IM110
Principles of Digital Media

01: Mon/Wed 1:00 – 2:15 pm
02: Tue/Thu 10:30 – 11:45 am
Kepple Hall Room 110/113
3 Credits

instructor: Ryan Gibboney
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office hour signup

COURSE DESCRIPTION

An introduction to the concepts of digital media. Students will develop an understanding of the basics of digital media, the technology surrounding the creation and use of digital media, and its association with art, communication, and information technology. Through a laboratory context of experimentation and discussion the course explores the use of various creative software programs used to create artistic and expressive media content. The course provides an overview of media formats, media creation, the fundamental properties of the tools required for media manipulation, and insight into the artistic, social, psychological, and legal aspects of digital media. Prerequisites: Freshman or Sophomore standing or by instructor permission.

LEARNING OUTCOMES

The overall goal of this course is to provide students with the opportunity to produce projects that demonstrate personal artistic expression while meeting technology and software learning objectives. Students are examined and critiqued in a formal presentation setting. Students are evaluated on presentation, peer critique, and proper file formats for submitted work. The student is expected to gain a strong foundation in digital images, audio, video, and other forms of multimedia including:

- Capturing, authoring, editing, and proper file storage formats

- Proper file formats for working and exported files for various forms of media

- Fundamental properties of the tools required to manipulate forms of media

- Professional presentation skills in addition to personal/peer critiquing skills

COURSE FORMAT/PLATFORMS *Slack + Moodle + Adobe CC Programs*

This semester we will collaborate in person in addition to virtually. Lectures, discussions, work sessions, and critiques will take place both in person and through Zoom. Slack will be utilized for digital collaboration, peer review and feedback outside of class time. Final assignments will be submitted through Moodle. We will work in Photoshop, Illustrator, and InDesign this semester. Students will have access to this licensed software on campus and personal devices for the entire semester.

ENGAGEMENT POLICY

In our HyFlex environment this semester you have the option to attend class in person, through Zoom synchronously, or through Zoom asynchronous by watching recorded sessions. I hope you are able to regularly engage with this course because learning often happens through our interactions with others. Engagement can take a lot of different forms depending on your circumstances and I will offer varying options for you to engage through Zoom, Slack, and Moodle submissions. Moodle will be the host of all

Zoom recordings links. Each recording will be posted with the date of the class. You may use the Activity Completion feature in Moodle to check the Zoom recordings that you have either participated in by attending live or that you have watched at a later time. The base rule is that you need to engage every week in some form, but you can miss the equivalent of one week of class with no effect to your grade. If you need to miss more than that, let me know as soon as possible so we can make arrangements for you to learn the class material outside of that week.

ASSIGNMENTS

Photoshop Project
This project will allow students to learn how to edit and manipulate a image in Photoshop becoming comfortable with the workspace. Choose a B&W image or images to recolor and make photo manipulations to.

Illustrator Project
This project will allow students to learn how to work in a vector point based environment in Illustrator. Creative 4 new, creative icons with a specific theme and color palette. Students will start by recreating two vector logos prior to starting on the creation of new icons.

InDesign Project
This project will allow students to learn to use InDesign to create a multi-page document. This program merges content traditionally created in vectors (Illustrator) and pixels (Photoshop) into one multi-page document.

Portfolio
How do you explain your project, the process of creation and the inspiration for that project? Having a pdf portfolio is a great way to share your work in a professional way. The portfolio will consistent of designed materials created in this class and other classes of your choice.

Project schedule at end of syllabus

UN-GRADING POLICY
You may notice that the assignments listed above have no points or percentages. That is because we are working in an agency setting and focusing on mastering design skills. To do this we will complete a project, critique that project, revise the project, and resubmit with suggested changes and a reflection. The work that is submitted at the end of the semester will be portfolio ready.
How it works:

• Students will complete projects to the best of their ability, and adhere to all project objectives, submission requirements, and deadlines.

• For each DRAFT submission, the following class time will be dedicated to receiving feedback from both peers and professor

• Each FINAL submission will be a revised version of the draft submitted prior to receiving feedback. Students will take into consideration what their peers/professor said about their work, and add elements to their project based on these suggestions.

