Art 74 - 03, Introduction to Digital Media ~ Fall 2014
School of Humanities/ Department of Art & Art History San José State University

Department of Art & Art History
San José State University Fall 2014

Instructor:	Ricardo Cortez
Class Days/Time:	T/Th 3:00 – 5:50
Classroom:	Art 241
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Office Location:	Industrial Studies 2nd Floor
Office Hours:	Mondays 12:00-1:00pm or by appointment

Description
This course explores the fundamental concepts and methods of digital media art in the 21st century. Students are introduced to graphic and web design software and techniques while exploring conceptual frameworks and technical approaches to digital media art. The class will focus on contemporary methods, trends and tools for artistic production involving computation, networks and visual imagery. The course emphasizes creative and critical thinking skills, problem solving and computer literacy via tutorials, workshops, independent production and peer-to-peer learning. The course utilizes both Adobe software, and open-source/ free software applications. The course requires art production, reading and writing assignments. Students will build and maintain an online blog to post writing assignments, comments, external links and course artworks.

Course Goals and Student Learning Objectives

Upon completion of this course, students will be able to:

LO1 Use Adobe Photoshop and Illustrator to generate images for web and print
LO2 Learn effective use of HTML 5/ CSS via a CMS to create websites
LO3 Use free, open-source, and demo software to expand software literacy
LO4 Understand the role of copyright, remix culture and the social graph
LO5 Practice critical thinking skills to address digital art and network cultures
LO6 Practice writing skills to articulate the meaning and importance of digital art and networked cultures
LO7 Develop a working understanding of software culture, open-source, and emergent social media with an emphasis on digital publics in the 21st century
LO8 Establish nomenclature and a working understanding of digital media artworks
and processes used by contemporary practitioners in the field including nonlinear,
networked, interactive, environmental, performance, projection, sound, physical computing and code-based methods of digital media art production

Course texts

These texts are available for free online via pdf and available on Canvas. Links are provided in the assignments section of this syllabus.

- Seven Ways of Misunderstanding Interactive Art by Erkki Huhtamo
- Five Principles of New Media: Or, Playing Lev Manovich by Madeleine Sorapure

Canvas CMS
Copies of course materials - the syllabus, readings and course updates - are available via the SJSU Canvas course management system (CMS) https://sjsu.instructure.com/ https://sjsu.instructure.com All assignments must be submitted via Canvas.
Canvas will also be used for announcements and any changes to the course schedule. Please make sure your Canvas contact works.

Classroom Protocol
The course schedule provides dates, topics, and assignments due on the day they are listed in the schedule, unless otherwise noted. As a workshop course, attendance and participation is required. You are expected to attend class and will be required to participate in technical tutorials, software practice, and group projects. The coursework is cumulative and requires a commitment to practice to expand upon learned skills. You are expected to work independently, on your own time, and in collaboration with others.

Collaboration and Groups
Students working together will be graded based upon the success of the group, and should therefore plan accordingly to define roles and assure equal participation amongst collaborators at the beginning of group projects. Please inform the professor if you are having difficulties with the collaborative dynamic in your group before problems arise.

Art and Art History Library Liaison
The Art and Art History library liaison is **Rebecca Kohn**, an excellent resource for academic and creative research. Rebecca's LibGuides library page is located here ~ http://libguides.sjsu.edu/profile/RebeccaKohn
You can also contact Rebecca via email at rebecca.kohn@sjsu.edu if you need further assistance.

Assignments and Grading Policy
Assignment prompts will be provided in class. See course schedule for complete details.

Each project have three distinct phases:
1. idea/concept generation, research and development (worth 1 point)
2. the draft (and group assessment, drafts must be commented on by at least 3 other people in writing) (worth 2 points each, some projects will ask for more than one draft)
3. the critique/presentation (the balance of the project points, generally 7 points and evaluated along the lines of the project rubric)

Each project is required to have a "sign-off" approval on each step before proceeding to the final presentation/critique. If the project has not received a sign-off for steps 1 and 2, it will be critiqued as a draft and will require the student to fulfill the missing steps and approvals before it will be graded by the instructor.
Assessment and critique will be offered along the way in order to improve quality and skill.

