

GD394

Capstone I
Winter 2017
Thursday
1:30–4:45
14 E 213

INSTRUCTOR

Nathan Matteson
nmatteso@depaul.edu
matteson@obstructures.org
312 362 7983 [office]
312 961 9868 [text]
CDM 520
T 4–5:30; TH 11–1:15
M, W, F by appointment

DESCRIPTION

This two-course sequence provides a Graphic Design-specific capstone experience for the student. The capstone course will connect the students' Graphic Design course work with the University courses s/he has taken through three components: student-generated design proposals, class/instructor discussions, and the actual creation/production of the student's proposal. The production of a final thesis project(s) takes place over two quarters.

GOALS

- Idea generation, experimentation, problem solving, planning and time management, as well as critical analysis as applied to a three-tiered design thesis proposal.
- Create strategy that incorporates liberal studies components with an exhibition design proposal combining both personal and career goals
- Exhibition project proposal and timeline development, incorporating feedback from class and instructor
- Web component outcome allied with exhibition proposal

PREREQUISITES

GD200 and SENIOR STANDING

TEXTBOOK

None. Readings will be supplied.

MATERIALS

Since you're at the end of your undergraduate degree program, I assume that each of you have some sort of preferred work-flow sorted out. Hopefully it's a process that works for you—if not, then we should try to fix that this term. Whatever materials you use are what you should bring to class. But I do expect you to at least bring something to write and draw with each day.

ATTENDANCE

You are expected to show up to class prepared and on time. While the university may have policies regarding excused absences (see below), in reality there's being here and there's *not* being here. If you choose to miss class, you (and only you) are responsible for the content you miss when you're absent.

This class will rely heavily on discussion amongst you, your peers, and myself. If you're not here, then you can't be part of that discussion. Participation is a major component of your final grade. The effect of that is, I assume, obvious.

When we have time to work in class, you're still meant to come to class.

Please don't expect that I'll be able to 'catch you up' over email. Failure to attend will generally result in a lack of participation, a lesser quality of work, and consequently a reduced grade.

LATE WORK

Punctuality is integral to a successful design career. So too is turning in your work on time. I do accept work up to 24 hours late—though at the expense of a reduced grade. I also accept revisions of work for a potentially improved grade! So please turn in your work *on time*, and revise it as necessary *after* it's due. The importance of these two skills cannot be over-stated.

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COMMUNICATION

I make every effort to reply to email in a timely fashion, though people's definition of 'timely' may vary. In an last ditch effort to save the remaining fragments of my sanity, I'm trying to check email only a couple of times each day. If you don't get a reply within 24 hours, email again. Beware that if your email doesn't contain a question or other request for a reply, you may not get one! You're also welcome to text me if you prefer. However, if you have questions about your work, it's always best to schedule a time to meet rather than attempt meaningful discourse through emails or texts.

CLASSROOM CONDUCT

Given the nature of our work, we'll be having discussions and lectures during class. You are expected to participate in these exchanges in a professional manner. Participation in critiques and reviews is not optional. You are expected to both comment on your peers' work as well as offer your work for feedback.

When you're discussing someone else's work, treat them with respect. When someone else is talking about your work, don't take it personally.

When we're discussing what we've read, do your best to contribute. Sometimes this is difficult if the reading is confusing (which they will likely be). In this case bring a question. Bring specifics.

COURSE STRUCTURE

This class will consist of weekly lectures and class discussions, reinforced by weekly writing assignments that culminate in a larger-scale final project, due during exam week. This project will form the basis of a continued project during the second quarter of this capstone sequence. Other than lecture/discussion time, classes will consist of periodic group critiques, as well as lab time.

GRADING POLICIES

I'm grading this class differently than classes in the past. Everyone starts this term with an A. If you don't hear otherwise from me during each week, then you still have the A. If for some reason you feel like you really *shouldn't* have an A, and you haven't heard from that week, feel free to stop by my office. Haha. I'm doing this to encourage you to take some risks that you otherwise might not take. So that you feel comfortable proposing something that you really feel strongly about, but that might seem odd or unusual given the projects you've completed in the past. This is a thesis project. It should be the most important thing you've ever created. And you should feel like you have the leeway you need to make it into something that you'll find meaningful and compelling, not something that you did by rote or from following a set of rules. This project will (hopefully) define what you think a designer is, and what you think design can accomplish in the world—and the affirmation of that needs to come from you, not from me.

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But, as a general rule of thumb, this is about how important each portion of work should be treated:

- PARTICIPATION. 30% (*ie, discussions and crits*)
- DESIGN COMPS. 40%
- PROPOSAL. 15%
- BOOK OUTLINE. 15%

OTHER RESOURCES

We'll be reading from several sources in this class. Should you be interested in reading more, here's a brief bibliography:

- David Pye. *The nature and aesthetics of design*. Bethel CT: Cambium, 1978.
- Norman Potter. *What is a designer?* London: Hyphen Press, 2002.
- Otl Aicher. *The world as design*. Berlin: Ernst and Sohn, 2015.
- Otl Aicher. *Analogous and digital*. Berlin: Ernst and Sohn, 2015.
- Adolf Loos. *Ornament and crime*. Riverside CA: Ariadne Press, 1998.
- Vilem Flusser. *The shape of things*. London: Reaktion Books, 1999.

Also, please sign up for the DePaul Graphic Design Mail List: mailman.depaul.edu/mailman/listinfo/design.