• The goal is to evolve design skills through collaboration, and the willingness to consider multiple perspectives on a project, while also achieving an expected final product.

• A key component of un-grading is student reflection. When a student submits their final work a short paragraph is required in Moodle in the comment section. This will allow students to reflect on how their design skills are evolving due to collaboration with others.

REPRODUCTION OF STUDENT WORK
Juniata College retains a non-exclusive right to reproduce all Integrated Media Arts (IMA) student projects for the purpose of education, publication, promotion, illustration, advertising, and trade in any manner or medium now known or later developed in perpetuity.

COURSE WITHDRAWAL POLICY

Students may withdraw from the course up until noon on the last day of classes this semester (Tuesday, November 24th). In order to withdraw from the course, you need approval from your advisors.

ACADEMIC INTEGRITY POLICY

All submitted coursework is expected to be your own, with words and/or ideas from other sources fairly attributed. To use words and/or ideas from another source as if they were your own constitutes plagiarism. The associated penalty will be based on the nature and seriousness of the offense, ranging from an official warning, a reduced or failing grade for the assignment, to a reduced or failing grade for the course. You should be familiar with the Academic Integrity Policy from the office of the Provost: http://www.juniata.edu/services/provost/integrity.html

ACCESSIBILITY STATEMENT FOR STUDENTS WITH DISABILITIES

Juniata College is committed to providing equitable access for learning opportunities to students. If you are affiliated with the Student Accessibility Office and have been determined eligible to receive accommodations, I encourage you to confirm that I have received a copy of your accommodation letter and schedule a time for us to meet to discuss your needs in this course. Although it is preferable to request before the semester begins, requests can be made at any time, but are not retroactive. Any student who feels they may need an accommodation based on a documented medical condition, mental health condition, or learning disability (or suspects they may have one), is encouraged to contact Patty Klug, Director of Student Accessibility Services, at klugp@juniata.edu or 814-641-5840. Her office is located in Founders Hall, office #213

SEX DISCRIMINATION/SEXUAL HARASSMENT/SEXUAL VIOLENCE

Juniata College affirms the rights of all to live in a community free of interpersonal violence and seeks to connect individuals with the highest quality professional support and guidance when such acts occur. College policy is compliant with federal Title IX law that prohibits discrimination, harassment and violence based on sex and gender (including sexual discrimination, sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation and retaliation). If you or someone you know has been the target of sex discrimination, harassment or sexual violence, you can receive confidential support and guidance from the Office for the Prevention of Interpersonal Violence (the SPoT, Ellis Hall), staff of the Juniata Counseling Services (814-641-3353), the College medical staff (814-641-3410), the College Chaplain (814-641-3360) or from Huntingdon House (domestic/dating violence/stalking hotline at 814-643-2801) or the Abuse Network (sexual assault hotline at 814-506-8237). Non-confidential reports can be directed to Matthew Damschroder, Acting Title IX Coordinator (Founders Hall, 814-641-3157, damschm@juniata.edu) or to one of the other Deans in the Dean of Students Office, Founders Hall. You can also report to Huntingdon Borough Police at 814-643-3960 or 911. Except as noted above, all Juniata professors and staff are designated as responsible employees (non-confidential) and are required to report sexual misconduct to the Title IX Coordinator. Every effort will be made to protect your privacy and confidentiality, to the greatest extent possible, while balancing our collective efforts to make our campus a safer place for everyone

COMMITMENT TO INCLUSION AND RESPECT FOR DIVERSITY INCLUDING

a. Names and Pronouns: Many people use a name in daily life that is different from their legal name. In this classroom, we seek to use people's preferred names and pronouns. You are invited (if you want to) to share the name and the pronouns you go by. In this classroom, we will respect and refer to people using the names and personal pronouns that they share.

b. Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: race, gender, sexuality, disability, age, socioeconomic status, ethnicity, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

FACE COVERING POLICY:

Per Juniata's Covid-19 safety protocol developed by our Contingency Planning Group, face masks will be required in all public spaces on campus, and that includes classrooms. This policy is designed to protect the health and safety of our community. You will not be permitted to stay in class and will be asked to leave if you are unable to abide by this.