Evaluation is based on technical, aesthetic and conceptual realization of projects. Grading is based on both conceptual content and technical skill. With every project students must write a short 1-2 paragraph artist statement commenting on their conceptual and technical ideas behind the project. Written essays must be

informed and directed by research. In general it is the students responsibility to to ensure they have a full understanding of the conceptual and technical requirements for each assignment before doing it. If you have questions, ask! All project prompts are negotiable through the process, not after final submission.

Each project will be evaluated according to the following formula:
Technical Skill (20%) + Aesthetic Quality (20%) + Conceptual Depth (20%) + Writing (20%) + Followed Directions (20%) = 100% (multiply by points for final drafts of projects).

	2	1	0
technical	Project exhibits considerable skill, innovation or extraordinary improvement in skill level and handling of the techniques compared to drafts and previous projects.	Project exhibits some skill or moderate improvement in skill level and handling of the techniques as measured from the drafts and previous projects.	Project is sloppy, rushed or doesn't use techniques learned in class.
aesthetic	Project exhibits considerable or extraordinary understanding of color, format, print quality, composition and other formal elements appropriate for project. Formal elements support conceptual theme of project.	Project exhibits a working understanding of color, format, print quality, composition and other formal elements appropriate for project. Formal elements partially supports conceptual theme of project.	Little or no consideration for the visual qualities of the work.
conceptual	Project exhibits a depth of knowledge and theme. Extraordinary relevancy and knowledge of subject. Visual elements support an idea.	Ideas represented in project are not clear or not realized.	Project is shallow and shows no consideration for a central idea.
writing	Readable and relevant to the work, the writing provides insights and clarity to the nature, production or ideas about the work. Writing is in a grammatically relevant writing style.	Writing is unclear or unnecessarily short, contributes little to meaning or understanding of work.	Writing is not readable, not understandable, not in English or not present.
project direction	Attention to details of project description and intention, deviations are pre-approved by instructor.	Project requirements are taken into consideration but work deviates from assignment without pre-approval of instructor.	Little or no requirements of project assignment are exhibited.

Date	Assignment	Pts
09/04	**#01** – Two page essay printed on 8.5x11in paper stapled; double spaced on your response to the reading: Seven Ways of Misunderstanding Interactive Art by Erkki Huhtamo. The reading can be found for free at bit.ly/7interactiveart . You must cite the author a minimum of three times. Save a digital copy to be posted online later in the semester.	10
09/11	**#02** - Create a 7" x 7" inch @ 300dpi Photoshop composition using raster images, vector images and text from Adobe Illustrator. You must use layers, at least one composite/blend mode and one effect. You are required to demonstrate one self-taught technique learned via the web or a YouTube tutorial. Once complete, you must then down-sample the image to 700 x 700 pixels @ 72dpi. Final version for class critique will be printed out in color on glossy paper, trimmed and ready to display. Students should print an additional copy if they want to keep a copy as	10

	the print turned in will be on display all semester. ***Later in the semester - You must post both versions of the image to your course blogsite in the *assignments* category and present them in class.	
9/18	**#03 –** Read Five Principles of New Media: Or, Playing Lev Manovich by Madeleine Sorapure. The reading can be found at http://bit.ly/playinglev. Write 500 words on your thoughts about New Media Art and how it is present in your daily life. Reference the authors at least three times in your writing. This will be posted to your blog explained in Assignment #6.	5
10/9	**#04 -** Using the techniques learned in Photoshop, produce a series of images that are comprised of multiple other images. Projects can either be morphed images or montages of multiple images. Students should demonstrate sophisticated use of the tools provided in Photoshop. The final image should address the prompt: "Lie to Me". The final presentation of this project should be a series of 3 completed images printed out and mounted for display. Print size of the final images is up to you to decide, however each image must be 300 dpi and a minimum of 5"x7". DO NOT delete your digital file – you will need to post it to your blog! With each assignment, students should provide a 500 word statement describing both their conceptual and technical process of making the piece. Writing hint: talk about how the series contributes to the meaning of the work, talk about how the presentation affects the work. During the critiques students will be required to dress in business casual attire when presenting to the class.	10
11/18	**#05 –** Students will give a 5 minute presentation on a Digital Media Artist of their choice that embodies the definitions of New Media / Interactive and Digital Media Art. The presentations can be however you want, powerpoint, video, live surfing of the web. Please include images or video to put their work into context. You must also post an 800 word posting to your blog including images about the artist you've chosen.	5
09/16	**#06** - Create a free Wordpress blog by visiting www.wordpress.com. You must send a link to your blog via email to the professor ~ rcortez1967@gmail.com. You will work from this blog for the entirety of the semester and the contents will be submitted and graded. Posting will begin on 9/16. Your first post should be the essay you wrote as a PAGE. The remainder will be submitted as posts. Every guest speaker that visits the class requires a posting of no less than 500 words regarding key messages, take aways and lessons learned from the speaker/discussion. Additional posting prompts will be provided in class.	5
10/23	**#07** - Set up a free web server through www.000webhost.com and download an ftp client to your computer. Fireftp for Firefox is recommended. Others included Fetch and Cyberduck for Macs. Students must hand code 3 html pages to be uploaded to their personal 000webhost.com servers. One page must be an about me page and 2 pages highlighting your Mash up and your Lie to Me project. This website will be further developed in Assignment 8.	5
11/6	**#08 –** Create an online portfolio; sites should be a minimum of 10 pages or show and equivalent of work (**as agreed to prior to the final presentation**). Sites should demonstrate working knowledge of web	10

