Branding and Identity
Course Description:
Branding and Identity

In a densely crowded marketplace, corporations, organizations, and even individuals look for ways to differentiate themselves. That is the job of branding.

This course is designed to introduce you to a eight-phase process for creating and implementing effective brand identity. From estimating, scheduling, research and design development through design application, this course is an essential guide for developing a brand.

LEARNING OBJECTIVES
You will learn how to...
...develop a brand through a seven-phase structure utilized by professionals
...apply fees and schedule time to meet creative objectives and deadlines
...position and differentiate a brand
...create a targeted brand for a defined audience
...develop and apply a brand for success

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bfranklin@wustl.edu
Phase One:
Selection of Business/Organization

Assignment

This semester you are charged with one simple task; to redesign a brand for a business or organization of your choice. This entire semester will be divided into phases which are designed around real life practices. You will be exposed to the inner workings of a design consultancy with specific focus on developing a brand identity from start to finish.

Upon completion you will be armed with real world skills that can be put into immediate practice.

Considerations/Objectives

You will be working on this brand for 15 weeks; therefore, choose your business or organization wisely. Typically, and if you’re lucky, brands in need of a redesign come to you. But sometimes you may not have heard of the brand. You may not understand their business, objectives, fiscal goals or existing and targeted audiences. However, to successfully rebrand a company you must understand all of these aspects of their business.

For this assignment YOU are in control, so choose a business or organization that:
- is in extreme need of a rebrand
- excites you
- is familiar
- is struggling in the marketplace
- has sufficient material online and offline to review
- has competitive companies for review
- avoid family businesses and major corporations like VW
- you can feel passionate about for 15 weeks

Deliverables

You must propose two options for the businesses/organizations that you’d like to rebrand, and outline...

Who
What
Where
Why

You also need to present the following:
Existing Logo
Tagline
Mission Statement
Print/web marketing examples clearly demonstrating the current brand

Phase 1 will need to be completed by Tuesday, Jan 21st. Phase 2 will be an in-class workshop on Thursday, 23rd.

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Phase Two:
Estimating and Scheduling

Assignment
Phase two requires you to take a 'quick' dive to establish project fees and timing, both critical parts of securing a project, staying on track and being profitable.

This phase will be an in-class workshop.

Considerations/Objectives

Costs:
- How much will the prospect pay?
- What is a fair price?
- What am I comfortable charging?
- Will I be profitable?
- How much will the competition charge?
- Should I show my hours/fees by phase or just with a grand total?
- How much time will each phase take?
- Is the prospect financially stable?

Timing:
- What is the client’s deadline and scope of work? Is that a realistic goal?
- With the right mindset, help, and a decisive client a brand can be done quickly, maybe within 2 weeks. However a typical brand can last anywhere from 4 weeks to over a year!
- It's important you help guide your client to reach their goals. This will require you to establish a working timeline that is achievable based on the project objectives, your existing workload and commitments to other clients.

Deliverables

You must create an estimate that is designed and professional looking which outlines the following:

1. Project objective
2. Scope of work including:
   - Research and Competitive Analysis
   - Mission Statement and Tagline Development
   - Logo Design Development
   - Logo Design Refinement (3 rounds)
   - Logo Usage/Standards Guide (Format t.b.d.)
   - Brand Development and Applications (Applications t.b.d.)

Estimates typically include project management, production fees, terms and conditions and payment structure. Your estimate will not include these items.

3. Schedule based on 15 weeks, beginning January 14th and finishing April 25th. For this you will use a Gantt Chart to display your schedule.

You will be required to track your progress and bring your Gantt Chart to class for review.

Brandiing and Identity
F10 ART 328G 01
Visual Communications
College of Art
Washington University
Spring 2020
Steinberg Room 213
Tuesday
8:30-11:20
Thursday
8:30-11:20

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Phase Three: Research, Competitive Analysis and Target Audience

Assignment

Phase three requires you to take a 'quick' look at your company internally and evaluate who your company competes against. This process will help you uncover how your company is different and what makes them primed for success.

