr>
<tr>
<td>Not accepted in art world</td>
</tr>
<tr>
<td>TOO Commercial!</td>
</tr>
<tr>
<td>Frightening</td>
</tr>
<tr>
<td>Limiting</td>
</tr>
<tr>
<td>Frustrating</td>
</tr>
<tr>
<td>Copies what has been done by hand.</td>
</tr>
</tbody>
</table>

APPENDIX 4

The Brochure
Graduate Computer Graphics Design at RIT

Interface with the Future of Graphic Design
About RIT

Rochester Institute of Technology is an independent, coeducational university consisting of nine colleges: Applied Science and Technology, Business, Continuing Education, Engineering, Fine and Applied Arts, General Studies, Graphic Arts and Photography, Science, and the National Technical Institute for the Deaf. RIT enrolls more than 8,500 full-time undergraduate and 1,350 graduate students in addition to more than 5,000 area students who study part-time in the College of Continuing Education.

The Institute's $130 million campus is located in the Rochester suburbs, close to a wide variety of recreational and cultural facilities, including the Memorial Art Gallery and the International Museum of Photography. Buffalo's Albright-Knox Museum, Syracuse's Everson Museum and many small private galleries in the Rochester area contribute to a lively cultural scene.

RIT also maintains another location at its City Center in downtown Rochester.

Introduction

As the modes of communication have grown more sophisticated, the field of graphic design has also expanded its range of expertise to meet new visual informational needs. From its beginnings in advertising art, it has branched into such diverse areas as massive corporate identity programs, marketing, medical communications, environmental graphics, institutional graphics, packaging, audio/visual design and television. Conferences such as "The Designer and Technology Explosion", held at RIT in May 1982, clearly indicate the urgent need for the graphic design profession to participate in the emerging communications fields brought about by technology, particularly computer graphics.

The Computer Graphics Design program reflects the expanding role of the graphic designer in our technological, information-based society.

The Program

Computer Graphics Design at RIT is a two-year program of sequential creative problem-solving experiences relating graphic design principles to computer graphics applications. Studio and programming involvement is directed toward the solution of individual, group and assigned design problems. Emphasis is placed upon the quality of images, communication effectiveness, and the innovative application of digital technology to visual communication. Specifics of the program are developed in accordance with the professional goal of the student and work leading toward the master's thesis.

Facilities

The College of Fine and Applied Arts has a media center equipped and staffed to allow you to implement your ideas by using photography, letterpress, offset printing, screen printing, typesetting, and multi-image presentation. Spacious studio work areas are provided for the individual student located near the media center.

The Design Systems Laboratory contains equipment valued at
The Three Faces of the Computer

Innerface
All those means in which the computer makes itself known to the people who build and maintain it, means such as the electrical and mechanical workings inside and the programs used by the computer.

Interface
The relationship between man (user) and computer is called the Interface. The computer presents information to a user in various forms such as verbal questions, visual structures and lists of data which enable a user to create a final image.

Outerface
Any image that is produced by a computer graphics system can be considered an Outerface. The outerface is usually the artwork produced by a computer such as charts, photographs, maps, text, graphs or slides.

over $250,000. This lab has a variety of microcomputers, digital typesetting systems and a Genigraphics 100C computer-generated slide and animation system.

Requirements
Applicants should hold a baccalaureate degree in a field of the arts or education from a regionally accredited college in the United States or Canada and demonstrate a genuine, professional attitude. College algebra, trigonometry and analytical geometry are required. Applicants are admitted to the program upon recommendation of the graduate admissions committee which examines transcripts, math requirements, references, a portfolio of creative work and a statement of purpose.

Opportunities
Employment opportunities exist in areas such as slide and audio/visual services, electronic publishing, education, digital type
design, animation services, and the design of computer graphics and composition systems.

Year 1

Fall Quarter
Introduction to Computer Graphics Design
Visual Semiotics/Graphic Design Elective
General Studies

Winter Quarter
Two-Dimensional Computer Graphics Design
Digital Typography Minor
Elective
General Studies

Spring Quarter
Elective Minor
Graduate Thesis

The CIP
A Computer Information Program on floppy disk is available for use on the Apple II computer. This program contains more information about the Computer Graphics Design Program at RIT.

Winter Quarter
Advanced Computer Graphics Design
Elective
Graduate Thesis

Spring Quarter
Elective Minor
Graduate Thesis

Year 2

Fall Quarter
Advanced Computer Graphics Design
Computer-Generated Animation Elective Minor

For more information or if you desire a personal interview contact:

Rochester Institute of Technology
College of Fine and Applied Arts
One Lomb Memorial Drive
Rochester, New York 14623

Or call: (716) 475-2643

RIT admits and hires men and women, veterans and disabled individuals of any race, color, national or ethnic origin, or marital status, in compliance with all appropriate legislation, including the Age Discrimination Act. The compliance officer is James Papero.
APPENDIX 5

