



*Tetracono*, Bruno Munari (1965)

### **Bulletin Description**

Combining lectures, discussions, small groups, and collaboration, seminar is a forum for critical analysis and discussions of theoretical, historical and contemporary issues in communications design. Effective speaking, presentation and writing skills will be addressed. Assigned faculty and guest lecturers will serve as instructors. Topics will vary. 760A is the first semester and 760B is the second semester of this two semester course.

### **Detail description**

These courses introduce the student to the influence of media and design on society, and encourages the student to develop a perspective on design issues which affect the local and global community. With an understanding of historical context, students will develop critical ideas about future and social uses of communication design. These courses will examine theory and its relevance and relation to practice. Students will be expected to participate in discussions, complete written assignments, and give presentations, all of which will be evaluated for a final grade. DES 760B, should be registered for in the second year, third semester of enrollment (Fall semester).

### **Course goals**

- To develop presentation skills and confidence in front of an audience
- To critically analyze theoretical issues, and how they relate to practice
- To critically analyze theoretical issues, and how they contribute to the progress of the discipline
- To critically analyze contemporary and historical issues
- To recognize the influence of media and design on society
- To develop critical ideas about the future of the discipline
- To develop critical ideas about the social relevance and uses of design

### **Student learning objectives**

- The student will do the necessary research and present an informed opinion or position on a topic, both written and oral
- The student will research and study relevant theoretical writings
- The student will research and study relevant design that is grounded in theory
- The student will participate in group discussions
- The student will be exposed to professionals, theoreticians, and others who offer a unique perspective on design and design practice

### **Graduate Communication Design School of Design**

Fall 2018  
MFA in Communications Design

**Credits/CEU's**  
3/3

**Prerequisite courses**  
Complete DES 760A

**Chairperson**  
Santiago Piedrafita

<b>August 27</b>	IN CLASS: Class intro, Syllabus, thesis progress READ: Read Raymond Williams's <i>Keywords</i> Introduction ASSIGNMENT: Begin Glossary of Terms
<b>September 3</b>	*LABOR DAY - NO CLASS*
<b>September 10</b>	LECTURE: Research methods, making an argument IN CLASS: Review Glossary of Terms progress, begin Historical & Contextual Framework essay ASSIGNMENT: Finish Glossary of Terms, prepare preliminary bibliography READ: <i>How to Talk About Books You Haven't Read</i>
<b>September 17</b>	*Glossary of Terms due* IN CLASS: Review research readings, discuss outlining/organizing ASSIGNMENT: Framework Petcha Kutcha presentation READ: Outlines, watch Studio Practice #9
<b>September 24</b>	IN CLASS: Historical/Contextual Framework Presentations READ: Read <i>Shitty First Drafts</i> by Anne Lamott ASSIGNMENT: first draft historical essay
<b>October 1</b>	Individual Meetings READ: <i>Writing About Architecture</i> and Muschamp, Wild, and Cole
<b>October 8</b>	IN CLASS: editing exercise, discuss book design (text and image) ASSIGNMENT: begin second draft, first comp of book design, begin contribution essay
<b>October 15</b>	IN CLASS: Book design and Historical/Contextual Essay Workshop ASSIGNMENT: final draft / book design
<b>October 22</b>	*Historical/Contextual Essay due* IN CLASS: Presentation Rehearsals group 1
<b>October 29</b>	IN CLASS: Presentation Rehearsals group 2 READ: <i>Just Design</i> and <i>Theory: The Blindspot of Design</i>
<b>November 5</b>	*Contribution Essay due* IN CLASS: small group contribution essay feedback ASSIGNMENT: begin capstone
<b>November 12</b>	Individual meetings ASSIGNMENT: capstone proposal draft
<b>November 19</b>	Finish capstone proposals / presentation
<b>November 26</b>	*Capstone proposal due* IN CLASS: Capstone proposal presentations
<b>December 3</b>	IN CLASS: prepare for thesis review

\*Syllabus subject to change.  
Please check [jarrettfuller.com/seminar](http://jarrettfuller.com/seminar) for the latest version.

## ASSIGNMENTS

### Glossary of Terms

Create a list of the core terms that will be used in your thesis paper and write your own definitions in order to steer the discussion and avoid the use of different interpretations from multiple sources. For example: a philosopher may have coined the term 'authenticity' differently than an architect or anthropologist, hence it is crucial to define these terms even if referencing one previous definition. You may quote previous definitions for these terms and cite specific examples of how it relates to your work. This may be written or visualized.

