

**GD395**

Capstone II  
 Spring 2017  
 Thursday  
 1.30–4.45  
 Daley 213

**INSTRUCTOR**

Nathan Matteson  
[nmatteso@cdm.depaul.edu](mailto:nmatteso@cdm.depaul.edu)  
[matteson@obstructures.org](mailto:matteson@obstructures.org)  
 312 362 7983 [office]  
 312 961 9868 [text]  
 CDM 520  
 T 1.30–3.00; TH 12–1.30  
 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**

GD394

**TEXTBOOK**

None. Readings will be supplied.

**LEARNING DOMAIN DESCRIPTION**

GD395 Capstone II is included in the Liberal Studies program as a course with credit in the Senior Year Capstone domain. The Senior Capstone experience allows students to explore substantive areas of scholarship and creative works within their major. Students are given the opportunity to create knowledge within the context of the ideas, perspectives, and research of others in the discipline. The Capstone further provides students the opportunity to integrate and compare knowledge gained from their major with that which was learned in the domain area and core courses of the Liberal Studies Program. In this culminating experience, students create, under the mentorship of a faculty member, a final project of their own design.

**LEARNING OUTCOMES**

Students will be able to:

- Apply one or more theories or concepts from courses within their major to an analysis of a particular issue relevant to the major.
- Identify an idea, method, or concept from a discipline outside their major field of study and be able to apply it within the context of their major field of study.
- Examine how their previous coursework, including Liberal Studies courses, has contributed to their intellectual development and/or their post-graduation plans.

These objectives will be met through the design of a large-scale thesis project that is the culmination of your studies at DePaul. You will propose and direct this project which will be substantial enough to engage your attention for two

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quarters, and complex enough to merit this amount of time for establishing concept, design, and production.

The subject-matter and concept of your project you will determine yourself (though your peers and your professor are here to offer advice and guidance).

The only requirements are that the project:

- explores design through the lens of ‘change’—eg, design as an agent of change, design as the product of societal change, etc.;
- is driven by measurable observations, either as an impetus for design itself or as a tool for evaluating the success of design;
- utilizes the skills and processes you’ve developed while at DePaul’s School of Design;
- engages the viewer or user through at least two modalities: one mobile, immaterial, and tablet-based; the other material and physical though the device is up to you (book, broadside, object, etc.);
- leverages both typography and imagery as communicative and expressive tools.

Aside from these requirements, you should also consider how this project fits into your professional professional portfolio or ‘book’. What areas of design are lacking in your past work? What areas do you wish to focus on professionally, and can they be expanded upon?

**WRITING EXPECTATIONS**

Instructors of all Capstone courses must assign at least 10 pages of written material to be completed outside of class. These ten pages do not have to be contained in a single assignment but may be the cumulative work of multiple assignments. These ten pages must provide students the opportunity to demonstrate their progress in mastering one or more learning outcomes for the course. Additional writing beyond the ten page minimum is discretionary and need not reflect learning outcomes. Students should receive feedback on their written work.

This writing expectation will be met by your creation of a ‘process book’ documenting your research and the direction you established during the first quarter of the capstone sequence. This book must include at least six citations to other writers—these may come from the readings distributed in class last quarter, but they may come from any sources that have contributed to your project.

**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.

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When we have time to work in class, you're still meant to come to class. (Cf. the participation component of your grade later in this document.)

**COMMUNICATION**

I make every effort to reply to email in a timely fashion, though people's definition of 'timely' may vary. 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.

**COURSE STRUCTURE**

This class will primarily consist of lab activity during which you will be producing your final thesis project. However, there will not be enough time *during* class to finish it. You will need to schedule your life so as to include sufficient time outside of class to produce a high-quality finished project.

The course will culminate in an exhibition of your work during graduation weekend.

**GRADING POLICIES**

Final grades will be based on your project, process book, as well as class participation in critiques and reviews of your and your peers' work. Failure to be an active member of the class will result in a lower grade. This class has some lab time built into the schedule—attendance is not optional. Failure to attend on these days will result in a lower participation grade. Final grades are calculated based on standard deviation (ie, a so-called bell curve)—though this does *not* mean that only one person gets an A, one an F, and most people get Cs. It means that your grade should reflect where you stand relative to your peers.

The grade 'breakdown' is as follows:

- PARTICIPATION. 20%
- PROJECT. 50%
- PROCESS BOOK (DESIGN + WRITING). 20%
- PRESENTATION. 10%

**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.

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- 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.
- Rick Poynor. No more rules: Graphic design and postmodernism. Yale University Press.
- Stephen Eskilson. Graphic design: A new history. Yale University Press.
- Philip Meggs. A history of graphic design. John Wiley & Sons, 1998.
- Steven Heller and Veronique Vienne. Citizen designer: Perspectives on design responsibility. Allworth Press.
- Steven Heller and Karen Pomeroy. Design literacy: Understanding graphic design. Allworth Press.
- Steven Heller et al. Looking closer 1–5. Allworth Press.

Also, please sign up for the DePaul Graphic Design Mail List: [mailman.depaul.edu/mailman/listinfo/design](mailto: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](http://software.depaul.edu/training). Lynda.com covers everything from using Photoshop, to mic'ing a drumkit, to writing an operating agreement for your startup.

**COURSE TOPICAL SCHEDULE**

WEEK	DATE	TOPIC
One	Mar 30	Project brief completion.
	31	<i>Last day to add or swap classes</i>
Two	Apr 6	Process book draft copy due.
	7	<i>Last day to select pass/fail option</i>
	7	<i>Last day to drop without penalty</i>
Three	13	Lab.
	13	<i>Last day to select auditor status</i>
Four	20	Process book copy revisions due.
Five	27	Project reviews.
Six	May 4	Lab.
Seven	11	Process book reviews.
	12	<i>Last day to withdraw</i>
Eight	18	Process book due.
Nine	25	Project review.
Ten	1	Lab.
Eleven	Jun 8	Exam period, 11:30–1:45
	Jun ?	Exhibition at Lost Arts?

**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

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hours. Your thesis project is a giant, sprawling, 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.

**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](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 at: <http://www.cdm.depaul.edu/Current%20Students/Pages/PoliciesandProcedures.aspx>

**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.

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**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).

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](http://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

**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](http://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 com-

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pleting 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.*