

INSTRUCTOR

B. Rich

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COURSE INFORMATION

DMA 695 Section 801

Time: Thursday 5:45 – 9:00

Location: 14 East Jackson, #506 (Loop)

Course page: [D2L](#)

Slack: DMAThesis-2018.slack.com

COURSE DESCRIPTION

The thesis courses provide an opportunity for students to apply the skills they have learned to a professionally developed project of their interest. The project will be accompanied by a written analysis of the concept and documentation of the process. Students have the choice to work individually or in small teams. In Thesis I, students will be guided through in-depth precedent and user research, surveying the field to develop a unique concept that will challenge their skills and understanding of the medium, while also seeking to contribute to the advancement of the field. Students will create a project plan and a series of prototypes and/or rough drafts to help develop and refine their concepts. Regular presentations with peers will be held weekly to prepare for a final concept presentation to a professional panel. **PREREQUISITE(S):** DMA 525 and DMA 527

LEARNING OBJECTIVES

1. Documentation of a creative project
2. Application of learned theories, concepts and skills to a project
3. Design Pre-Production and Development assets
4. Reinforce Researching Skills
5. Develop/Hone professional presentation and pitching skills
6. Develop/Hone skills in critical analysis and feedback
7. Explore and Utilize creative communities
8. Develop/Hone project and time management skills
9. Scaling and Prioritizing projects

CLASS FORMAT

Classes will consist of lectures, discussions, guest lectures, small group work, student presentations and feedback/critique sessions.

Participation: Attendance and contributions to class discussions and activities

Milestones: Project check-ins. Based on your own Research Plan, you will give weekly updates on your research, your discoveries and problems, and any assistance you need.

Project Pitches: There will be two pitches of your project before the Final Pitch

Mapping the Field: You will explore other projects similar to yours and evaluate 5 (2 that are terrible, 2 that are average and 1 that is outstanding - all in your own opinion). Comparing and contrasting them to each other and to your own project, you will present an analysis of how yours will be different from the other great one and better than the average and sub-par ones.

Fundraiser Case Studies: Tapping GoFundMe, Kickstarter, Shark Tank, and other fundraising sites or organizations, you will track 3-5 campaigns of projects similar to yours over the course of the quarter to discover which ones are successful, which ones are not and adopt strategies from them to form the basis for a campaign for your own project (in the chance you decided to launch a fundraising campaign next quarter or beyond).

Interviews: You will be required to connect with 2 experts. One can be a professional who is working in a similar format as your project. The other can be a Subject Matter Expert

Grants/Funds: You will be tasked with exploring grants and funders and compile a short list of 5-10 for which your project could qualify. A community database will be developed from your findings.

Distribution/Outreach: You will explore a wide net approach to potential venues and vehicles to promote, distribute or discuss your project. Festivals, conferences, community organizations, shows and exhibitions are some potentials to explore. From your research, you will produce a short list of 3-5 you can apply/submit your project to upon completion (or possibly before as a study or work-in-progress)

PROJECTS / EVALUATION

Final Pitch and Proposal Package: You will present a 7 minute pitch of your project in Week 10 to a panel of faculty and professionals. Additionally, you will submit a detailed proposal package by Week 11 for your project that includes Synopsis, Description, Budget, Timeline, Distribution/Outreach plan and other elements to be discussed throughout the quarter.

Research: Depending on your project, this will vary. Pre-production assets, platforms, branding, potential partners are just some examples. This will be ongoing throughout the quarter, and will inform your final proposal package.

Documentation: All projects must include documentation of the entire work process. Sketches, pitches and proposals, changes made along the way, storyboards, inspiration boards, photos/scans, etc. The idea is that you will be able to create a compelling and engaging narrative of your project's development, from start to finish, that you can include both in the spring showcase (as part of your project exhibition) as well as your portfolio. This can be most easily shared as a link to a cloud folder; you can suggest a way that works best for you.

GRADING SCALE

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

EVALUATION & GRADING

Participation	15
Milestones	5
Project Pitches	5
Mapping the Field	5
Fundraiser Case Studies	5
Grants/Funds	5
Interviews	5
Distribution/Outreach	5
Final Pitch	25
Final Proposal Package	25

WEEKLY SCHEDULE (subject to change)*

WEEK 1 JAN 4	TOPIC	Intros Project pitches
	ASSIGNMENT	Research Outline
WEEK 2 JAN 11	TOPIC	Syllabus Looking ahead
	DUE	Research Outline
	ASSIGNMENT	Research Plan
WEEK 3 JAN 18	TOPIC	Interviews
	DUE	Research Plan
	ASSIGNMENT	See Matrix
WEEK 4 JAN 25	TOPIC	TBD
	DUE	See Matrix
	ASSIGNMENT	See Matrix Midterm Pitch
WEEK 5 FEB 1	TOPIC	MIDTERM PITCHES
	PRESENTATION	Pitches
	DUE	Midterm Pitches
	ASSIGNMENT	See Matrix
WEEK 6 FEB 8	TOPIC	Funding
	DUE	See Matrix
	ASSIGNMENT	See Matrix
WEEK 7 FEB 15	TOPIC	Logistics – budgeting time and resources
	DUE	See Matrix
	ASSIGNMENT	See Matrix

WEEK 8 FEB 22	TOPIC	FINAL PITCH
	PRESENTATION	Final Pitch pre-runs
	DUE	Final Pitch pre-run
	ASSIGNMENT	
WEEK 9 MAR 1	TOPIC	Distribution and Outreach
	DUE	See Matrix
WEEK 10 MAR 8	TOPIC	FINAL PITCHES
	DUE	FINAL PITCH

* This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class 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 695 – 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 . 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. You are encouraged to ask questions and offer comments relevant to the class topics. You are also 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.

Slack: This class uses Slack, both as a secondary form of communication and presentation. You will post some assignments to this platform, and you **are expected to offer feedback to others'** assignments. Interesting articles, links and any type of information related to the concepts explored in class are welcome. Your Participation grade will depend partly on your use of Slack.

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.

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