### Historical/Contextual Essay

Write an essay that frames your thesis within a larger historical and contextual framework including precedents in design and beyond. Describe the trajectory of making around the core topic of your thesis — this can include communications design, other areas of design, the arts, humanities and hard science where applicable. Precedents need to be pointed out as particularly relevant to the thesis. This essay may be up to 10 pages long and can include illustrations. (We will discuss in class modes of writing — academic essay, personal essay, process, etc — to enhance your own writing skills and ensure your essay's writing matches the tone of your thesis.

### Digital Pamphlet

Design a digital booklet that includes the glossary of terms and historical/contextual essay. The visual language should match the direction of your thesis and display strong use of combining text and image.

### Contribution to the field

Write a short essay about what your thesis contributes to the discipline of communications design: what value does it create for other designers? How does it further the design discipline? What new modes of working and thinking does it add to our profession?

### Capstone Proposal

Your capstone proposal will include: working title for project, short descriptive statement, rationale (why it is meaningful and how did it evolved from previous projects/research), anticipated outcomes, methods used, and plan of action of next semester.

## GRADING

Each instructor will assign the following percentages to each of these two categories when determining the final grade:

75%	Process + Realization
25%	Professionalism

### Individual Course Grades

A	Excellent without exception
A-	Excellent

The student displays an exceptional perspective in critique participation, response to criticism, professional conduct, an advanced understanding of course material, and is able to achieve remarkable results above and beyond suggested project parameters. (Numerical Value: A = 4.0; A- = 3.7)

B+	Above average
B	Average
B-	Acceptable

The student displays a positive perspective in critique participation, response to criticism, professional conduct, a competent understanding of course material, and is able to achieve above average results while fulfilling suggested project parameters. (Numerical Value: B+ = 3.3; B = 3.0; B- = 2.7)

C+	Acceptable
C	Acceptable (C is the lowest passing grade for graduate students)

In some instances the student displays a positive perspective in critique participation, response to criticism, professional conduct, an understanding of course material, and applies it to assigned problems satisfactorily, meeting basic expectations but not pushing beyond suggested project parameters. (Numerical Value: C+ = 2.3; C = 2.0)

F	Failing (any grade of C- or below is a failing grade)
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The student has failed to meet the minimum standards for the course. (Numerical Value: 0.0)

### INC Incomplete

A grade of incomplete may be given if due to extraordinary non-academic reasons the student finds it impossible to complete all assignments. If a student wishes to propose an incomplete for a course, they must request such an accommodation in writing no later than the last scheduled meeting for the course. Failure to meet this deadline will result in a failing grade for the course. If granted (requests subject to approval of both faculty of record for the course and department), all work must be completed within 8 weeks of the last class meeting or the INC will convert to a failing grade (F).

### Overall Program Standing

All student's records are reviewed at the end of each semester to determine whether students who have failed to remain in good standing may continue in the program. To be in good standing, all graduate students must maintain a cumulative GPA of at least a 3.0 (equivalent of a B). A graduate student whose GPA falls below a 3.0 at any time may be subject to dismissal. The specific conditions under which this policy will be invoked are as set forth by the dean of each school.

### **Grading Guidelines/Expectations**

- During class critiques and lectures, please put away your laptop and cell phone.
- We will be available to answer your questions over email, as long as our schedules allow it. There may be times when we won't be able to answer your emails for a couple days, so give yourself some time before class to ask questions for feedback. Don't wait till the night, or weekend before. We cannot guarantee we'll be available over the weekends.
- If you'd like us to give you feedback on your project over email, ask specific questions about the project. The more general your questions are, the more general our feedback will be.
- If you miss a class, it's up to you to find out about the homework. Also, each class you miss is one round of feedback, and this will effect your project's end result and ultimately, your projects grade. It's up to you to make up for missing this round of feedback.
- There's only so much feedback we can give you in the time allotted for the class. An "A" grade isn't just you doing everything we tell you to do. We want you to move past our requirements of the project and develop the ability to give yourself rounds of feedback before we even have a chance to look at the project.
- A big part of our class is about iteration and process. We want you to keep track of every step of your process, and keep things well documented. We want to see all of the options you tried instead of just hearing about it. Instead of having a discussion around what an option could possibly look like, it's faster to quickly try it out and see if it works.