Syntax Chart
<table>
<thead>
<tr>
<th>Words Describing Computers</th>
<th>Angle type</th>
<th>colors</th>
<th>format</th>
<th>type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexibility</td>
<td>Red/Or</td>
<td>Yellow</td>
<td>Green</td>
<td>Brown</td>
</tr>
<tr>
<td>Speed (Fast)</td>
<td>Blue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modern</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exciting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Futuristic</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Fascinating</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Control</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Stability</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Fun</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
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<tr>
<td>Exact</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Freedom</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>New</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>
APPENDIX 6

Sample Run of the Computer Information Program
INTERFACE WITH
THE FUTURE OF GRAPHIC DESIGN
AT
ROCHESTER INSTITUTE OF TECHNOLOGY

THANK YOU FOR YOUR INTEREST IN
ROCHESTER INSTITUTE OF TECHNOLOGY
AND THE GRADUATE PROGRAM IN
COMPUTER GRAPHICS DESIGN.

I AM CIP (COMPUTER INFORMATION PROGRAM)
AND I WILL BE YOUR GUIDE.

PLEASE TYPE YOUR FIRST NAME ONLY
(EXAMPLE: JOHN) AND THEN PRESS (RETURN).

50
FACILITIES AT RIT

TAKE A BYTE OUT OF OUR APPLES, GARY.

THE COLLEGE OF FINE AND APPLIED ARTS HAS A MEDIA CENTER EQUIPPED AND STAFFED TO ALLOW YOU TO IMPLEMENT YOUR IDEAS BY USING PHOTOGRAPHY, LETTERPRESS, OFFSET PRINTING, SCREEN PRINTING, TYPESETTING AND MULTI-MEDIA PRESENTATION.

SPACIOUS STUDY WORK AREAS ARE PROVIDED FOR YOU LOCATED NEAR THE MEDIA CENTER. THE DESIGN SYSTEMS LABORATORY CONTAINS EQUIPMENT VALUED AT OVER $250,000.

THIS LAB HAS A VARIETY OF MICROCOMPUTERS, DIGITAL TYPESETTING SYSTEMS AND A TEXTGRAPHICS LOC COMPUTER-GENERATED SLIDE AND ANIMATION SYSTEM.

...PRESS (RETURN) TO CONTINUE.

GARY, IF YOU ARE ACCEPTED INTO THE COMPUTER GRAPHICS DESIGN PROGRAM, YOU WILL SPEND TWO YEARS IN CREATIVE PROBLEM-SOLVING RELATING GRAPHIC DESIGN PRINCIPLES TO COMPUTER GRAPHICS APPLICATIONS. YOUR STUDIO AND PROGRAMMING INVOLVEMENT WILL BE DIRECTED TOWARDS THE SOLUTION OF ASSIGNED DESIGN PROBLEMS.

EMPHASIS WILL BE PLACED UPON THE QUALITY OF YOUR IMAGES, COMMUNICATION EFFECTIVENESS, AND THE INNOVATIVE APPLICATION OF DIGITAL TECHNOLOGY TO VISUAL COMMUNICATION.

THE SPECIFICS OF THE PROGRAM WILL BE DEVELOPED IN ACCORDANCE WITH YOUR PROFESSIONAL GOAL AND WORK LEADING TO YOUR MASTER'S THESIS.

...PRESS (RETURN) TO CONTINUE.

GARY, HERE ARE THE COURSES WE OFFER:

1. INTRODUCTION TO COMPUTER GRAPHICS DESIGN
2. TWO-DIMENSIONAL COMPUTER GRAPHICS DESIGN
3. THREE-DIMENSIONAL COMPUTER GRAPHICS DESIGN
4. VISUAL SETTINGS GRAPHIC DESIGN
5. DIGITAL PHOTOGRAPHY
6. COMPUTER-GENERATED SLIDE DESIGN
7. COMPUTER-GENERATED ANIMATION
8. ADVANCED COMPUTER GRAPHICS DESIGN
9. RESEARCH AND THESIS GUIDANCE
10. TO CONTINUE

FOR DETAILED INFORMATION ABOUT EACH COURSE, ENTER THE NUMBER (1-10) THEN PRESS RETURN.
9. RESEARCH AND THESIS GUIDANCE

THE DEVELOPMENT OF A THESIS PROJECT INITIATED BY YOU AND APPROVED BY A FACULTY COMMITTEE, PRIMARILY CREATIVE PRODUCTION. THE THESIS MUST ALSO INCLUDE A WRITTEN REPORT. YOUR THESIS MUST BE ACCEPTED BY A MAJORITY OF THE THESIS COMMITTEE AS WELL AS MEET THE APPROVAL OF THE SPECIAL ADVISOR TO THE DEAN FOR GRADUATE AFFAIRS AND THE DEAN OF THE COLLEGE OF FINE AND APPLIED ARTS.

...PRESS RETURN TO CONTINUE.

10. OPPORTUNITIES

COMPUTER IMAGES WILL GO HERE!

