

Art 103: Computer Graphic Studio

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Office hours T/R 1-4 W 1-1:30 and by appointment

Final Exams

Arts 103 1:30. Mon. 12/16 12:30 pm

Arts 103 3:30. Monday, 12/16 at 5:00 p.m

Expectations:

There are certain expectations that the Department of Visual & Performing Arts have regarding student responsibilities and behavior in class that need to be stated up front in order to minimize potential misunderstandings throughout the semester.

1. The Department of Visual & Performing Arts expects that you will read the syllabus and that you make yourself aware of all the requirements and deadlines associated with the class. Saying I didn't read the syllabus will not be accepted as an excuse for failing to meet requirements and deadlines.
2. The Department of Visual & Performing Arts expects all electronic devices (cell phones, iPods, etc) to be turned off and not utilized during class. If your phone/pager goes off during class you will be asked to leave.
3. The Department of Visual & Performing Arts expects that you will put forth an effort to learn the material covered in this course. You are **expected** to attend class on normal class days. However, you are **required** to learn the material in order to get a passing grade for this course.
4. The Department of Visual & Performing Arts expects that if you are having difficulties with the class that you will come and talk to your professor about them. The sooner you come, the better off you will be. There is little or nothing the professor can do to help at the end of the course, so do not wait until then to see him/her.
5. The Department of Visual & Performing Arts expects that you will behave with honesty and integrity. Suffice it to say, cheating is not acceptable under any circumstances. The department will not tolerate cheating in any way and anyone caught cheating will receive an automatic F for the course.

After reading through this syllabus, your answering the syllabus questions in google This indicates your acceptance of the terms, conditions and expectations outlined in the syllabus.

Time Need

4 hours' course time weekly 4 to 5 hours' assignment time weekly.

You will be expected to work on your projects between classes on Monday and Weds.

VAC is open Monday-Friday evenings and weekends as posted.

Final Critique will be held during the finals period. You have to be there during the final exam period.

Do not make travel plans before the end of exams.

Location of Facilities

MAC Computers equipped these programs VAC-Second Floor Blake Hall, Judd Hall West, Senior Suites Basement

Course Description

This is an introductory course that focuses on the technology of Computer Graphics. Each student has the opportunity to explore a number of graphics programs. Due to the advanced software programs employed, students are able to draw, paint, design, and make rapid changes in their artwork with almost unlimited possibilities. No previous computer experience is necessary. A strong sense of design and drawing ability are keys for success in this course.

Course Objectives

1. Students will gain a basic knowledge of computer graphics through the understanding of a number of computer programs.
2. Students will learn to move between programs with ease, troubleshooting basic program problems.
3. Students will learn the elements of good design and aesthetic theory through the viewing of current computer graphic work.
4. Students will learn the fundamental elements common to all visual art including composition, text placement, color theory and typography through the use of peer critique.
5. Students will understand the relationship of computer graphics to the other arts through critiques and lectures.
6. Students will be able to create web pages that will fulfill the course objectives.
7. Students will learn how to create visually pleasing web sites.

Note: The following symbols represent the corresponding methods of assessment:

A= class discussion and contribution; B= tutorials and projects, final exam; C= critiques;

Course Assessment:

Students who successfully complete this course will be able to demonstrate an increasing level of competency in each of the following areas:

1. A basic Knowledge of Photoshop and Dreamweaver and an ability to move between them.
(Course Objectives A, B, C) (Gen ED Objectives 1,2) This
2. A understanding of good design and aesthetics including composition, text placement, color theory and typography through the use of peer critique.
(Course Objectives A, B, C) (Gen ED Objectives 3,4,5)
3. An ability to create visually pleasing websites, that are well designed and have appropriate navigation. .
(Course Objectives A, B, C) (Gen ED Objectives 1,2 3,4,5)
4. An online portfolio of all class work.

General Education Outcomes for Visual and Performing Arts

The students will:

1. Demonstrate understanding of how the disciplines of the arts stimulate and promote critical thinking, problem solving, imagination, and creativity.
2. Develop and expand ability to communicate effectively in written and oral forms and/or to create expression through practice in the skills and processes of recognized forms of art, i.e. dance, music, theatre, digital media, creative writing, film and the visual arts.
3. Apply the arts disciplines to analyze, evaluate, and integrate their comprehension of human experience, history and cultures, and to reflect critically on personal, spiritual, and cultural values.
4. Develop an aesthetic appreciation of how the arts serve and express an increasingly diverse, multicultural, and international society; and support lifelong enjoyment of the arts as participants, patrons, and audiences.
5. Deepen understanding and demonstrate awareness of aesthetic traditions in the arts and strengthen the ability to interpret the arts through the analysis of how structure, form, content and style of specific works interact to create meaning.