	skills learned and represent a sophisticated web presence. This may include the use of scripting, roll-overs, animations, plug-ins, or CSS at the artist's option. Sites should provide thorough documentation of an event, action, object or process. All links must be working at due date. With each assignment, students should provide a 1-2 paragraph statement describing both their conceptual and technical process of making the piece. The bulk of your pages can be made from projects already turned in during critique and presentation days. You must fill the remaining pages with the content you find relevant to the course.	
12/4-12/9	**#09 -** The Final Project is an open-ended assignment where students have the opportunity to focus on the concepts and skills that interest them most in digital media. Final Projects must encompass knowledge learned in the course and address both conceptual and physical issues of the course. Projects can be done in any medium relevant to this course. Projects must be presented as a creative, conceptual, and artistic project; promotional, industrial, or commercial work will not be accepted. The final project grade will be based on the proposal, research, and the overall follow-through and presentation of the project. With each assignment, students should provide a 1-2 paragraph statement describing both their conceptual and technical process of making the piece. Writing hint: create an artist statement as you might see if the work were displayed in a gallery. Relate the visual to the concept. This should be a polished final form project reflecting the definitions you have learned for New Media, Interactive and Digital Media Art.	20
12/16	**#10 –** Continuing your work on Assignment 8; submit a final link to your portfolio including a page dedicated to your final project by the end of the exam time during Finals Week to ruick67@gmail.com	20
TOTAL		**100pts**

* All programming assignments must be submitted via Canvas on the due date above. Assignment due dates are also listed in the course schedule. If you have any questions regarding assignments, please contact the instructor in advance of the due date.

Grading Policy/ Rubric
A = 100 - 90% ~ Excellent = Student exhibits exemplary effort at comprehension and application of the required materials. All creative and programming work is engaging.

B = 89 - 80% ~ Average = Student completes assignments, and demonstrates a grasp of key programming and creative concepts. Student participates actively in the classroom.

C = 79 - 70% ~ Below Average = Student completes the assignment but may lack enthusiasm or drive to push the work into a detailed creative or critical space. The work lacks creative and aesthetic effort. The work is underdeveloped, incomplete or broken.

D = 69 - 60% ~ Unsatisfactory = Student does not complete the work as assigned. Substantial problems exist in student's work.

F = < 60% ~ Fail = Student does not submit work, or work is below unsatisfactory level.

Late Work Policy
Work is considered late if posted after the due date/time. The default time for submission of work is the beginning of class, unless specified otherwise in the schedule. For each day the work is late (marked each 24 hours by the day and time of original deadline), the work decreases by half a grade (a B+ goes to B-, a B- to a C+, etc.).

Art 74 Course Schedule
Fall 2014

Note: Assignments are due on the day listed in the schedule, unless otherwise noted.

