

Class: ARTD XXXX | DMST XXXX | Senior eMAD Project

Meeting times: Tuesdays and Thursdays from 8:00am to 10:50am

Professor:

Rafael A. Fajardo

rfajardo@du.edu [NB. I will not return emails Friday through Sunday]

Shwayder 212

Office hours Tuesdays and Thursdays from 1:30 pm – 3:00 pm, or by appointment.

(303) 871-3265 [NB. Voice mail is the least reliable form of communicating with me, email is better]

SYLLABUS for: ARTD XXXX Senior eMAD Project

Description: This course is a capstone experience for BFA majors in eMAD. This course engages contemporary issues in technology, culture, theory and design. 5 quarter credit hours

Prerequisite: BFA major with senior standing.

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 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.

Objectives:

This course's principal objective is to act as a capstone experience for eMAD students. It will attempt to aid the student in synthesizing their diverse knowledge-base. It will attempt to aid the student's preparation of their final project to be exhibited in the BFA show in the Victoria H. Myhren Gallery. It will attempt to aid the student to maintain a high degree of intellectual and visual rigor in their work.

Strategy:

The strategy employed will be for the professor to play an adversarial role. The student will be challenged to defend their work and their ideas. The adversarial role will be used during public critiques. Facilitation will occur during studio time in the classroom.

The senior project is a student-defined, student-motivated work.

Required Textbooks:

There are no required texts or readings for this course. Certain readings will be recommended for individual students as their project requires.

Required Materials:

As this is an advanced class, students are expected to have equipped themselves with the fundamental necessities for creating electronic media presentations/art-works. Students will further be responsible for acquiring whatever materials they will need to actualize their visions.

Attendance Policies

Attendance- Students are allowed 2 unexcused absences. The 3rd absence results in a letter grade drop from the overall grade for the course. The 5th absence is an automatic failure from the class. Attendance to critiques is mandatory.

Failure to attend a critique results in an automatic failing grade for the project. Failure to attend the Final Critique results in an automatic Failure from the course. The only absences which are not penalized are those for deaths of close family members, severe illnesses (NOT including colds, bronchitis, strep throat, general malaise, etc.) or observance of religious holidays. If you plan on attending a religious event later in the quarter, you MUST notify me in writing or electronically within the first 2 weeks of class.

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 letter grade 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 Criteria

Grades:

- A. [4.0] 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. [3.0] 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. [2.0] Average. Student understands requirements of the assignment and is able to present an adequate solution with proper execution.
- D. [1.0] Below Average. Student exhibits little understanding of the requirements of the assignment. May indicate below average conceptual skills, hand skills, or presentation skills.
- F. [0.0] Failure. Student exhibits no understanding of the requirements of the assignment, has failed to participate in the processes of the class, has exhibited poor motivation or poor craft. Visual and conceptual skills are poor. Student has not shown investment in her work.

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 the DU Undergraduate Bulletin for procedural details.

additional note- If a student has a documented disability and wishes to have special arrangements made to facilitate a more effective learning environment, I must be notified by the student within the first two weeks of the start of the course. The student must also provide proper documentation stating the condition of the disability. This will remain confidential unless the student chooses otherwise.

Assessment Rubrics:

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...)

Schedule:

Students will present their works for critique no less than three times during the quarter. Dates to be determined by individual students.

Studio Project Briefs

The Senior eMAD Project is student-defined and student-driven. Students will present a written/visual proposal for the project on the third class day. The proposal will include a description of the nature of the work, and a schedule for three public critiques of the work in progress.

Students are responsible for aiding their classmates in assessing the quality and effectiveness of the work. Students are expected to be open and honest in their assessment of the work of their colleagues. Students are likewise expected to be open to hearing assessments of their own work.

Agreement

I have read the syllabus for ARTD XXXX & DMST XXXX Senior eMAD Project 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_____

Agreement

I have read the syllabus for ARTD XXXX & DMST XXXX 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_____