

Professor:

Rafael A. Fajardo
rfajardo@du.edu (NB. I will not return emails Friday through Sunday).
Shwayder 212
Office hours Tuesday from 9:00 am – 12:00 pm, or by appointment.
(303) 871-3265 (NB. Voice mail is the least reliable form of communicating with me, email is better)

SYLLABUS

This is: ADVANCED DESIGN (ARTD 3375 & DMST 3375)

This course engages contemporary issues in culture, theory and design. Projects will utilize interactive multimedia. 5 quarter hours.

Prerequisite (tentative):

ARTD 2355 Electronic Media Design 1
ARTD 2365 Electronic Media Design 2
-or-
DMST 2355 Interactive Digital Art
DMST 3230 Multimedia Authoring Tools

Expectations: This is a demanding course intended for mature students. I will expect a full and consistent commitment of time and effort. Those who do not complete assignments on time, or repeatedly hand in work of poor quality, will be asked to leave the class. Projects that are late for critiques and deadlines will be failed.

Warning: Deadlines do not change for equipment problems. In the case of equipment failures or lack of availability you are to find alternative means of producing assignments. If after reading this syllabus, and hearing the class introduction, you are hesitant about your commitment do not take the class.

Class Objectives

This class will introduce students to Design As Investigative Methodology. Design exists within a cultural milieu and its artifacts and processes simultaneously define and reflect that context. This dynamic relationship between design and its framing culture will be investigated by striking out in a non-traditional direction. Students will be responsible for creation of content matter that documents programmed interaction with un/familiar components of their surroundings.

Strategy:

There is no textbook for this non-traditional methodology. Students will be required to find and develop resources for their investigations. Certain resources will be proposed by the instructor, but it will be the students' responsibility to develop pathways to the knowledge and information. Students will be posed an open ended question which they will investigate through library research and direct observation. Students will then make work that expresses their findings visually and digitally.

Required Textbooks

none

Required Materials:

10 CD-R or 10 DVD-R media
Digital or Film Camera (Students have access to some equipment on loan from eMAD)

Attendance Policies

Attendance: Attendance and participation in all class meetings is required. A student may be absent from class three times during the quarter without his or her final grade being affected. There are no excused absences beyond those three. Any further absences will result in the student being dropped from the class with the grade of "F" due to lack of participation. Attendance will be rigorously monitored. Each student is expected to come to class fully prepared to work.

Students who will be absent on religious holidays will notify the instructor in writing within fifteen days of the beginning of the quarter in which those days will occur. Pending assignments will be completed and submitted prior to those days.

Tardiness: A student entering class after roll has been taken is tardy. Tardiness beyond three times is considered chronic and will result in a reduction of the student's quarter grade by one lettergrade for each additional incident beyond three. A student arriving in class after the first 30 minutes of the class will be considered absent. Those who realize that promptness and attendance might be or is becoming a problem should drop the class.

Grading: Individual assignments will be graded on adherence to the criteria (both in letter and in spirit) of the problem. All assignments will be completed. Incomplete or late assignments will receive a grade of "F."

A final, cumulative, grade for the quarter will be assigned by adding the average of the grades of individual assignments to the average of the grades of the exams given in class - if any. Points will then be deducted for tardiness, if applicable. The assignments will count for 80% of the final grade, while the exams will count for 20% of the final grade. If the final grade point is between two lettergrades, factors such as participation in class critiques, ability to verbalize concepts given, professional attitude and work habits will raise or lower the lettergrade.

Grading Criteria

Grades:

- A.- Exceptional. Conceptualization, hand skills and visual skills are all close to a professional level. Concepts presented in class are used as a base for advanced exploration.
- B.- Above Average. Responses adhere to requirements of assignments, exhibit an understanding of the concepts presented. Solutions are unique, noteworthy and beyond competent. Hand and presentation skills are advanced.
- C.- Average. Student understands requirements of the assignment and is able to present an adequate solution with proper execution.
- D.- Below Average. Student exhibits little understanding of the requirements of the assignment. May indicate below average conceptual skills, hand skills, or presentation skills.
- F.- Failure. Student exhibits no understanding of the requirements of the assignment.

Delay of Grade: If a student finds it impossible to complete assignments due to non-academic reasons (major health or personal problems), a written request stating the reason for a quarter grade of "incomplete" will be given the instructor prior to the deadline for the final assignment. A grade of incomplete must be cleared before the end of the next quarter. See page 26 of the DU Undergraduate Bulletin for procedural details.

Plagiarism: Solutions to assignments you submit will be your own work. A student who is discovered to have plagiarized another's work will immediately receive a grade of F for the course, and a recommendation for disciplinary action will be forwarded to the Dean of Students.

Evaluation Criteria:

- Contact:** Student-teacher contact is an essential aspect for the process of learning in higher education. How regular or active was student-teacher contact?
- Course Participation:** Beyond student-teacher contact there is a commitment to the process and to participate beyond one's personal work. What was the course participation for in-class discussions and group critiques? Was work performed in a timely fashion? What was the student's attendance record?
- Motivation:** Motivation forms enthusiasm and devotion to the tasks and the studies for the road ahead. How motivated is the student (in studio work, or the major, or the course, or the subject)?
- Craft:** Craft is a skill that is essential to all design and product making. Craft is viewed in all respects of product making and product presentation. How good is the student's craft?
- Visual Skills:** Students develop concepts and skills in visual language (perception, aesthetics, and use of form). They become visually literate, but also skillful in the use and application of this language. How skillful is the student with the visual language?
- Conceptual Skills:** Design is a conceptual process, requiring critical thinking, correlating theory and practice as well as inquiry into the subject at hand. Visual form, after all, is the visual representation of ideas and of content. This thinking becomes evident in the work itself, adding depth and value to content. How skillful is the student in this conceptual process?
- Search:** Design is a process of search: to experiment and seek alternative solutions. The product is a fall-out of this process. How much of this process does the student involve to resolve a design solution?
- Risk Taking:** The creative individual, in search for something other than imitation and mere adoption of convention, is willing to take risks. From failure we learn, and trial and error make essential components in design. How is risk taking evident in the work?
- Final Products:** The final product is, after all, part of the process, and a test of that process. How beautiful in form and structure is the final product? How clear is the communication? How well do form and content relate to their purpose?
- Personal Development:** Over time it becomes more evident how one's development of knowledge and skills relate to the individual. How is the individual developing over the time of a project, quarter, or more?
- Other:** (an opportunity to suit a special circumstance...)