Week	Date	Topics, Assignments, Deadlines
1	8/26	Introductions, course intro, syllabus, questions, team project. **Assignment #1 introduction**
	8/28	James Morgan will be leading this class on the Mash Up project – Assignment #1. Photoshop basics will be taught – make sure that you have downloaded and installed the current version available through SJSU. The version you download MUST have Dreamweaver, Photoshop, Illustrator and InDesign. Class computers will be available as well.
2	9/2	**Assignment #2 introduction** Photoshop Tutorial / Illustrator continued create something in class How to effectively brainstorm you ideas
	9/4	Photoshop Tutorial / Illustrator continued create something in class **Assignment #1 due. Assignment #2 proposal due.**
3	9/9	Advanced Photoshop, Illustrator, InDesign layout for printing Guest Speaker Darren Tan on Professionalism **Lab activity ~ In-class demos, tutorials and peer-to-peer workshop** Students will work in-class on their assigned projects
	9/11	**Critique Day – Mashup –** *Dress Up* **Assignments #3 & #6 introduction**
4	9/16	Webserver, Wordpress, HTML intro **Assignment #6 links due by end of class**
	9/18	1st 4 blog posts due – post mashup, post essays and an About Me page **Assignment #3 due**
5	9/23	**Assignments #4 & #5 introduction** Artists that inspire series – TED Talks **Lab activity ~ In-class demos, tutorials and peer-to-peer workshop**

Week	Date	Topics, Assignments, Deadlines
		Students will work in-class on their assigned projects
	9/25	Copyright, creative commons, laws of image usage - don't go to jail! **Assignment #4 proposals due**
6	9/30	Guest speaker Ruben Villa from Apple **Blog post about discussion**
	10/2	**Assignment #4 draft due –** *no dress up* **Lab activity ~ In-class demos, tutorials and peer-to-peer workshop** Students will work in-class on their assigned projects
7	10/7	**Lab activity ~ In-class demos, tutorials and peer-to-peer workshop** Students will work in-class on their assigned projects
	10/9	**Critique Day – Lie to Me –** *Dress Up*
8	10/14	**Assignment #7 intro** Intro to HTML, 1996, Wireframes, layouts, design Coding as Art, describing the web design process, set up FTP access
	10/16	The power of social media for exposure Guest Speakers Emilio Cortez & Julia Vann **Blog post about discussion**
9	10/21	**Lab activity ~ In-class demos, tutorials and peer-to-peer workshop** Students will work in-class on their assigned projects
	10/23	**Check-in Day – 3 page Website include write ups of your projects – No Dress up**
10	10/28	**Assignment #8 & #9 Intro** Into to dream weaver, free themes, design hacking. CSS Tutorial and adding flare to your website
	10/30	Photoshop for Web, wireframes & layouts due for **Assignment #8** **Lab activity ~ In-class demos, tutorials and peer-to-peer workshop** Students will work in-class on their assigned projects
11	11/4	Including social media to websites, sites that use social media effectively. Social media as art / experiment. **Lab activity ~ In-class demos, tutorials and peer-to-peer workshop** Students will work in-class on their assigned projects

Week	Date	Topics, Assignments, Deadlines
	11/6	**Critique Day – Assignment 8 – Dress Up** Final project discussion, brainstorming
12	11/11	**Holiday**
	11/13	**Assignment #9 proposals due overview of design and layout of final website**
13	11/18	**Presentation Day – Digital Media Artists – Dress Up**
	11/20	**Lab activity ~ In-class demos, tutorials and peer-to-peer workshop** Students will work in-class on their assigned projects
14	11/25	**Lab activity ~ In-class demos, tutorials and peer-to-peer workshop** Students will work in-class on their assigned projects
	11/27	**Lab activity ~ In-class demos, tutorials and peer-to-peer workshop** Students will work in-class on their assigned projects
15	12/2	**Lab activity ~ In-class demos, tutorials and peer-to-peer workshop** Students will work in-class on their assigned projects
	12/4	**Final Project Presentations**
16	12/9	**Final Project Presentations**
Final Exam	12/16	**Final websites due by the end of the scheduled final time.**

Note: This schedule is subject to change. You will be notified of any changes in a timely manner. Any changes will not affect your ability to complete the assigned coursework.

University Policies

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/.

The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Academic integrity
Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University's Academic Integrity Policy S07-2, located at http://www.sjsu.edu/senate/docs/S07-2.pdf, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Integrity Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

Student Technology Resources
Computer labs for student use are available in the Academic Success Center at http://www.at.sjsu.edu/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections
The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Students are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and

problem-solving abilities, and campus resource referrals. In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis.   Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC). Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center
The SJSU Writing Center is located in Suite 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center staff can be found at http://www.sjsu.edu/writingcenter/about/staff/.