

Art 4899

Senior Capstone - Visual Communication Design

Spring Quarter 2011
M/W 11:00am – 12:20pm

Instructor: Karen Gutowsky
kgz@spu.edu
Office Hours: M/W 12:20pm-2pm
Website: <http://myhome.spu.edu/kgz/4899>

Course Description

The interface of visual communication with contemporary culture and its influences will be examined in the context of a faith perspective. Students will be expected to examine their own values in the context of a career trajectory that may challenge ethical boundaries. Readings related to visual culture and connections with issues of faith will facilitate this exploration. Students are required to write a position paper that formulates a design philosophy and integrates one's own faith perspective.

Course Objective

The objective of this course is to provide the student with an opportunity to reflect, gather, discuss and articulate their faith journey, past experience with SPU and their future in a verbal, written and visual format.

- > Students will reflect on their experience at SPU and respond to how this experience will help shape and inform future decisions.
- > Students will explore issues around their faith and what that means as a launching point for current and future choices as they relate to self within their academic and professional careers.
- > Students will identify their unique gifts and offerings and learn to utilize them in their professional career that will glorify God and enrich His kingdom.
- > Students will participate in discussions about visual communication design as it relates to themselves and the culture at-large.
- > Students will write a personal mission statement that influences their final project.

Course Evaluation

- 1. Reading:** Reading assignments are *required*. It is expected that the student will have read the assigned reading prior to the given class period and will provide appropriate feedback. This course is primarily reading and writing so you WILL be evaluated on your involvement.
- 2. Discussions:** Students are REQUIRED to participate in informal discussions.
- 3. Blogging:** Instead of writing a capstone paper each student will have a Capstone Blog.

This course will be evaluated based on the following criteria: attendance, participation; assigned readings, writing and blogging.

Attendance/Participation: Regular attendance is expected and required. You are expected to notify the professor regarding an illness or family emergency prior to an absence. More than 2 un-excused absences or tardiness will lower your grade. At the end of the quarter students must submit confirmation of online banner evaluation for complete course credit. Participation is expected and students must be part of each conversation throughout the quarter. Discussion participation will be noted. **(10%)**

Required Text:

–*Here Comes Everybody*, by Clay Shirky
–*Looking Closer Four*, Edited by Michael Bierut, William Drenttel and Steven Heller
(available at SPU Bookstore)

Course reading is required and will be noted! **(30%)**

Course Blogging: There are two parts to the blogging project:

A) First part of the quarter students will be asked to write (6) 500 word posts that respond to the current readings and class discussions. **(30%)**

B) Second part is 2,000 words of blogging which will be shaped by student. This section of the blog will explore your thoughts, ideas, and integration of faith as it relates to design. It is expected that this blog has the professionalism as one may see in blogs such as *Design Observer*. Expectation is that your blog will be cited, include illustrated examples and have a minimum of 5,000 words. **(30%)**

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Requirements

Students are expected to have a comprehensive knowledge of the following software programs: Adobe Creative Suite: Photoshop, Illustrator, InDesign and Dreamweaver, Flash and Adobe After Effects. If students feel a need to gain skills in these areas they may want to obtain additional training either through textbooks, online tutorials or one-on-one support.

Blogging

For this course, students will create a blog in wordpress. Students will give class members access to their blog so they can share their work throughout the quarter.

Artwork

Students are encouraged to experiment with photography, illustration, pattern/textures and other techniques to create original artwork for their project.

If students use images appropriated from existing sources, the images must be cropped, altered or stylized to create a new aesthetic. Please note that low-resolution images found on Google, Flickr, etc., are unacceptable for the large-format work in this class. All work must be originated no less than 300 dpi at 12" x 18" bleed.

Use of stock photography is prohibited unless approved by the instructor. Students who wish to use stock photography must be willing to purchase a sufficiently high-resolution version of the image. With approval from the instructor.

Plagiarism

Using or copying the work of others will not be tolerated. Your work may be influenced by the examples you see, but it must become uniquely your own.

Students with Disabilities

Students with disabilities need to contact Disability Support Services <<http://www.spu.edu/depts/cfl/dss/index.asp>> to request academic accommodations. Disabled Students Services sends Disability Verification Letters out to all your professors indicating the appropriate accommodations for the classroom based on your needs.

Disability Support Services

The Center for Learning
Lower Moyer Hall
Phone: (206) 281-2475 TTY: (206) 281-2224
Fax: (206) 286-7348
Email: disabilityservices@spu.edu

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Course Grading

96-100	90-95	
A	A-	
87-89	84-86	80-83
B+	B	B-
77-79	74-76	70-73
C+	C	C-
67-69	64-66	60-63
D+	D	D-
59 & below		
E		

Consistent with definitions in the SPU catalog, grades are determined on the following basis:

"A" Consistently near the top of the class in scores, organization, and quality of work. Has reasonable grasp of the big picture and able to interrelate and grasp implications as translated through their projects. Excellent organization. Assignments are clear, well organized neat and thorough. Consistently on time, doesn't miss class, and participates regularly. Thus: "excellent attainment."

"B" Solid knowledge, comprehension, and execution. Good organization. Consistent follow-through on assignments with good quality (neatness, conceptual comprehension, organization). Reasonably good scores, indicating a grasp of most major concepts. Some deficits may remain, but usually of noncritical nature. Participates readily in class. Consistently on-time, doesn't skip class. Thus: "highly satisfactory attainment."

"C" Have been largely consistent to turn in assigned materials and to participate in class, but have shown some lapses in comprehension and execution, illustrated by low scores, yet has demonstrated a basic ability and comprehension of the core knowledge and skills. Functional organization. Late for class, or skipped too many classes altogether. Thus: "satisfactory attainment."

"D" Turned in enough assignments and did enough on assignments to show some understanding of the concepts, yet exhibiting serious deficits in important concepts. Demonstrated a lack of ability to solve basic problems and integrate the course material (poor scores and demonstrated understanding). Minimal organization. Late for class, or didn't bother coming on too many occasions. Thus: "insufficient attainment with credit."

"E" Serious deficits in turning in assignments or attending regularly. Generally, you have to work at it to earn this grade. If you don't do the work, "Insufficient attainment with no-credit allowed," will be the result.

It is the responsibility of the student to meet with another class member to review missed information, assignments, and expectations for the next class session. Find a reliable study partner to share this responsibility with.

Late Assignments: Late assignments will not be given full credit. Work that is late will be graded down at the discretion of the professor. Approximately 10% of the total score will be deducted for every day that the project is late.