Considerations/Objectives

You must evaluate at least 3-4 competitive businesses.

The primary reason for internal research is to discover what makes the company unique and different, something that might be an undiscovered selling point that you can utilize visually in the brand development and applications.

Researching the competition is critical in developing a successful and unique brand in order to differentiate your business. By evaluating the competitive companies you can compare their services, products and people.

The second and extremely critical component within the competitive analysis is evaluating existing logos and brand applications. Developing a new brand that is similar to a competitor is a disastrous mistake!

The third, define the users, both internally and externally [audience].

Deliverables

1. Present a mood board displaying your competitive businesses and their findings which must include:
   - logo
   - tagline
   - mission statement
   - online and offline examples of brand applications

2. Depending on the service or product/s your company offers you are to develop 5 graphics displaying:
   - 4 unique 'aspects' that the company demonstrates [see example]
   - 1 overall chart displaying how your company compares to the competition in relation to unique offerings discovered in your competitive evaluation [see example]

Ask yourself:
Is the mission statement accurate?

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Phase Three: Research and Competitive Analysis

Example

In the following graphic, 4 aspects were uncovered that were unique to the business: People, Creativity, Innovation and Service.

Opposing adjectives of the aspects were then used to create a chart that displayed where the company was positioned.

The results then helped guide us in creating positioning statements and a textual tone, and helped steer a visual execution that was playful, modern yet refined, slightly cutting-edge.

The second graphic (far right) uses 4 primary discoveries specific to the industry, those being experience, services, specialization and responsiveness. The client and competitive companies were placed, the results being that the client was the most responsive with an emphasis on general experience versus specialized services.
Phase Four:
Objective, Mission Statement and Tag Line Development

Assignment
The voice, content and tone is all part of a brand, equally as important as the logo and visual brand execution.

It's very easy to become a stylist, to visually makeover a brand. A brand developed without strategy will inevitably fail, thus resulting in an unhappy client. Do not fail your client or yourself!

Based on your research and competitive analysis, you will develop a mission statement along with a tagline that effectively reflects your company.

Considerations/Objectives
Your company probably has a mission statement and tagline. Are they both on target and do they support your findings from your research and competitive analysis phase?

Sometimes the results from your research and competitive analysis can confirm what the client already knows. Maybe your findings confirm that their reputation is secure within the gene sequencing of pigeons, however perhaps you have discovered an untapped business vertical such as gene sequencing of hyperactive male chimps. This discovery may influence how the mission statement is crafted.

If you feel the mission statement is targeted correctly, you are allowed to massage the statement to best suit your needs. Your are however required to generate a new tagline.

The mission statement, be it new or tweaked, must influence and help direct the new visual brand.

Deliverables
For the next class you are asked to present:
Mission Statement
Tagline Options (6)

Please note: In a professional presentation a tagline can be presented with a logo to help reflect the design direction, however as brands are created over a period of time the tagline could be altered to help support the direction of the visual brand.

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Phase Five: Logo Development

Assignment
Finally, time to design!

Yep, it’s time to see what design chops you have. Nervous? Excited? Confident? You should feel all of them.

Having worked closely with your colleagues from the strategy department developing the research and competitive analysis, or if you have done all of this by yourself (!), you should be ready to bring this identity and brand to life. Everyone is anxious and eager to see your ideas, no pressure!

Considerations/Objectives
You now know your company in and out: who they are, what they do, what they say and what they want to achieve. There are two primary ways to develop a brand:

1. Create the logo, present, get approval, then develop the overall brand look and feel by developing applications relevant to the company.
   **Pros:** Better use of time and enables you to focus on the logo design without brand development distractions
   **Cons:** Many are unable to see the ‘big picture’, can focus too much on the logo and overthink aspects of the design, so it better be GOOD!

2. Create the logo with the brand look and feel presented on applications relevant to the company.
   **Pros:** Helps sell a logo when it can be seen in living space. Can also be influential on the final logo when designing brand elements inline.
   **Cons:** Time intensive and costly if rejected, a ‘great’ logo may be rejected based on the dislikes of the visual brand.

