

**INSTRUCTOR**

B. Rich

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**COURSE INFORMATION**

DMA 527 Section 701

Time: Thursday 5:45 – 9:00

Location: 14 East Jackson, #213 (Loop)

Course page: [D2L](#)

Slack: DMA527-FA16.slack.com

**COURSE DESCRIPTION**

This course focuses on developing a creative process rooted in iteration, exploration and user-centered methodologies. Students will develop project concepts following the steps of research, analysis, ideation and prototyping to help establish an understanding of strategic creative planning and management. Concept documentation and critical assessment will also be practiced through regular class presentations and critiques. **PREREQUISITE(S):** DMA 402 or DMA 405

**COURSE OBJECTIVES**

1. Explore the creative process from different approaches and perspectives.
2. Experiment with your own creative process or develop a new one.
3. Gain familiarity with some of the careers and opportunities available to digital media makers.
4. Research & identify trends and developments in the current digital media landscape
5. Develop/hone professional presentation skills
6. Develop skills in critical analysis and feedback.

**CLASS FORMAT**

Classes will consist of lectures, discussions, workshops, guest panels and student presentations.

**RECOMMENDED READING**

- *Multimedia Foundations: Core Concepts for Digital Design*; Vic Costello, Focal Press, 2012+ ISBN: 9780240813943
- *Cartooning*, Ivan Brunetti
- *Catching the Big Fish*, David Lynch
- *The Creative Habit*, Twyla Tharp
- *Steal Like An Artist*, Austin Kleon
- *Bird by Bird*, Ann Lamott
- *What It Is*, Lynda Barry
- *Manage Your Day-To-Day...*, ed. Jocelyn K. Glei

**EVALUATION & GRADING**

Participation	15
Trend Report Presentation	15
Creative Exercises (7)	35
Research Reports	15
Professional Event Review	5
Final Project	15

**Participation:** Attendance and contributions to class discussions and activities

**Trend Report Presentations:** Prior to every panel, a group will be assigned to research current trends (and some background as needed) of the panelists' fields of study.

**Creative Exercises:** Each week, you will be asked to conduct an experiment to help better identify and develop your own creative process.

**Research Reports:** Written in pairs, they further illuminate some aspect of the creative process and/or digital media.

**Professional Event Review:** You will be required to attend an industry related event (meet-ups, talks, networking, workshops...) and post a brief review/reflection on what you learned, who you met, etc.

**Final Project:** This will involve developing a creative project to the point of deployment. Documentation of the development process and the creative process(es) involved will be emphasized, as well as post-feedback reflection.

**GRADING SCALE**

Letter grades will be based on the minimum percentages of total points earned	A	93%
	A-	90%
	B+	87%
	B	83%
	B-	80%
	C+	77%
	C	73%
	C-	70%
	D	60%
	F	0%

**WEEKLY SCHEDULE (subject to change)\***

<b>WEEK 1</b> SEPT 8	TOPIC	Syllabus The Creative Process
	READING	Costello – Ch. 1 – Understanding Multimedia
	ASSIGNMENT	Trend Report 1: Audio - Sound design (Group of 2) Creative Autobiography
<b>WEEK 2</b> SEPT 15	TOPIC	Research
	PRESENTATION	Trend Report 1: Audio - Sound design
	WORKSHOP	Library Research
	READING	Costello – Ch. 12 – Audio Production
	DUE	Trend Report 1 Creative Autobiography
	ASSIGNMENT	Creative Experiment 1 Research Report 1 Trend Report 2: Photography, Animation (Group of 2)
<b>WEEK 3</b> SEPT 22	TOPIC	Ideation
	PANEL	Audio - Sound Design
	PRESENTATION	Trend Report 2: Photography + Animation
	WORKSHOP	Ideation Exercises Shared Experiences
	READING	Costello – Ch. 3 – Project Planning; Ch. 10 – Photo.
	DUE	Creative Experiment 1 Reflection Trend Report 2
	ASSIGNMENT	Creative Experiment 2 Research Report 2 Trend Report 3: Graphic + Web + Interactive Design (Group of 3)
<b>WEEK 4</b> SEPT 29	TOPIC	Creative Process of Digital Media
	PANEL	Photography + Animation
	PRESENTATION	Trend Report 3: Graphic + Web + Interactive Design
	READING	Costello – Ch. 4 – Visual Comm.; Ch. 6 – UI Design; Ch. 7 – Web Design
	DUE	Creative Experiment 2 Reflection Research Report 1 Trend Report 3
	ASSIGNMENT	Creative Experiment 3