COMPUTER GRAPHICS DESIGN BY GRADUATE STUDENT MARY JANE LEWANDOWSKI

UPON GRADUATION FROM OUR PROGRAM, YOU WILL FIND EMPLOYMENT OPPORTUNITIES IN AREAS SUCH AS SLIDE AND AUDIO-VISUAL SERVICES, AND THE DESIGN OF COMPUTER GRAPHICS AND COMPOSITION SYSTEMS.

...PRESS (RETURN) TO CONTINUE.

11. GARY, HERE ARE THE COURSES WE OFFER:

1. INTRODUCTION TO COMPUTER GRAPHICS DESIGN
2. TWO-DIMENSIONAL COMPUTER GRAPHICS DESIGN
3. THREE-DIMENSIONAL COMPUTER GRAPHICS DESIGN
4. VISUAL DESIGN/GRAPHIC DESIGN
5. DIGITAL TYPOGRAPHY
6. COMPUTER-GENERATED SLIDE DESIGN
7. COMPUTER-GENERATED ANIMATION
8. ADVANCED COMPUTER GRAPHICS DESIGN
9. RESEARCH AND THESIS GUIDANCE
10. TO CONTINUE WITH THE CIP

FOR DETAILED INFORMATION ABOUT EACH COURSE, ENTER THE NUMBER (1-10) THEN PRESS (RETURN). ENTER 10 TO CONTINUE WITH THE CIP.
PROGRAM REQUIREMENTS

ARE YOU READY FOR THE FUTURE?

WE REQUIRE THAT YOU HOLD A BACHELOR'S DEGREE IN A FIELD OF THE ARTS OR EDUCATION FROM A REGIONALLY ACREDITED COLLEGE IN THE UNITED STATES OR CANADA. YOU MUST DEMONSTRATE A STRONG, PROFESSIONAL ATTITUDE. IT IS HELPFUL IF YOU HAVE TAKEN COLLEGE ALGEBRA, TRIGONOMETRY OR ANALYTICAL GEOMETRY. YOU WILL BE ADMITTED TO THE PROGRAM UPON RECOMMENDATION OF THE GRADUATE ADMISSIONS COMMITTEE WHICH WILL EXAMINE YOUR TRANSSCRIPT, REFERENCE, YOUR PORTFOLIO OF CREATIVE WORK AND YOUR STATEMENT OF PURPOSE.

...PRESS <RETURN> TO CONTINUE.

RIT ADMITS AND HIR ES MEN AND WOMEN, VETERANS AND DISABLED INDIVIDUALS OF ANY RACE, COLOR, NATIONAL OR ETHNIC ORIGIN, OR MARITAL STATUS, IN COMPLIANCE WITH ALL APPROPRIATE LEGISLATION, INCLUDING THE AGE DISCRIMINATION ACT. THE COMPLIANCE OFFICER IS JAMES KAPNIS.

IF YOU WOULD LIKE TO INTERFACE WITH THE FUTURE OF GRAPHIC DESIGN, WRITE US.

ROCHESTER INSTITUTE OF TECHNOLOGY
COLLEGE OF FINE AND APPLIED ARTS
ONE LORD MEMORIAL DRIVE
ROCHESTER, NEW YORK 14623
OR CALL (716) 475-2645

...PRESS <RETURN> TO CONTINUE.