You will be doing #1. Why? You will be lost in the storm of visual navigation!

Things to consider:
Will your logo be a...
Monogram
Wordmark
Pictorial or Abstract Mark
Mascot
Combination Mark
Emblem
Dynamic/Fluid Mark

Typography – What typefaces will you use and how suited are they for your brand? How usable is your selected typeface/s in terms of scalability and variety of weights for applications and scalability?

Color – Hot pink? Conservative blue? Who is your audience, who is your client, how can a color choice be perceived in a global marketplace, how can your color choices evoke emotion and personality?
Phase Five: Logo Development continued

Deliverables
The logo development will be phased as follows:

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| Design Development                         | - Develop initial sketches  
- Review of sketches  
- Refinement of sketches (4 ideas)  
- Final design refinement (4 ideas)     |
| Class Presentation                         | Logos must be mounted and presented in a professional manner, along with supporting materials from previous phases. |
| Design Refinement Stage 1                  | - Digital development (color & b/w)                                         |
| Design Refinement Stage 2                  | - Digital development (color & b/w)                                         |
| Design Refinement Stage 3                  | - Final development (color & b/w)                                           |
| Final Presentation                         |                                                                             |

Tip: Take the long view – While developing your logo think about how this mark will come alive. Begin to evolve the brand in your mind, live it, breathe it.

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Phase Seven: Brand Development and Applications

Assignments

Congratulations, it’s almost a living thing! You have just created the pinnacle of your visual brand: the logo. Beneath this mark is a world of materials that acts as a vehicle to carry your brand. This final phase brings your brand alive.

You will be developing your brand by creating a graphic treatment that is applied to a variety of materials best suited for your company.

Considerations/Objectives

Your logo has been approved by the client. Sometimes that can be a huge milestone. Now you need to show them how the brand evolves to be more than just a logo. You need to create the entire visual brand.

Depending on what graphic elements your logo consists of, you will need to decide what will be the best visual direction for your brand. Will it be purely color based? Will it be illustrative or photographic? Will it just use typography or combine numerous elements?

Take a drive through the online design community and explore some of the agencies that are best at brand design, agencies like Pentagram, Tolleson, Wolff Olins, Studio Dumbar, Interbrand and local firms like Toky.

Two good websites to browse are:
www.identitydesigned.com
www.underconsideration.com/brandnew

Deliverables

You are required to develop the following brand applications:

Business Card
Letterhead
Website (not programmed):
- Desktop Homepage
- Mobile Homepage
- Favicon

You are also required to select 3 of the following to extend your visual brand beyond the above applications:

Signage (indoor or outdoor)
Packaging
Advertising
Uniforms or apparel
Vehicles
Print Collateral (Brochure cover)

Note: All content (text and image) must be developed by you. Text can be taken from any existing materials used by the company or organization you have selected to rebrand.

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Phase Six:
Brand Guide

Assignment

Now that your logo is final and the visual brand determined you must help direct the people who work with it everyday on how to use the graphic elements.

You will develop a document that outlines the individual components that we call a ‘Brand Guide’. This will be extended slightly to incorporate ‘brand elements’ such as the typefaces and colors used within the design.

The format, size and final contents are to be decided by you.

Considerations/Objectives

Your guide must help show the intended uses of the logo, the selected typefaces and colors, along with some of your applications showing the living brand. You must clearly present all of the elements in a simple yet effective manner.

A guide will also show how a logo should not be used, for example, if the logo should not be stretched, rotated, or colored with an off-brand color.

Choose a format that is suitable for your intended audience and content to be displayed. Perhaps your guide is best used as a tri-fold leaflet. Maybe its displayed as a poster on a wall in a manufacturing facility, maybe its a pocket guide or simply a PDF for email distribution.

Take time to research other logo guides developed for companies. This will help establish the content and finer details one expects from the guide.

Deliverables

Standards have a fast turn-around therefore the allotted time for this component will be short.