And be aware that DePaul has recently acquired an institution-wide license for lynda.com, which is a wonderful resource for all kinds of technical training. You'll need to sign in with your DePaul user and password using the link found at software.depaul.edu/training. Lynda.com covers everything from using Photoshop, to micing a drumkit, to writing an operating agreement for your startup.

COURSE TOPICAL SCHEDULE

WEEK	DATE	TOPIC
One	Jan 5	Project overview. READING: Flusser, Helfand.
	8	<i>Last day to add or swap classes</i>
Two	12	READING: McCoy.
	13	<i>Last day to select pass/fail option</i>
	15	<i>Last day to drop without penalty</i>
	16	<i>Martin Luther King Day (university closed)</i>
Three	19	READING: Loos, Potter. WRITING: Initial design proposal.
	20	<i>Last day to select auditor status</i>
Four	26	READING: Aicher. WRITING: Proposal revisions and research proposal.
	Feb 1	<i>Deadline to apply for June 2017 commencement and degree conferral</i>
Five	2	READING: TBD. WRITING: Final proposal.
Six	9	LAB: Research and design.
Seven	16	READING: TBD. LAB: Research and design.
	19	<i>Last day to withdraw</i>
Eight	23	Design reviews.

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Nine	Mar	2	LAB: Design revisions. WRITING: Process book outline.
Ten		9	LAB: Design revisions.
Eleven		16	Final presentations, 11:30–1:45

MY SCHEDULE

I'll be available on-campus outside of class during the week. My office is CDM520, and my office hours are listed on the CDM website and on this syllabus. It's important to realize that I *encourage* you to make use of my office hours. Your thesis project is a giant, spawling, frightening mess. It's easy to get overwhelmed—don't let this happen to you! Ask for help early, ask for help often. If you're not free when I'm typically available, email me and we can probably set up another time. If you haven't noticed, this class has too many people in it! It's going to be impossible to get the feedback you require unless you make use of my office hours, and consult with your peers both inside and outside of class.

COMPUTER LABS

Computer labs are available for your use outside of class. For schedule information, please check here: <http://www.cdm.depaul.edu/Current%20Students/Pages/Labs.aspx>. You'll need to swipe into the rooms with your DePaul ID, so please be sure it's activated.

TEACHING 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

This course will be subject to the university's academic integrity policy. More information can be found at 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 at: <http://www.cdm.depaul.edu/Current%20Students/Pages/PoliciesandProcedures.aspx>

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PLAGIARISM

The university and school policy on plagiarism can be summarized as follows: Students in this course should be aware of the strong sanctions that can be imposed against someone guilty of plagiarism. If proven, a charge of plagiarism could result in an automatic F in the course and possible expulsion. The strongest of sanctions will be imposed on anyone who submits as his/her own work any assignment which has been prepared by someone else. If you have any questions or doubts about what plagiarism entails or how to properly acknowledge source materials be sure to consult the instructor.

Be aware that I am obligated as a professor in the university to report all academic integrity violations, no matter how minor they may seem.

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.

Lewis Center 1420, 25 East Jackson Blvd.

Phone number: (312) 362–8002

Fax: (312) 362–6544

TTY: (773) 325–7296

WITHDRAWAL

Students who withdraw from the course do so by using the Campus Connection system (campusconnect.depaul.edu). Withdrawals processed via this system are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition, does not constitute an official withdrawal from class and will result in academic as well as financial penalty.

RETROACTIVE WITHDRAWAL

This policy exists to assist students for whom extenuating circumstances prevented them from meeting the withdrawal deadline. During their college career students may be allowed one medical/personal administrative withdrawal and one college office administrative withdrawal, each for one or more courses in a single term. Repeated requests will not be considered. Submitting an appeal for retroactive withdrawal does not guarantee approval.

College office appeals for CDM students must be submitted online via MyCDM. The deadlines for submitting appeals are as follows:

- AUTUMN. Last day of the last final exam of the subsequent winter quarter
- WINTER. Last day of the last final exam of the subsequent spring quarter
- SPRING. Last day of the last final exam of the subsequent autumn quarter
- SUMMER. Last day of the last final exam of the subsequent autumn quarter

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EXCUSED ABSENCE

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. The form can be accessed at studentaffairs.depaul.edu/dos/forms.html. Students must submit supporting documentation alongside the form. The professor reserves the sole right whether to offer an excused absence and/or academic accommodations for an excused absence.

INCOMPLETE

An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the student had a record of *satisfactory progress* in the course.

An incomplete grade is given only for an exceptional reason such as a death in the family, a serious illness, etc. Any such reason must be documented. Any incomplete request must be made at least two weeks before the final, and approved by the Dean of the College of Computing and Digital Media. Any consequences resulting from a poor grade for the course will not be considered as valid reasons for such a request.

CDM policy requires the student to initiate the request for incomplete grade before the end of the term in which the course is taken. Prior to submitting the incomplete request, the student must discuss the circumstances with the instructor. Students may initiate the incomplete request process in MyCDM.

- All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval.
- If approved, students are required to complete all remaining course requirement independently in consultation with the instructor by the deadline indicated on the incomplete request form.
- By default, an incomplete grade will automatically change to a grade of F after two quarters have elapsed (excluding summer) unless another grade is recorded by the instructor.
- An incomplete grade does *not* grant the student permission to attend the same course in a future quarter.

This syllabus is subject to change at any time, with notice.