COMPUTER GRAPHICS DESIGN AT RIT

BECOME INVOLVED AND YOU WILL NEVER BE FREE OF ITS FASCINATION.
APPENDIX 7

Listing of the Computer Information Program
REM COMPUTER INFORMATION PROGRAM
20 REM 25 JULY 1983
25 HOME
30 FOR I = 1 TO 8: PRINT : NEXT I
40 PRINT "INTERFACE WITH"
50 PRINT "THE FUTURE OF GRAPHIC DESIGN": PRINT
70 PRINT "AT" : PRINT
80 PRINT "ROCHESTER INSTITUTE OF TECHNOLOGY"
90 FOR I = 1 TO 6000
100 NEXT I
105 REM SECOND SCREEN
110 HOME : FOR I = 1 TO 5: PRINT : NEXT I
120 PRINT "COMPUTER INFORMATION PROGRAM": PRINT
122 PRINT
130 PRINT "AN INTRODUCTION TO THE GRADUATE COMPUTER"
140 PRINT "GRAPHICS DESIGN PROGRAM AT RIT"
150 PRINT : PRINT : PRINT
160 PRINT "BY: GARY L. HEMDAL"
165 PRINT
170 PRINT "JAMES C. V. ERHAGUE"
175 PRINT : PRINT : PRINT
180 PRINT "COPYRIGHT RIT 1983"
190 PRINT "ALL RIGHTS RESERVED"
200 FOR I = 1 TO 8000
210 NEXT I
215 REM START OF TEXT
220 HOME
230 REM INTRODUCTION. TAKE USER'S NAME
235 FOR I = 1 TO 7: PRINT : NEXT I
240 PRINT "THANK YOU FOR YOUR INTEREST IN"
250 PRINT "ROCHESTER INSTITUTE OF TECHNOLOGY"
260 PRINT "AND THE GRADUATE PROGRAM IN"
270 PRINT "COMPUTER GRAPHICS DESIGN."
280 PRINT
290 PRINT "I AM CIP (COMPUTER INFORMATION PROGRAM)"
300 PRINT "AND I WILL BE YOUR GUIDE."
301 PRINT
309 PRINT "PLEASE TYPE YOUR FIRST NAME ONLY"
310 PRINT "(EXAMPLE: JOHN) AND THEN PRESS <RETURN>.
320 INPUT N$: HOME
325 FOR I = 1 TO 10: PRINT : NEXT I
330 PRINT "I AM PLEASED TO MEET YOU, " : N$: "!
340 PRINT : PRINT "NOW THAT WE HAVE BEEN INTRODUCED,"
350 PRINT "LET US BEGIN."
360 FOR I = 1 TO 4500
370 NEXT I
380 HOME
390 FOR I = 1 TO 3: PRINT : NEXT I
400 PRINT "ROCHESTER INSTITUTE OF TECHNOLOGY IS AN"
410 PRINT "INDEPENDENT, COEDUCATIONAL UNIVERSITY"
420 PRINT "CONSISTING OF 9 COLLEGES:": PRINT : PRINT
430 PRINT "APPLIED SCIENCE AND TECHNOLOGY"
440 PRINT "BUSINESS"
450 PRINT "CONTINUING EDUCATION"
460 PRINT "ENGINEERING"
470 PRINT "FINE AND APPLIED ARTS"
480 PRINT "GENERAL STUDIES"
490 PRINT "GRAPHIC ARTS AND PHOTOGRAPHY"
500 PRINT "SCIENCE"
510 PRINT "AND THE"
520 PRINT "NATIONAL TECHNICAL INSTITUTE"
530 PRINT "FOR THE DEAF."
555 PRINT : PRINT : PRINT
560 PRINT "...PRESS <RETURN> TO CONTINUE."
570 INPUT A$
580 HOME : PRINT : PRINT
590 PRINT "RIT ENROLLS MORE THAN 8,500 FULL-TIME UNDERGRADUATE AND 1,350 GRADUATE"
600 PRINT "STUDENTS IN ADDITION TO MORE THAN 5,000"
610 PRINT "AREA STUDENTS WHO STUDY PART-TIME IN"
620 PRINT "THE COLLEGE OF CONTINUING EDUCATION."
640 PRINT
650 PRINT "THE INSTITUTE'S $1 30 MILLION CAMPUS"
PRINT "IS LOCATED IN THE ROCHESTER SUBURBS."
PRINT "CLOSE TO A WIDE VARIETY OF RECREATIONAL"
PRINT "AND CULTURAL FACILITIES, INCLUDING"
PRINT "THE MEMORIAL ART GALLERY AND THE"
PRINT "INTERNATIONAL MUSEUM OF PHOTOGRAPHY."
PRINT "BUFFALO'S ALBRIGHT-KNOX MUSEUM."
PRINT "SYRACUSE'S EVerson MUSEUM AND MANY"
PRINT "PRIVATE GALLERIES IN THE ROCHESTER AREA"
PRINT "CONTRIBUTE TO A LIVELY CULTURAL SCENE."
PRINT "RITE ALSO MAINTAINS ANOTHER LOCATION"
PRINT "AT ITS CITY CENTER IN DOWNTOWN"
PRINT "ROCHESTER."
PRINT "...PRESS <RETURN> TO CONTINUE."
INPUT A$}
HOME
REM FACILITIES
FOR I = 1 TO 3: PRINT ; NEXT I
PRINT "FACILITIES AT RIT"
FOR I = 1 TO 7: PRINT ; NEXT I
PRINT "TAKE A BIT OF OUR APPLES",, ";\$;”; ."
FOR I = 1 TO 3500: NEXT I: HOME
FOR I = 1 TO 4: PRINT ; NEXT I
PRINT "THE COLLEGE OF FINE AND APPLIED ARTS"
PRINT "HAS A MEDIA CENTER EQUIPPED AND STAFFED"
PRINT "TO ALLOW YOU TO IMPLEMENT YOUR IDEAS BY"
PRINT "USING PHOTOGRAPHY, LETTERPRESS, OFFSET"
PRINT "PRINTING, SCREEN PRINTING, TYPESETTING"
PRINT "AND MULTI-MEDIA PRESENTATION."
PRINT "SPACIOUS STUDIO WORK AREAS ARE"
PRINT "PROVIDED FOR YOU LOCATED NEAR THE MEDIA"
PRINT "CENTER. THE DESIGN SYSTEMS LABORATORY"