1. Develop sketches outlining your format and content distribution for in-class review. Provide found examples. Your sketches should clearly show your grid and distribution of graphic elements.

2. Refined sketches and initial digital layouts for review

3. Revised digital layouts for review

4. Final document due

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Phase 8: The Final Phase:
The Presentation

8:45 am
Tuesday, April 21st, 2020
Thursday, April 23rd, 2020
Policies: Branding and Identity

CLASS PARTICIPATION

Conversation, communication and contribution to your peers’ critique are crucial to your learning and will be included as 10% of your grade. All students will be expected to speak openly and participate to an ongoing, shared, supportive dialogue throughout the semester. You and your work progress from this process as does your peers and this makes for a richer collective learning environment and experience for all.

END OF THE SEMESTER REVIEWS

All BFA Communication Design students, beginning with the spring semester of sophomore year will be scheduled for an end-of-semester faculty review directly following the final week of classes. All BFA juniors and seniors in Studio Art will be scheduled for an end-of-semester faculty review directly following the final week of classes. Please note: reviews are optional for students in the BA and Second Major tracks and will be scheduled by request only. If a review is desired, students must notify Kim McCabe (kmccabe@wustl.edu) no later than the midterm mark of the semester. Students must be in two studio courses to be eligible for faculty review.

COURSE GRADING

Statement of Grading Approach or Philosophy
At the end of the semester, you will receive a final letter grade, derived from the criteria below.
Projects 80%
Process 10%
Participation 10%

Each individual project will be assessed along the following lines:

Participation and Investment: Demonstrate consistent and invested progress on all course-work throughout the arc of the project; active contributions made to class discussions and critique; problem-solver attitude, seeking out answers and solutions that contribute to your own learning and progress.

Process: Consistent preparedness and investment in process plays a significant role in both your learning and in student assessment. Process is viewed by the quality and thoroughness of research, concept development, variety and depth of iterative work, and ability to bring that process into a considered, refined final form.

Design: Considered and articulate design decisions are put to use in project outcomes, further evidenced by thoughtful participation in progress reviews. Craft of all final work should be refined, neat, and of a professional standard.

EXPLANATION OF GRADING SYSTEM

Sample Grade Cutoffs
90%  A
80%  B
70%  C
60%  D
< 60%  F

A = Superior work, exceptionally strong in both concept and craft, deserving special mention, competitive nationally
B = Very good work, deserving recognition, accomplishes most project goals
C = Satisfactory, acceptable for progress in curriculum but not outstanding, weaknesses in some aspects of process and final product
D = Weak work, marginally acceptable for progress in curriculum, significant deficiencies in process or final product
F = Failing, not acceptable for progress, unacceptable/deficient process product

INCLUSIVE LEARNING ENVIRONMENT STATEMENT

All interactions in class will be civil, respectful, and supportive of an inclusive learning environment for all students. Encourage students to speak to you, Chair of Communication Design, John Hendrix or an advisor, about any concerns they may have about classroom participation and classroom dynamics.

The best learning environment—whether in the classroom, studio, laboratory, or fieldwork site—is one in which all members feel respected while being productively challenged. At Washington University in St. Louis, we are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.

A range of resources is available to those who perceive a learning environment as lacking inclusivity, as defined in the preceding paragraph. If possible, we encourage students to speak directly with their instructor about any suggestions or concerns they have regarding a particular instructional space or situation. Alternatively, students may bring concerns to another trusted advisor or administrator (such as an academic advisor, mentor, department chair, or dean). All classroom participants—including faculty, staff, and students—who observe a bias incident affecting a student may also file a report (whether personally or anonymously) utilizing the online Bias Report and Support System.
Policies: Branding and Identity

ATTENDANCE POLICY

Attendance is mandatory and will be documented for all classes. Sam Fox students are expected to arrive ready to participate and be fully engaged in the day’s coursework during the entire scheduled class period. Participation in major critiques and reviews by all students is essential to the development of all of students. Failure to do so will have an impact on your final grade.

