Pratt

DES-602-01 Design Technology
Wednesdays 9:00am - 11:50am, Steuben Hall, Room 408
jarrettfuller.com/tech

Jarrett Fuller
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BULLETIN DESCRIPTION
This course introduces the essential tools, skills and techniques for best practices utilizing digital technology to solve problems creatively and effectively in communications design. Students will analyze and explore current and emerging technologies, with an emphasis on effective research, visualization, and production techniques.

DETAILED DESCRIPTION
Students will concentrate on single- and multi-media communication design exercises with an emphasis on discovery, problem solving, and media integration, and will explore conceptual and creative production processes for a variety of media and assignments. This course will expose students to concepts and procedures that prepare design work for professional print and digital output. Topics may include, but are not limited to: contemporary publishing processes for both print and digital media; production and work ow best practices; and emerging trends in digital and variable-data printing, placing particular emphasis on the relationship between creative vision and the constraints of production. We will also address sustainability as it applies to production processes, materials and workflows.

We will explore pragmatic constraints and study various 'hard' skills (hands-on making, testing, exposure to using programs, technologies and processes) alongside 'soft' skills (which will include readings on design theory and historical context, writing exercises, speculative thinking, emphasis on critical re ection and feedback, ideation and content-creation). A deliberate and investigative use of design 'tools' and 'technologies,' and iterative and inquiry- based making ('making as thinking') to integrate the above will be encouraged in all activities. In-class discussions, readings and critique will provide opportunity for critical re ection on historically-situated and contemporary issues in practice, and students will be encouraged to de ne their own relationships to processes, tools, and practice over the course of the semester.

COURSE GOALS
- To understand the historical context of technology and its impact on the contemporary practice of communication design.
- To understand and gain facility with processes of production: industry-standard image, sound, time, motion, and interactive media materials.
- To be able to integrate a variety of media into a comprehensive communication design project; to understand and articulate the affordances of various media and tools.
- To gain an understanding of the terminology of communications design.
- To critically research, analyze, reflect on, present and write about your own work and that of your peers.

LEARNING OBJECTIVES
- Students will understand project planning, setup, management, and delivery assurance strategies.
- Students will create an introductory level interaction design, motion design, and sound design project.
- Students will understand platforms, le management, copyright, image resolution, color space and le
- type requirements, work ow/production process, organization and presentation.
- Students will be able to conceptualize and produce a multi-component project involving of ine and on-line media, typography, audio, dynamic and static imagery.
- Students will engage in writing exercises that documenting their concepts and processes in the class.
- Students will understand and correctly utilize industry terminology while speaking to, writing about, and presenting work.

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The history of graphic design is intimately tied to technology. Advancements in technology — from the printing press to the internet, Photoshop to artificial intelligence — have changed how designers work, how that work is distributed, and how its interacted with. Even stylistic and aesthetic movements can be partially explained by new tools available to the designer: the post-modern design of the 1990s would not be possible without the invention of desktop publishing software nor would the skeuomorphic interfaces on the early iPhones been possible without advancements in screen technology.

In his 1967 book, the Canadian theorist Marshall McLuhan famously proclaimed "the medium is the message." The book of the same title followed his earlier book, *Understanding Media*, in which he argued that the form — the medium — has as much influence on the culture as the messages being communicated on it. In a more hyperbolic way, he later wrote: "The content or message of any given medium has as much importance on the stenciling on the side of an atomic bomb." McLuhan was writing during the rise of television, which he saw as profoundly shaping how we communicate with each other, but his thesis seems more and more prescient as we look at the impact of the internet, social media, mobile phones.

This class will be a combination of theory and practice. Over the course of the semester, we will initiate a series of small projects that examine and challenge the role of technology in both our own design processes as well as how they function in the larger culture. Each of these exercises will be supplemented with lectures, discussions, and readings about the shared history of design and technology through various lens including distribution, open source technologies, artificial intelligence, the public sphere, and publishing.

One of my favorite films is called *The Five Obstructions*. The film is a sort of meta-documentary about filmmaking. In the movie, the director Lars Van Trier (better known for his movies Antichrist or Meloncholia) challenges his favorite filmmaker, Jorgen Leth, to remake Leth's famous short film *The Perfect Human* five times, each with different constraints, challenges, and obstructions: he must remake the film in Cuba, remake it as a cartoon, act in it himself, may not use a set, must only be twelve frames, etc. In watching Van Trier develop new obstructions and Leth work through him, the film becomes a fascinating commentary on the creative process and a great metaphor for the designer.

In this class, we will be using the model of The Five Obstructions and remaking a single project five times with different technological constraints. You'll be forced to experiment with new tools and formats and asked to think critically about your decision making process in the hopes of uncovering how technology shapes our processes as designers, how its received by its viewers and better understand what McLuhan meant when he told us the medium is the message.

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August 30
Class introduction, general design/tech lecture, *The Five Obstructions*, first obstruction assigned
READ: *The Medium is the Massage, Warner, The Five Obstructions* Review

September 6
TOPIC: *The Medium is the Massage,* publishing, publics, the public sphere

September 13
FIRST OBSTRUCTION CRITIQUE

September 20
FIRST OBSTRUCTION DUE
BEGIN SECOND OBSTRUCTION
TOPIC: distribution, information theory, audience

September 27
TOPIC: post-print, digital↔print, digital translation

October 4
SECOND OBSTRUCTION CRITIQUE

October 11
SECOND OBSTRUCTION DUE
BEGIN THIRD OBSTRUCTION
TOPIC: interfaces, user experience

October 18
TOPIC: social media, networks

October 25
THIRD OBSTRUCTION CRITIQUE

November 1
THIRD OBSTRUCTION DUE
BEGIN FOURTH OBSTRUCTION
TOPIC: sustainible design

November 8
TOPIC: open source, public domain, defaults, neutrality

November 15
FOURTH OBSTRUCTION CRITIQUE

November 22
FOURTH OBSTRUCTION DUE
BEGIN FIFTH OBSTRUCTION
TOPIC: artificial intelligence, machine learning, bots, speculative design

November 29
FIFTH OBSTRUCTION CRITIQUE

December 6
FIFTH OBSTRUCTION DUE
Last class: final thoughts, evalutations, reflections

*Syllabus subject to change.
Please check jarrettfuller.com/tech for the latest version.

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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)

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 accomodation 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 apporval 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.

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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?

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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.

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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

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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, cummulatively, as equivalent to absenteism; determining ratio for such calcualtion upon the discretion of the instructor (number of instances = unexcused absense).

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.