PRINT "CONTAINS EQUIPMENT VALUED AT OVER "
PRINT "$250,000."
PRINT ""THIS LAB HAS A VARIETY OF"
PRINT "MICROCOMPUTERS, DIGITAL TYPESETTING"
PRINT "SYSTEMS AND A GENIGRAPHICS 100C"
PRINT "COMPUTER-GENERATED SLIDE AND"
PRINT "ANIMATION SYSTEM."
PRINT "BUFFALO'S ALBRIGHT-KNOX MUSEUM,"
PRINT "SYRACUSE'S EVerson MUSEUM AND MANY"
PRINT "PRIVATE GALLERIES IN THE ROCHESTER AREA"
PRINT "CONTRIBUTE TO A LIVELY CULTURAL SCENE."
PRINT "RITE ALSO MAINTAINS ANOTHER LOCATION"
PRINT "AT ITS CITY CENTER IN DOWNTOWN"
PRINT "ROCHESTER."
PRINT "...PRESS <RETURN> TO CONTINUE."
INPUT A$
HOME
REM ABOUT THE PROGRAM
FOR I = 1 TO 3: PRINT ; NEXT I
PRINT "THE PROGRAM"
FOR I = 1 TO 7: PRINT ; NEXT I
PRINT "SO, YOU'VE SEEN TRON, NOW WHAT?"
FOR I = 1 TO 3500: NEXT I: HOME
PRINT ",;\$;", IF YOU ARE ACCEPTED INTO"
PRINT "THE COMPUTER GRAPHICS DESIGN PROGRAM,"
PRINT "YOU WILL SPEND TWO YEARS IN CREATIVE"
PRINT "PROBLEM-SOLVING RELATING GRAPHIC DESIGN"
PRINT "PRINCIPLES TO COMPUTER GRAPHICS"
PRINT "APPLICATIONS. YOUR STUDIO AND"
PRINT "PROGRAMMING INVOLVEMENT WILL BE"
PRINT "DIRECTED TOWARD THE SOLUTION OF "
PRINT "ASSIGNED DESIGN PROBLEMS:" Print
PRINT "EMPHASIS WILL BE PLACED UPON"
PRINT "THE QUALITY OF YOUR IMAGES,"
PRINT "COMMUNICATION EFFECTIVENESS, AND THE"
PRINT "INNOVATIVE APPLICATION OF DIGITAL"
PRINT "TECHNOLOGY TO VISUAL COMMUNICATION."
PRINT "THE SPECIFICS OF THE PROGRAM"
PRINT "WILL BE DEVELOPED IN ACCORDANCE"
PRINT "WITH YOUR PROFESSIONAL GOAL AND"
PRINT "WORK LEADING TO YOUR MASTER'S THESIS."
PRINT "...PRESS <RETURN> TO CONTINUE."
INPUT A$ 
HOME 
REM COURSE DESCRIPTIONS 
FOR I = 1 TO 3: PRINT : NEXT I 
PRINT "COURSE DESCRIPTIONS"
FOR I = 1 TO 7: PRINT : NEXT I 
PRINT "COMPUTER GRAPHICS DESIGN AT RIT"
FOR I = 1 TO 3500: NEXT I 
HOME 
REM MENU 
FOR I = 1 TO 10: PRINT : NEXT I 
PRINT ";N$;", HERE ARE THE COURSES WE OFFER;
PRINT "1. INTRODUCTION TO COMPUTER"
PRINT "GRAPHICS DESIGN"
PRINT "2. TWO-DIMENSIONAL COMPUTER"
PRINT "GRAPHICS DESIGN"
PRINT "3. THREE-DIMENSIONAL COMPUTER"
PRINT "GRAPHICS DESIGN"
PRINT "4. VISUAL SEMIOTICS/GRAPHIC DESIGN"
PRINT "5. DIGITAL TYPEGRAPHY"
PRINT "6. COMPUTER-GENERATED SLIDE DESIGN"
PRINT "7. COMPUTER-GENERATED ANIMATION"
PRINT "8. ADVANCED COMPUTER GRAPHICS"
PRINT "DESIGN"
PRINT "9. RESEARCH AND THESIS GUIDANCE"
PRINT "10. TO CONTINUE WITH THE CIP"
PRINT "FOR DETAILED INFORMATION ABOUT" 
PRINT "EACH COURSE, ENTER THE NUMBER (1-10)"
PRINT "THEN PRESS <RETURN>"
PRINT "ENTER "10" TO CONTINUE WITH THE CIP."
INPUT N 
IF N = 1 THEN GOSUB 1700ELSE 
IF N = 2 THEN GOSUB 2000ELSE 
IF N = 3 THEN GOSUB 2300ELSE 
IF N = 4 THEN GOSUB 2600ELSE 
IF N = 5 THEN GOSUB 2900ELSE 
IF N = 6 THEN GOSUB 3200ELSE 
IF N = 7 THEN GOSUB 3500ELSE 
IF N = 8 THEN GOSUB 3800ELSE 
IF N = 9 THEN GOSUB 4100ELSE 
IF N = 10 THEN GOSUB 4300ELSE 
HOME : FOR I = 1 TO 11: PRINT 
PRINT "TRY AGAIN, ";N$;"."
FOR I = 1 TO 1500: NEXT I 
GOTO 1440 
HOME 
REM COURSE NO.1 
FOR I = 1 TO 3: PRINT : NEXT I 
PRINT "1. INTRODUCTION TO COMPUTER"
PRINT "GRAPHICS DESIGN"
FOR I = 1 TO 3: PRINT : NEXT I 
PRINT "AN INTRODUCTION TO PROGRAMMING"
PRINT "FOR THE DESIGN OF COMPUTER GRAPHICS."
PRINT ";N$;", YOU WILL LEARN HOW TO"
PRINT "USE THE KEYBOARD, CR T, DISK DRIVE,"
PRINT "TABLET, PRINTER, PLOTTER AND"
PRINT "IMAGE DIGITIZER TO CREATE IMAGERY."
PRINT "EMPHASIS WILL BE PLACED ON WRITING"
PRINT "SIMPLE PROGRAMS AND CREATING"
PRINT "PICTURE FILES."
PRINT "...PRESS <RETURN> TO CONTINUE."
INPUT A$
HOME
GOTO 1440
FOR I = 1 TO 3: PRINT : NEXT I
PRINT "2. TWO-DIMENSIONAL COMPUTER"
PRINT "GRAPHICS DESIGN"
FOR I = 1 TO 3: PRINT : NEXT I
PRINT "EXPOSURE TO COMPUTER GRAPHIC"
PRINT "ALGORITHMS, DESIGN HEURISTICS, DESIGN"
PRINT "METHODOLOGY, LANGUAGE AND DATA"
PRINT "STRUCTURES, AND PROGRAM STRUCTURES"