Each student is allowed a total of 2 unexcused absences. More than one unexcused absence will result in a deficiency. More than two unexcused absences will lower your overall semester grade by one third of a grade per deficiency, regardless of your work quality.

Following university policy, class will begin promptly at the hour. Arriving to class past the first 10 minutes counts as a tardy, 3 tardies add up to an absence. Arriving past 20 minutes late will result in an absence. Communication is key and your responsibility to be proactive about this. When advance notification is not possible (e.g. family or other personal emergency), please present documentation to verify the reason. Missing class due to illness will count as an excused absence if it is accompanied by documentation from the Health and Wellness Center that you were seen by a doctor. In case of severe medical or family emergencies, contact the Dean of Students Georgia Binnington as soon as possible: gbinning@wustl.edu, 314-935-6532.

If a student must miss a critique, please inform the professor beforehand. Any student who misses class is responsible for contacting a fellow student to find out what they missed, for making up all work, and for being prepared for the next class.

GRADE DISPUTE POLICY

The Sam Fox School aims to provide each student with a fair assessment of their academic work and studio. Students have the right to dispute their overall course grade (not individual assignments) if they believe that grade does not accurately reflect the quality of their work. A grade dispute must be submitted to the faculty member who assigned the grade within 30 days of receipt of the grade. The School stresses that every effort to resolve this dispute be made by the faculty and student involved. A student’s eligibility for advancement in sequential coursework requires timely resolution of the grade dispute. For more information visit https://samfoxschool.wustl.edu/files/Greivance%20Policy_Update%202019.pdf (Links to an external site.).

RELIGIOUS HOLIDAYS

The Sam Fox School of Design & Visual Art recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

TECHNOLOGY POLICIES

Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices is at the discretion of the instructor, unless such requests are approved in advance of doing so. Use of cell phones during class time is prohibited, working on quizzes or exams. The nonacademic use of laptops and other devices is an accommodation approved by Disability Resources.

LICENSE FOR NON-EXCLUSIVE RIGHT TO REPRODUCE AND DISTRIBUTE

Benjamin Franklin has non-exclusive right to reproduce and distribute work produced in this class as part of a publication or body of work, which may include products from this course or other works. Students retain ownership of all rights held under copyright. This permission is revocable for 3 months following the conclusion of this course via notification in writing to Benjamin Franklin.
ETHICS/VIOLATIONS OF ACADEMIC INTEGRITY

Ethical behavior is an essential component of learning and scholarship. Students are expected to understand, and adhere to, the University’s academic integrity policy: wustl.edu/policies/undergraduate-academic-integrity.html (Links to an external site.). Students who violate this policy will be referred to the Academic Integrity Policy Committee. Penalties for violating the policy will be determined by the Academic Integrity Policy committee, and can include failure of the assignment, failure of the course, suspension or expulsion from the University. Additionally, students should If you have any doubts about what constitutes a violation of the Academic Integrity policy, or any other issue related to academic integrity, please ask the instructor.

Always cite sources when ideas are presented and/or language that was developed by another individual, including material from class lectures and discussions. Violation of this policy includes collaborating on assignments where collaboration is not allowed and/or utilizing notes, texts, etc. on any assignment where use of such materials is not allowed. Studio behavior/conduct expectations should be added in this section by the instructor if applicable.

ENGLISH LANGUAGE PROFICIENCY

If English language proficiency is such that the student may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to the instructor who may refer the student to the English Language Program (Links to an external site.) [ELP]. ELP is a University-wide resource that provides classes and academic English language support designed to increase non-native English speaking students’ English language proficiency and to facilitate their academic success at Washington University. Other Academic Assistance resources are available through the Office for International Students and Scholars (Links to an external site.).

Resources for Students

For information on all available student resources, including disability accommodations, campus safety, mental health resources, writing assistance, grievance procedures, and much more, please go to https://insidesamfox.wustl.edu/students/advising/student-campus-resources/ (Links to an external site.)

Disclaimer

The instructor reserves the right to make modifications to this information throughout the semester.
### Branding and Identity: Schedule

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**CLASS MONTH/DATE:**