### **Process and realization**

- *Quality of Research:* Are the research methods used by the student effectively chosen and implemented to arrive at successful solutions, and do they cover all aspects of the problem, including historical background and functional concerns?
- *Critical thinking:* Is the student inquisitive and analytical? Is the student able to develop questions and thoughts about a topic/reading/work? Does the student build relationships to other topics/readings/work?
- *Attention to Detail:* Does the work go into depth and address complexity? Is the student's work structured, formatted and logical? Has the student used spell check? Does the student use proper syntax? If a spellcheck has been omitted prior to handing in an assignment, the overall grade is reduced by one 3rd.
- *Presentation skills:* Can the student deliver a presentation fluidly and within a set time frame? Can the student keep the audience engaged?
- *Motivation:* Does the student stay consistently motivated throughout the process?
- *Meeting the Objectives of the Assignment:* Does the student follow the project assignment in an appropriate manner, and does the solution meet the state objectives?
- *Participation in Critiques and Discussions:* Does the student actively participate in critiques and discussions on a regular basis?

### **Professionalism**

- *Verbal Articulation:* Is the student able to critically address the work orally, and respond to ideas discussed in class?
- *Written Articulation:* When required, does the student document work clearly, concisely, and accurately? Is the student articulate and does the student use correct grammar in writing assignments?
- *Overall Attitude:* Does the student present a positive demeanor and outlook on his work, and towards the work of the other students and instructor? Was the student reluctant to do the expected work?
- *Collaboration:* When called upon to work collaboratively with peers, does the student demonstrate collegiality and professional behavior? Does the student contribute equally?
- *Class Attendance / Punctuality:* Did the student adhere to the stated attendance policy?
- *Deadlines / Class Preparation:* Were the intermediate and final deadlines met? Did the student arrive to class with work prepared as assigned, on time, and without excuse?

## **DIVISIONAL, PROGRAM AND CLASS POLICIES**

### **Academic Integrity Policy**

At Pratt, students, faculty, and staff do creative and original work. This is one of our community values. For Pratt to be a space where everyone can freely create, our community must adhere to the highest standards of academic integrity.

Academic integrity at Pratt means using your own and original ideas in creating academic work. It also means that if you use the ideas or influence of others in your work, you must acknowledge them. At Pratt,

- We do our own work,
- We are creative, and
- We give credit where it is due.

Based on our value of academic integrity, Pratt has an Academic Integrity Standing Committee (AISC) that is charged with educating faculty, staff, and students about academic integrity practices. Whenever possible, we strive to resolve alleged infractions at the most local level possible, such as between student and professor, or within a department or school. When necessary, members of this committee will form an Academic Integrity Hearing Board. Such boards may hear cases regarding cheating, plagiarism, and other infractions described below; these infractions can be grounds for citation, sanction, or dismissal.

### **Academic Integrity Code**

When students submit any work for academic credit, they make an implicit claim that the work is wholly their own, completed without the assistance of any unauthorized person. These works include, but are not limited to exams, quizzes, presentations, papers, projects, studio work, and other assignments and assessments. In addition, no student shall prevent another student from making their work. Students may study, collaborate and work together on assignments at the discretion of the instructor.

Examples of infractions include but are not limited to:

1. Plagiarism, defined as using the exact language or a close paraphrase of someone else's ideas without citation.
2. Violations of fair use, including the unauthorized and uncited use of another's artworks, images, designs, etc.
3. The supplying or receiving of completed work including papers, projects, outlines, artworks, designs, prototypes, models, or research for submission by any person other than the author.
4. The unauthorized submission of the same or essentially the same piece of work for credit in two different classes.
5. The unauthorized supplying or receiving of information about the form or content of an examination.
6. The supplying or receiving of partial or complete answers, or suggestions for answers; or the supplying or receiving of assistance in interpretation of questions on any examination from any source not explicitly authorized. (This includes copying or reading of another student's work or consultation of notes or other sources during an examination.)

For academic support, students are encouraged to seek assistance from the Writing and Tutorial Center, Pratt Libraries, or consult with an academic advisor about other support resources. Refer to the Pratt website for information on Academic Integrity Code Adjudication Procedures (<https://www.pratt.edu/the-institute/administration-resources/office-of-the-provost/policies-processes-and-forms/>).