PRINT "FOR TWO-DIMENSIONAL IMAGERY."
PRINT "PROJECTS INVOLVE COMPLEX PROGRAMMING."
PRINT "...PRESS <RETURN> TO CONTINUE."
INPUT A$: HOME
GOTO 1440
HOME
REM COURSE NO.2
FOR I = 1 TO 3: PRINT : NEXT I
PRINT "2. TWO-DIMENSIONAL COMPUTER"
PRINT "GRAPHICS DESIGN"
FOR I = 1 TO 3: PRINT : NEXT I
PRINT "EXPOSURE TO COMPUTER GRAPHIC"
PRINT "ALGORITHMS, DESIGN HEURISTICS, DESIGN"
PRINT "METHODOLOGY, LANGUAGE AND DATA"
PRINT "STRUCTURES, AND PROGRAM STRUCTURES"
PRINT "FOR TWO-DIMENSIONAL IMAGERY."
PRINT "PROJECTS INVOLVE COMPLEX PROGRAMMING."
PRINT "...PRESS <RETURN> TO CONTINUE."
INPUT A$: HOME
GOTO 1440
HOME
REM COURSE NO.3
FOR I = 1 TO 3: PRINT : NEXT I
PRINT "3. THREE-DIMENSIONAL COMPUTER"
PRINT "GRAPHICS DESIGN"
FOR I = 1 TO 3: PRINT : NEXT I
PRINT "EXTENSION OF PREVIOUS EXPERIENCE"
PRINT "TO INCLUDE THREE-DIMENSIONAL OBJECTS,"
PRINT "HIDDEN LINES AND SURFACES,"
PRINT "SOLID MODELLING, PERSPECTIVE, ETC."
PRINT "PROJECTS INVOLVE COMPLEX PROGRAMMING."
PRINT "...PRESS <RETURN> TO CONTINUE."
3070 PRINT "...PRESS <RETURN> TO CONTINUE."
3080 INPUT A$: HOME
3090 GOTO 1440
3100 HOME
3110 REM COURSE NO. 6
3120 FOR I = 1 TO 3: PRINT: NEXT I
3130 PRINT "6. COMPUTER-GENERATED SLIDE DESIGN"
3140 FOR I = 1 TO 3: PRINT: NEXT I
3150 PRINT "THE DESIGN OF SLIDES FOR BUSINESS"
3160 PRINT "GRAPHICS AND AUDIO/VISUAL PRESENTATION"
3170 PRINT "ATIONS. "; N$; ", YOU WILL GET"
3180 PRINT "HANDS-ON EXPERIENCE WITH A"
3190 PRINT "SOPHISTICATED COMPUTER GRAPHICS"
3200 PRINT "SYSTEM THAT GENERATES HIGH RESOLUTION"
3210 PRINT "SLIDES. EMPHASIS ON BOTH COMMERCIAL"
3220 PRINT "PRODUCTION CONCERNS AND CREATIVE"
3230 PRINT "PROBLEM-SOLVING."
3240 PRINT : PRINT : PRINT : PRINT "...PRESS <RETURN> TO CONTINUE."
3250 INPUT A$: HOME
3260 GOTO 1440
3270 HOME
3280 REM COURSE NO. 7
3290 FOR I = 1 TO 3: PRINT: NEXT I
3300 PRINT "7. COMPUTER-GENERATED ANIMATION"
3310 FOR I = 1 TO 3: PRINT: NEXT I
3320 PRINT "EXTENSION OF COMPUTER-GENERATED"
3330 PRINT "SLIDE DESIGN USING KEYFRAME ANIMATION"
3340 PRINT "TECHNIQUES TO AUTOMATICALLY CREATE"
3350 PRINT "FRAMES FOR FILM, VIDEO OR MULTI-IMAGE"
3360 PRINT "SLIDE PRESENTATIONS."
3370 PRINT : PRINT : PRINT: PRINT "...PRESS <RETURN> TO CONTINUE."
3380 INPUT A$: HOME
3390 GOTO 1440
3400 HOME
3410 REM COURSE NO. 8
3420 FOR I = 1 TO 3: PRINT: NEXT I
3430 PRINT "8. ADVANCED COMPUTER GRAPHICS DESIGN"
3440 FOR I = 1 TO 3: PRINT: NEXT I
3450 PRINT "ADVANCED EXPLORATIONS OF COMPUTER"
3460 PRINT "GRAPHIC APPLICATIONS PROJECTS"
3470 PRINT "INCLUDE SUCH TOPICS AS COMPUTER-"
3480 PRINT "GENERATED LAYOUT, DIGITAL TYPE"
3490 PRINT "DEVELOPMENT, COMPUTER-AIDED"
3500 PRINT "INSTRUCTION LESSONS, TV AND"
3510 PRINT "ELECTRONIC MAIL PROMOTIONS, AND"
3520 PRINT "COMPUTERIZED ANIMATION."
3530 PRINT : PRINT : PRINT : PRINT ". . .PRESS <RETURN> TO CONTINUE."
3540 INPUT A$: HOME
3550 GOTO 1440
3560 HOME
3570 REM COURSE NO. 9
3580 FOR I = 1 TO 3: PRINT: NEXT I
3590 PRINT "9. RESEARCH AND THESIS GUIDANCE"
3600 FOR I = 1 TO 3: PRINT: NEXT I
3610 PRINT "THE DEVELOPMENT OF A THESIS"
3620 PRINT "PROJECT INSTIGATED BY YOU AND"
3630 PRINT "APPROVED BY A FACULTY COMMITTEE."
3640 PRINT "PRIMARILY CREATIVE PRODUCTION,"
3650 PRINT "THE THESIS MUST ALSO INCLUDE"
3660 PRINT "A WRITTEN REPORT. YOUR THESIS"
3670 PRINT "MUST BE ACCEPTED BY A MAJORITY OF"
3680 PRINT "THE THESIS COMMITTEE AS WELL AS"
3690 PRINT "MEET THE APPROVAL OF THE SPECIAL"
3700 PRINT "ASSISTANT TO THE DEAN FOR GRADUATE"
3710 PRINT "AFFAIRS AND THE DEAN OF THE COLLEGE"
PRINT "OF FINE AND APPLIED ARTS."
PRINT : PRINT : PRINT
PRINT "...PRESS <RETURN> TO CONTINUE."
INPUT A$: HOME
GOTO 1440
HOME
REM CHAIN TO THE FIRST GRAPHIC IMAGE
PRINT CHR$ (4); "BLOAD CHAIN, A520"
CALL 520"IMAGE"