Equipment needed:

Thumb drive

Springfield College E-mail Account

I will not use your outside accounts. If you do not check your Springfield College account, you will not receive Email updates.

Notebook

Programs Used

Adobe Photoshop, Dreamweaver,

All programs are in the lab so you do not need to buy them.

Course Evaluation

1. Attendance

Attendance will be counted from the reading of the class roster. If you are not there on time, but come in late you will be docked ½ a class. **DO NOT LEAVE CLASS**, if I am late. **I WILL BE HERE**, unless a message is given to you, I will arrive, I will take attendance. Be there! 2 absences are allowable, 3 affect the grade (A to A- to B to B- to C to C-) These absences can be days on the sick list, away games, teacher conferences, knee surgery, consequently do not use your absences to sleep in. If a message is given that I will not be here please check the class web page for assignments. Projects will be due the next class. If there is a snowstorm, Mud storm or Landslide, I will have a message put on the lab door and on my voice mail that I will not be here. If the school is closed (Ex5999) I will not be here.

2. Participation

Students will be expected to ask questions during computer graphic demonstration. They will participate in group critique of other students. Part of their evaluation will be the quality of their critique and their attentiveness during class.

3. Projects

Projects are due on class date at the beginning of class. If the class is missed that the project is given, the student is expected to get the information from another student. A project is counted as **"in"** when the project is in my hand, or on the website with an email about that to me to me. If there is a problem, leave a message on my voice mail or my email. Projects are lower one grade point (A to A- to B to B- to C to C-) each class that it is late.

Course requirements

1. Attendance
2. Projects complete on due date
3. Group critique

Grades.

Grades are given based on look, time spent on the project, technical ability, work being on time and attitude. Extra points are given if the work is redone. Grades will not be given out till midterm.

All final work will be considered done when on the web

Look is defined as the amount of beauty, creativity and intelligence that you bring to a project.

A: Incredible use of tools and then some, exceptional artwork, perceptive during critiques. I give very few As

B: Showed up to all classes, did the work used the tools, participated in class.

C: Showed up, homework was late or not there, did not participate in class.

Academic Honesty and Integrity Policy

Basic Policy

Springfield College students are expected to be honest in all elements of the academic process, including coursework, use of College documents, and when serving as representatives of the College. Cheating, plagiarism, misrepresentation of facts, omissions, or falsifications in any connection with the academic process are violations of the Academic Honesty Policy (hereafter referred to as the Policy). Students found to be in violation of this Policy are subject to a range of sanctions, including, but not limited to, a reprimand, failing a course, and suspension or expulsion from the College.

The Practice of Academic Honesty

The information below is intended to help students understand the practice of academic honesty and potential offenses against the Academic Honesty Policy. Misunderstanding these practices or the Policy will not be accepted as an excuse for a violation of it. If a student is in doubt about how to practice academic honesty in a course or in conduct, he or she should consult with the course instructor, the chairperson of the department, or the dean of his or her school.

Academic Honesty in Course Exercises

A student's name on any course exercise (which term shall include, but not be limited to, an essay, oral presentation, notebook, report, computer program, paper, quiz, examination, or any other assignment related to a course or internship) is regarded as assurance that the exercise is the result of the student's own thoughts and study, stated in his or her own words, and produced without assistance, except as quotation marks, references, and footnotes acknowledge the use of printed sources or other outside help. In some instances, an instructor or department may authorize students to work jointly in solving problems or completing projects. Such efforts must be clearly marked as the results of collaboration. Where collaboration is authorized, students should make sure that they understand which parts of any assignment must be performed independently. Also, students are not allowed to present the same exercise previously or concurrently completed for another course, without the permission of the instructor(s) of the current course(s) in question. Students who perceive the possibility of an overlapping assignment should consult with their instructors before presuming that a single effort will meet the requirements of both courses. Withholding, removing, or destroying materials needed by other students for class exercises is also an offense against the Policy.