<b>WEEK 5</b> OCT 6	TOPIC	Development / Prototyping
	PANEL	Graphic + Web + Interactive Design
	READING	Costello – Ch 13 – Video Prod.; Ch 14 - Editing
	DUE	Creative Experiment 3 Reflection
	ASSIGNMENT	Creative Experiment 4 Research Report 3 Trend Report 4: Producing, Creative mgt, Video/editing Final Project (Group of 3)
<b>WEEK 6</b> OCT 13	TOPIC	Experimentation & Failure, Iterations
	PRESENTATION	Trend Report 4: Producing, Creative mgt, Video/editing
	WORKSHOP	Worst Ideas
	DUE	Creative Experiment 4 Reflection Research Report 2 Trend Report 4
	ASSIGNMENT	Creative Experiment 5 Trend Report 5: Game Design, EXP/UX, Social Media/Marketing (Group of 3)
<b>WEEK 7</b> OCT 20	TOPIC	Project Management + Documentation
	PANEL	Producing, Creative mgt, Video/editing
	PRESENTATION	Trend Report 5: Game Design, EXP/UX, Social Media/Marketing
	DUE	Creative Experiment 5 Reflection Trend Report 5
	ASSIGNMENT	Final Project Documentation Creative Experiment 6
<b>WEEK 8</b> OCT 27	TOPIC	Critique, Feedback, User Research
	PANEL	Game Design, EXP / UX, Social Media/Marketing
	DUE	Creative Experiment 6 Reflection Research Report 3
	ASSIGNMENT	Creative Experiment 7
<b>WEEK 9</b> NOV 3	TOPIC	Reflection / Reiteration
	DUE	Creative Experiment 7 Reflection
	ASSIGNMENT	Artist Statement + Web bio
<b>WEEK 10</b> NOV 10	TOPIC	Final Project Presentations

\* This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class, posted under Announcements in D2L and sent via email.

**Course Policies:** In addition to [CDM Academic Policies](#) and [DePaul University Policies](#), the following policies will apply to this course:

**Email:** Email is the primary means of communication between faculty and students enrolled in this course outside of class time. Students should be sure their email listed under "demographic information" at <http://campusconnect.depaul.edu> is correct.

Some guidelines for your emails:

- Be clear and concise in your subject line; ex: "DMA 527 – question about assignment X"
- Don't reply to class-wide email unless it pertains specifically to the subject of that email
- Begin a new email thread for any new question, notification, etc.
- Expect a reply within 24 hours during the week. Expect a delayed response on weekends. If you don't get a response within 1 business day, please resend as there may be an email issue

**Course Lectures/Reading Assignments:** The assigned and recommended readings offer an opportunity for independent learning that supplements the lectures. Lectures will introduce material not available in the readings, and the readings will explore concepts not mentioned in class.

**Late Assignments:** In order to receive any credit for an assignment, you must communicate with me at least 24 hours before the due date/time regarding it being late. Late assignments will have points deducted at the rate of 10 points/day. No assignment will be accepted more than 7 days late without a medical excuse.

**Attendance:** Attendance is mandatory. An absence is defined as not showing up for class, arriving 30 minutes late or leaving 30 minutes early. All absences will result in a reduction of the attendance / participation grade. 3 absences, whether excused or not, may constitute failure for the course. In order to petition for an excused absence, students who miss class due to illness or significant personal circumstances should complete the Absence Notification process through the [Dean of Students office](#)

**Class Participation:** Student participation is crucial to this class. Students are encouraged to ask questions and offer comments relevant to the class topics. Students are encouraged to offer answers, insights and best guesses to questions posed in class. Having your files and devices, making the most of class time and being fully present and engaged add towards the class experience and your participation points. Productive critiques of your own and everyone else's work is critical. For group projects, each individual is expected to contribute according to the needs of the group/project. Private peer evaluations will afford each group the opportunity to measure the contributions of each individual.

**Behavior & Attitude:** Food and drink are fine. A professional and academic attitude is expected throughout this course. Measurable examples of non-academic or unprofessional attitude include: talking to others when someone is speaking, mocking another's opinion, cell phones ringing/vibrating, emailing, etc. Out of respect to fellow students and the professor, texting, social media and other forms of technological socializing are not allowable in class. If any issues arise a student may be asked to leave the classroom and/or lose their tech privileges.

**Cell Phones/On Call:** If you bring a cell phone to class, it must be off or set to a silent mode. Should you expect to need to answer a call during class, tell the instructor before class and leave the room in an undistruptive manner. If you are required to be on call as part of your job, please communicate this at the start of the course.

**Civil Discourse:** DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be [Socially Responsible Leaders](#). It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student's ability to be successful in the course.

## **DePaul University Policies:**

**Online Course Evaluations:** Evaluations are a way for students to provide valuable feedback regarding their instructor and the course. Detailed feedback will enable the instructor to continuously tailor teaching methods and course content to meet the learning goals of the course and the academic needs of the students. They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student's identity. Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. Students complete the evaluation online in [CampusConnect](#).

**Academic Integrity and Plagiarism:** This course will be subject to the university's academic integrity policy. More information can be found at <http://academicintegrity.depaul.edu/>. If you have any questions be sure to consult with your professor.

**Academic Policies:** All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the [University Academic Calendar](#). Information on enrollment, withdrawal, grading and incompletes can be found under [Enrollment Policies](#).

**Students with Disabilities:** Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) at: [csd@depaul.edu](mailto:csd@depaul.edu).

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