LOAD IMAGE

JLIST
5 HOME
10 GR
20 COLOR = 1
30 VLIN 10,39 AT 7
40 VLIN 5,39 AT 8
50 VLIN 0,15 AT 30
60 VLIN 8,25 AT 29
70 HLIN 25,39 AT 15
80 VLIN 15,39 AT 5
90 COLOR = 13
100 COLUMN = 13
110 VLIN 25,35 AT COLUMN
120 COLUMN = COLUMN + 1
130 IF COLUMN < 40 THEN GOTO 110
140 PLOT 3,4
150 PLOT 31,24
160 PLOT 4,4
170 PLOT 28,10
180 PLOT 3,30
190 COLOR = 3
200 HLIN 8,39 AT 27
210 COLUMN = 11
220 VLIN 0,17 AT COLUMN
230 COLUMN = COLUMN + 1
240 IF COLUMN < 23 THEN GOTO 220
250 HLIN 0,39 AT 38
260 COLOR = 12
270 VLIN 3,14 AT 33
280 VLIN 4,14 AT 34
290 VLIN 4,14 AT 35
300 HLIN 12,30 AT 29
310 PLOT 36,36
320 PLOT 38,32
330 PLOT 3,10
340 COLOR = 2
350 HLIN 15,38 AT 20
360 HLIN 20,37 AT 22
370 VLIN 0,17 AT 13

PRINT "COMPUTER GRAPHICS DESIGN BY"
PRINT "GRADUATE STUDENT MARY JANE LEWANDOWSKI"
FOR I = 0 TO 10000
NEXT I
TEXT
HOME
PRINT CHR$ (4); "BLOAD CHAIN, A520"
CALL 520"CIP2"