Evaluation Ratings:

- 4 = excellent
 3 = good
 2 = satisfactory
 1 = unsatisfactory
 0 = fail

Evaluation Matrix

criteria:	ratings:				
	4	3	2	1	0
contact:	-	-	-	-	-
course participation:	-	-	-	-	-
motivation:	-	-	-	-	-
craftsmanship:	-	-	-	-	-
visual skills:	-	-	-	-	-
conceptual skills:	-	-	-	-	-
search:	-	-	-	-	-
risk taking:	-	-	-	-	-
final products:	-	-	-	-	-
personal development:	-	-	-	-	-
other...:	-	-	-	-	-

Schedule:

January 06

Reading of Syllabus and Laboratory Policies.

Drawing of Lots.

Release to begin library research.

January 08

AIGA Event: Dominique Sillett.

In class presentation by Dominique Sillett.

Review of preliminary draft of essay.

Homework: Complete essay.

January 13

Present essay for evaluation via email attachment MS Word.doc

January 15

Evaluated essays returned

Release to begin Phase 2

January 20

Students present preliminary documentation for critique and feedback

January 22

Students present finished documentary photographic material in digital form.

Students begin Phase 3 in class and continue as homework.

January 27

Students present preliminary draft of Phase 3 essay for comments.

January 29

Students present finished Phase 3 essay via email attachment MS Word.doc

Students will begin Phase 4 of the project (will receive handout on Interactivity by Design)

February 03

Students present progress report of Phase 4

February 05

Students present progress report of Phase 4

AIGA Event

February 10

Students present progress report of Phase 4

February 12

Students present progress report of Phase 4

February 19

Rafael travels to CAA in New York

February 24

Students present finished Phase 4 interactive piece

Begin Process Meditation

February 26

Students present progress reports

March 03

Students present progress reports

March 05

Students present progress reports

AIGA Event

March 10

Students present progress reports

March 12

Students present finished Process Meditations

March 18-20 Final Exam Period

Briefs:

A Sense of Place [architectural variant]

Brief:

Go out into the city of Denver, beyond the DU campus, and find examples of specific historical movements in the local architecture. Document the site(s) and create an electronic interactive presentation of your findings.

Method:

Phase One: Define the object of study

Separate the class into three groups, by drawing lots

lot one will seek examples of the Precursors to Modernism

lot two will seek examples of the Modernism

lot three will seek examples of Post-Modernism

Each student is given one week to write an essay (1000 word maximum + bibliography) that summarizes the aesthetics of the movement whose lot they have drawn.

This exercise serves to force the student to deal with the idea of conventional aesthetics on a very personal level.

The essay will also serve as a premise for their investigation.

The essay will be turned in and the professor will evaluate the paragraph for content and for its clarity of expression.

Phase Two: Field Work

Students will go out "into the field" and search for a building that exemplifies the aesthetics they have outlined in their paragraph. The students will document the building by taking photographs (obtaining any necessary permissions to do so) and by recording the buildings' street address and longitude and latitude.

The students will attempt to take a sufficient number and kind of photographs to communicate "a sense of the place" to a viewer who has never seen the building. The students should employ a disciplined approach. One such approach will be discussed in class.

Time Frame: One Week

The photographs will be presented in class and students will be assisted with editing the collection. The collections will be assessed by the professor for both aesthetic quality and for the ability to communicate the desired "sense of place."

Phase Three: Written Defense

The student will write essay that explains and argues how the chosen building exemplifies the historical movement assigned to the student.

The essay will be judged by the professor for quality of reasoning and clarity.

The essay will incorporate the one written in Phase One of this project.

Time Frame: One Week

Phase Four: Presentation

The students will make use of the words and pictures that they have generated and make a presentation that is interactive and electronic. The students are expected to figure out how to actualize this phase. They should engage in a sketching process.

Time Frame: We can allow three weeks for this phase, with students presenting progress reports at each class meeting before the final deadline.

Process Meditation

It is important for designers to be self conscious of their own methodologies, and to be able to create and protect environments that maximize their own productivity. In this project students are called to examine their own ways of making and of doing. Of creating a visual and textual document of their process(es) and then of creating an electronic presentation of their process to share with others. Successful presentations will articulate in words, pictures, and sound, the creative and investigative processes deployed by the respective students in their creative and investigative work. These presentations will be as poetic as they are informative.

Time Frame: Three weeks, with students presenting reports of their progress at each meeting before the final deadline.

ADVANCED DESIGN Syllabus
Class: ARTD 3375 & DMST 3375
Term: Fall 2002
Professor: Rafael A. Fajardo
This version dated: 2003.01.10
page: 6

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Agreement

I have read the syllabus for ARTD 3375 & DMST 3375 thoroughly. My questions and concerns as of this date have been asked and I understand the content of the course and what is expected of me.

Name_____

eMail address_____

Signature_____

Date_____

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