Use of Sources

In preparing assignments, a student often is required to consult outside sources of information or opinion. All such sources should be listed in the bibliography/reference section. Commercial research or writing companies are not considered legitimate sources and their use, in whole or part, is cheating and constitutes a punishable offense. For citations, references in text are required for all specific facts that are not common knowledge. New discoveries or debatable opinions must be credited to the source with specific references to edition, page, or Web page even when the student restates the matter in his or her own words. Word-for-word inclusions, even if only a phrase or sentence, from the written or oral statement of someone else (including the Internet) requires citation in quotation marks and using the appropriate conventions for attribution. Paraphrasing or summarizing the contents of another's work is not dishonest if the source or sources are clearly identified (author, title, edition, page), but such paraphrasing does not constitute independent work and may be rejected by the instructor. Graduate students and others presenting their own previously published documents must avoid issues of self-plagiarism. Students should be clear to appropriately reference their previous document and to create a new document that appropriately contributes and adds to their original work.

Laboratory Work and Assignments

Notebooks, homework, and reports of investigations or experiments must meet the same standards as all other written work. If any of the work is done jointly or if any part of the experiment or analysis is made by anyone other than the writer, acknowledgment of this fact must be made in the report submitted. It is dishonest for a student to falsify or invent data.

Creative Work

A piece of work presented as the individual creation of the student is assumed to involve no assistance other than incidental criticism from any other person. A student may not knowingly employ artwork, story material, wording or dialogue taken from published work, the Internet, motion pictures, lectures, or similar media, without full acknowledgment.

Examinations, Quizzes, and Tests

When completing examinations and quizzes, the student is required to respond entirely on the basis of his or her own memory and capacity, without any assistance whatsoever except such as is specifically authorized by the instructor. Cheating on examinations and quizzes can take many forms including, but not limited to, using another individual to take an examination in one's place, bringing into the exam room unauthorized materials from which one gains assistance, appropriating an exam or exam materials without authorization, unauthorized or inappropriate use of technology, purposely missing an exam in order to gain an advantage, copying during an examination, improper collaboration or unauthorized assistance on take-home examinations, or other actions that undermine fairness reduce the objectivity of evaluation of student work.

Internships or Fieldwork

Students involved in community projects, practica, independent studies, or fieldwork experiences related to their academic program should be aware that their behavior is a reflection of themselves and the College; their behavior related to such experiences should be appropriate and professional and is subject to this Policy. Violations of this Policy in such circumstances include, but are not limited to, misrepresenting oneself, misrepresenting the College, misusing a position of authority, or failure to honestly report the results of their experience or research.

Learning Portfolios

In writing and compiling a learning portfolio, including a prior learning portfolio for the School of Professional and Continuing Studies, the student must submit only his or her own written work, identify any sources used (see "Use of

Sources" above), and ensure that all information included is accurate. Violations of this Policy include, but are not limited to, failure to submit original work (e.g., uncited passages from published materials, including any part of another student's portfolio or claim), falsification of any information or source, or forgery of any letter of documentation. Sharing or exchanging claims for credit with another student for any purpose, including their use as examples or models, is also not permitted; both students involved in such an incident will be considered in violation of this Policy.

College Documents and Records

Any misuse of official College documents connected with the academic process constitutes a violation of this Policy. Such documents include, but are not limited to registration forms, change of schedule forms, applications to change majors, grade report forms, applications for internships or fieldwork, transcripts, and diplomas. Misuse of such documents includes, but is not limited to, unauthorized alteration of a form, forging of signatures, misrepresentation of personal or academic information requested, or gaining access to a recommendation (without permission) once rights have been waived. Any falsification of records or routines for grading is also dishonest, whether before or after graduation.

Academic Assistance:

A wide variety of academic assistance is offered through the Academic Success Center:

- Writing & Reading Support Services offers students help with all aspects of the writing and reading processes.
- Math-Science Support Services provides assistance to students taking courses in Mathematics, Physics, Computer Science, Biology and Chemistry
- The Content Tutorial Program delivers support for course work that is outside what is covered by Writing & Reading Support Services and Math-Science Support Services.
- The Academic Coaching Program is available to help students improve time management and learning strategies.
- The Assistive Technology Program provides training in a range of assistive technologies.
- The MTEL Assistance Program provides support for students preparing to take the Massachusetts Tests for Educator Licensure®.
- The Conversation Partners Program provides support for non-native speaking students wishing to improve conversation and comprehension skills.
- The Academic Progress Program provides assistance and support for the students in academic jeopardy to help improve their academic skills, performance and standing.