LIST
100 REM SECOND PART OF CIP
110 REM OPPORTUNITY SECTION
115 FOR I = 1 TO 3; PRINT : NEXT I
120 PRINT "OPPORTUNITIES"
130 FOR I = 1 TO 7; PRINT : NEXT I
140 PRINT "THE MOUSE GETS THE CHEESE"
150 FOR I = 1 TO 3500: NEXT I
160 HOME
165 FOR I = 1 TO 11: PRINT : NEXT I
170 PRINT "UPON GRADUATION FROM OUR PROGRAM,"
180 PRINT "YOU WILL FIND EMPLOYMENT OPPORTUNITIES"
185 PRINT "IN AREAS SUCH AS SLIDE" AND AUDIO-VISUAL SERVICES, AND THE"
200 PRINT "DESIGN OF COMPUTER GRAPHICS AND"
PRINT "COMPOSITION SYSTEMS."

FOR I = 1 TO 7: PRINT: NEXT I

PRINT "...PRESS <RETURN> TO CONTINUE."

INPUT C$

REM GET NEXT GRAPHIC

HGR2

PRINT CHR$(4); "LOAD PIC.1 .PIC, A$4000"

FOR I = 0 TO 5000: NEXT I

HGR2

TEXT: HOME

REM REQUIREMENTS SECTION

FOR I = 1 TO 3: PRINT: NEXT I

PRINT "PROGRAM REQUIREMENTS"

FOR I = 1 TO 7: PRINT: NEXT I

PRINT "ARE YOU READY FOR THE FUTURE?"

FOR I = 1 TO 3500: NEXT I

HOME

FOR I = 1 TO 5: PRINT: NEXT I

PRINT N$: "; WE REQUIRE THAT YOU HOLD"

PRINT "A BACCALAUREATE DEGREE IN A FIELD OF"

PRINT "THE ARTS OR EDUCATION FROM A REGIONALLY"

PRINT "ACREDITED COLLEGE IN THE UNITED"

PRINT "STATES OR CANADA. YOU ALSO MUST"

PRINT "DEMONSTRATE A GENUINE, PROFESSIONAL"

PRINT "ATTITUDE. IT IS HELPFUL IF YOU HAVE"

PRINT "TAKEN COLLEGE ALGEBRA, TRIGONOMETRY"

PRINT "OR ANALYTICAL GEOMETRY. YOU WILL BE"

PRINT "ADMITTED TO THE PROGRAM UPON"

PRINT "RECOMMENDATION OF THE GRADUATE"

PRINT "ADMISSIONS COMMITTEE WHICH WILL"

PRINT "EXAMINE YOUR TRANSCRIPT, REFERENCES,"

PRINT "YOUR PORTFOLIO OF CREATIVE WORK"

PRINT "AND YOUR STATEMENT OF PURPOSE."

PRINT: PRINT

PRINT "RIT ADMITS AND HIRERS MEN AND WOMEN,

VETERANS AND DISABLED INDIVIDUALS OF"

PRINT "ANY RACE, COLOR, NATIONAL OR ETHNIC"

PRINT "OR MARITAL STATUS, IN"

PRINT "COMPLIANCE WITH ALL APPROPRIATE"

PRINT "LEGISLATION, INCLUDING THE AGE"

PRINT "DISCRIMINATION ACT. THE COMPLIANCE"

PRINT "OFFICER IS JAMES PAPE RO.""

FOR I = 1 TO 9000

NEXT I

HOME

REM MORE INFORMATION

FOR I = 1 TO 6: PRINT: NEXT I

PRINT N$: "; IF YOU WOULD LIKE TO"

PRINT "INTERFACE WITH THE FUTURE OF"

PRINT "GRAPHIC DESIGN, WRITE US."

PRINT : PRINT : PRINT

PRINT "ROCHESTER INSTITUTE OF TECHNOLOGY"

PRINT "COLLEGE OF FINE AND APPLIED ARTS"

PRINT "ONE LOMB MEMORIAL DRIVE"

PRINT "ROCHESTER, NEW YORK 14623"

PRINT

PRINT "OR CALL (716) 475-2643"

FOR I = 1 TO 5: PRINT: NEXT I

PRINT "...PRESS <RETURN> TO CONTINUE."; INPUT C$

REM THIS IS THE END

HOME
FOR I = 1 TO 3: PRINT: NEXT I
PRINT "COMPUTER GRAPHICS DESIGN AT RIT"
FOR I = 1 TO 7: PRINT: NEXT I
PRINT "BECOME INVOLVED AND YOU WILL NEVER"
PRINT "BE FREE OF ITS FASCINATION."
FOR I = 1 TO 5: PRINT: NEXT I
PRINT
FOR I = 1 TO 10000
NEXT I
HOME
FOR I = 1 TO 9000
NEXT I

ICATALOG

DISK VOLUME 254

A 002 HELLO
A 040 CIP
B 034 PIC.1.PIC
B 034 PIC.2.PIC
A 004 IMAGE
A 012 CIP2
B 003 CHAIN