### **General Pratt Attendance Policy**

Pratt Institute understands that students' engagement in their program of study is central to their success. While no attendance policy can assure that, regular class attendance is key to this engagement and signals the commitment Pratt students make to participate fully in their education.

Faculty are responsible for including a reasonable attendance policy on the syllabus for each course they teach, consistent with department-specific guidelines, if applicable, and with Institute policy regarding reasonable accommodation of students with documented disabilities. Students are responsible for knowing the attendance policy in each of their classes; for understanding whether a class absence has been excused or not; for obtaining material covered during an absence (note: instructors may request that a student obtain the material from peers); and for determining, in consultation with the instructor and ahead of time if possible, whether make-up work will be permitted.

Consistent attendance is essential for the completion of any course or program. Attending class does not earn students any specific portion of their grade, but is the pre-condition for passing the course, while missing class may seriously harm a student's grade. Grades may be lowered a letter grade for each unexcused absence, at the discretion of the instructor. Even as few as three unexcused absences in some courses (especially those that meet only once per week) may result in an automatic "F" for the course. (Note: Students shall not be penalized for class absences prior to adding a course at the beginning of a semester, though faculty may expect students to make up any missed assignments.)

Pratt Institute respects students' requirements to observe days of cultural significance, including religious holy days, and

recognizes that some students might need to miss class to do so. In this, or other similar circumstance, students are responsible for consulting with faculty ahead of time about how and when they can make up work they will miss.

Faculty are encouraged to give consideration to students who have documentation from the Office of Health and Counseling. Reasonable accommodations for students with disabilities will continue to be provided, as appropriate.

Refer to the Pratt website for information on Attendance. (<https://www.pratt.edu/the-institute/administration-resources/office-of-the-provost/policies-processes-and-forms/>)

### **Students with Disabilities**

The instructor will make every effort to accommodate students with both visible and invisible disabilities. While it is advisable that students with disabilities speak to the instructor at the start of the semester if they feel this condition might make it difficult to partake in aspects of the course, students should feel free to discuss issues pertaining to disabilities with the instructor at any time. Depending on the nature of the disability, and the extent to which it may require deviations from standard course policy, documentation of a specific condition may be required, in compliance with conditions established by the campus Learning Access Center, and in compliance with the Americans with Disabilities Act. Students who require special accommodations for disabilities must obtain clearance from the Office of Disability Services at the beginning of the semester. They should contact Elisabeth Sullivan, Director of the Learning Access Center, 718-636-3711.

### **Religious Policies**

In line with Pratt's Attendance Policy, Pratt Institute respects students' requirements to observe days of cultural significance, including religious holy days, and recognizes that some students might need to miss class to do so. In this, or other similar circumstance, students are responsible for consulting with faculty ahead of time about how and when they can make up work they will miss.

### **Department-specific Attendance Policy**

The continued registration of any student is contingent upon regular attendance, the quality of work produced and proper conduct exhibited. Irregular attendance, neglect of work, and failure to comply with Institute rules and official notices or conduct not consistent with general good order are regarded as sufficient reasons for dismissal.

If a student has any unexcused absences during the semester, upon the discretion of the instructor the student's final semester grade may be reduced by one letter grade. If a student has more than three unexcused absences during the semester, upon the discretion of the instructor the student may receive a failing grade (F) for the course. Similarly, repeated tardiness and/or early departure can be considered, cumulatively, as equivalent to absenteeism; determining ratio for such calculation upon the discretion of the instructor (number of instances = unexcused absence).

Students are allowed excused absences in certain circumstances: illness or observance of religious holidays. In cases of illness, official documentation proving the illness must be provided to the instructor (no later than within a week's time after a missed class section); in cases of religious holidays, the student must notify the instructor in writing (at the beginning of the semester; no later than the first week of classes) when those days will occur.

Any combination of unexcused and excused absences totalling four course sessions will automatically determine failure for the course.

Participation in Graduate MFA Communications Design and MS Package Design Program Reviews (Mid-Term and End of Semester) are mandatory. Absence or limited engagement (late arrival, partial contribution, early exit, etc.) could see automatic letter grade reductions and/or potential course failures across any and/or all semester courses. Extraordinary exemptions are to be considered for documented emergencies only, in prior consultation with Faculty of Record, Program Coordinator(s) and Department.