The Academic Success Center is located on the third floor of the Harold C. Smith Learning Commons and can be contacted at 413-748-3389 or ASC@springfieldcollege.edu. More detailed descriptions of its services can be found on its website: <http://springfield.edu/academic-success-center>

Accommodation Planning:

If you have a documented physical, learning, or psychological disability on record with the Academic Success Center's Learning Support Services, or the corresponding campus individual in the School of Professional and Continuing Studies, you may be eligible for reasonable academic accommodations to help you succeed in this course. It is your responsibility to request such accommodation in advance and to provide appropriate documentation. Students on the main campus should contact the Director of Learning Support Services, who is located on third of the Harold C. Smith Learning Commons, and can be contacted at 413-748-3768. Please let me know of your request as soon as possible so that I can work with you and the Director to arrange for appropriate and reasonable accommodations.

Link to Springfield College Handbook: <https://springfield.edu/studenthandbook>

This syllabus is subject to change at the discretion of the instructor at any time. This document acts as a contract. After reading through this syllabus, your decision to take this course indicates your acceptance of the terms, conditions **Calendar may be changed due to canceled classes, snowstorms, acts of God, and student needs.**

Bibliography

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Lovejoy, M. (1996) Postmodern Currents : Art and Artists in the Age of Electronic Media
Meyers ,Eric (2007), CSS: The Definitive Guide,
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Web

"Hi-Res Dreamweaver Tutorials ::" *Free Adobe Photoshop, Flash, Dreamweaver, Illustrator, Fireworks, Bridge, and Golive Video Tutorials :: Welcome to Tutvid.com*. Web. 10 Mar. 2010. <<http://www.tutvid.com/tutorials/dreamweaver/index.php>>.
Psdutts | Adobe Photoshop Tutorials, from Beginner to Advanced. Web. 10 Mar. 2010. <<http://psd.tutsplus.com/>>.
"World Wide Access: Accessible Web Design." *University of Washington*. Web. 10 Mar. 2010. <<http://www.washington.edu/doi/Brochures/Technology/universal.design.html>>.
World Wide Web Consortium (W3C). Web. 10 Mar. 2010. <<http://www.w3.org/>>.

The Projects:

Project 1: Holding in hands

This assignment teaches basic design elements, thru creating your life history using icons. It also teaches basic group critique

Technically:

cut/past with Photoshop

DPI 72-resolution of page 640X480-jpg size under 50k= making site in Dreamweaver-Link pages -uploading

Project 2: Alphabet

Alphabet Image based your feeling of the current political climate. Part of what an artist does in society, is to reflect back what is currently going on around them in the world. They absorb the current thoughts of the day, and make them visual.

Taking what is being said/ shown today politically on the internet, grab images and words to create the meaning of your alphabet letter. Political means: no sports, no super bowl but for instance if your letter was "S" you might use the word "saving" and locate images of saving lives during 911. For examples of what was done in the wake of 911. look at

Your letter should be a mood/ verb/adjective that reflects what has been happening for the last month politically in the world

Project 3: A Pop Art Selfie

Project 4: Surrealist Art Project

This assignment continues your understanding of Photoshop while working on your understanding of layout design and art history.

Look at this [surrealist art](#) for inspiration.

2. Take lots of photos with your camera- of objects, of people, of places, of textures.
3. Think about how you would put them together in a surrealistic piece
4. you may use one image from the web

Project 5: History of Art

It is important to understand the history of art, it gives you a basis to build your visual understanding. In this project, you are each given an artist to explore. Your site colors will reflect the palette of your artist. You will do a banner and rollovers that art appropriate.

This project is the first to use 4-page web design

Project 6: Corporate Website

This assignment develops their ability to communicate effectively. They also do a group critique

You have just been asked to design a web site and corporate identity for a brand-new company. They want you to do everything! They want logo design that really says who they are- and they want a web site that will get their point across and excite their clientele.

Project 7 : Element

This assignment make the student take all the technical aspects that they have learned and create a visually meaningful website from a jump off point.

During this semester, you have created art with Photoshop, a website that has hot spots, and an interactive website that sold a product, this project can be any or all of these. It can be a poem, sell a product, tell a story, ask the viewer to interact, it can not be about sports. What it should do is show me everything that you have learned in this class. This includes animated gifs, rollover buttons, hotshots, layers and motion.

TECHNICALLY: It should be a website attached to your page that is technically working- i.e. all links running, all the files in right places using the right naming conventions. Each page should be no more than **130K** for all it's parts. There should be no CSS internal sheet- just an attached external style sheet.

WEB: It should have good use of Photoshop, rollover buttons, gif animation, and hot spots. It should use cuss, script and use layers. Every image should have been worked on in Photoshop and should be "yours". No Violence! No thought of violence! Violence an instant "c".

VISUALLY: Good composition, layout, use of appropriate colors. Visually consistent and "makes sense"