TECHNOLOGY

Since we are in a global pandemic, we will not be exchanging paper at all this semester as all students will have access to course materials on Moodle regardless of your method of instruction. Video and audio recordings of class sessions will be part of the classroom activity. The video and audio recording is used for legitimate educational use/ purposes and may be made available to all students presently enrolled in the class. For purposes where the recordings will be used in future class session/lectures, any type of identifying information will be adequately removed from the videos.

REQUIRED MATERIALS

External Hard Drive or Cloud Storage (preferred): Recommended minimum of 2TB of free disc space – It is your responsibility to back up your work and keep all files organized outside of your Juniata drives/desktop computers. Saving work on the computers in the classroom is not a professional option as the files may be lost and unable to be retrieved.

Week 1: August 17-August 21
Day 1: Introductions, get to know each other, semester expectations and goals.
Day 2: Discuss projects, first lecture. Introduce Vector+Raster. T-Shirt discussion. Where do I make graphics

Week 2: August 24-August 28
Day 1: **Introduce Project #1**. Setup lab computers. Log into Adobe. Begin working on Project #1.
Day 2: PS Demo Day: Setup your workspace. Tools: Brushes, Eraser, Layers. Workday.

Week 3: August 31-September 4
Day 1: PS Demo Day: Add a second image. Changing colors. Custom swatches. Magic wand.
Day 2: PS Demo Day: Perfecting your image. Final demo based on student requests. Workday.

Week 4: September 7-September 11
Day 1: Vector vs Raster Presentation. Go over turning in project setup and submission on Moodle.
Day 2: **CRIT: Project #1 Due (9/9 and 9/10) on Moodle by 9:00am**. Critique on Zoom breakout rooms

Week 5: September 14-September 18
Day 1: **Introduce Project #2.** Vector file discussion, Illustrator setup. **Project 1: (DUE 9/14, 9/15) on Moodle**.
Day 2: IL Demo Day: Instagram Vector logo recreation.

Week 6: September 21-September 25
Day 1: IL Demo Day: Source logo recreation. Both recreation logos due on Moodle by the end of day.
Day 2: IL Demo Day: color palettes, shapes, pen tool, pathfinder. Workday.

Week 7: September 28-October 2
Day 1: IL Demo Day: Student requested demos. Exporting your files. Icon Design Check In. Workday.
Day 2: **CRIT: Project #2 Due (9/30 and 10/1) on Moodle by 9:00am**

Week 8: October 5-October 9
Day 1 **Introduce Project #3. Project # 2 (DUE 10/5 and 10/6) on Moodle.**
Day 2: ID Demo Day: placing text from word, placing images, creating a Master Page layout grid system.

Week 9: October 12-October 16
Day 1: ID Demo Day: Making column layouts, styling your text with character styles. Workday.
Day 2: ID Demo Day: Student requested demos.

Week 10: October 19-October 23
Day 1: **Introduce Project #4 Portfolio**. Discuss online and print portfolio options.
Day 2: ID Demo Day: Student requested demos.

Week 11: October 26-October 30
Day 1: ID Demo Day: Student requested demos.
Day 2: **CRIT: Project #3 Due (10/28 and 10/29) on Moodle.**

Week 12: November 2-November 6
Day 1: Discuss Personal Portfolios options (website/ppt/online). **Project #3 (DUE 11/2 and 11/3) on Moodle.**
Day 2: Workday Personal Portfolio

Week 13: November 9-November 13
Day 1: Workday Personal Portfolio
Day 2: Workday Personal Portfolio

Week 14: November 16-November 20
Day 1: **CRIT: Portfolio Due (11/16 and 11/17) at 9:00 am** Share questions on Slack and get feedback.
Day 2: Workday Personal Portfolio. Final changes to portfolios due the following week.

Week 15: November 23-November 27
Day 1: **ZOOM CRIT:Final Portfolio changes due (11/23 and 11/24) at 9:00 am**

11/30 – 12/4 Finals Exams, no class, no final

IM110 Fall 2020 Student Evaluation

Name:

Letter Grade for Assignments:

A	B	C	D
Complete 4 of the 4 components on each assignment	Complete 3 of the 4 components on each assignment	Complete 2 of the 4 components on each assignment	Complete 1 or less of the 4 components on each assignment
A- may be awarded if student contribution is lower than expected in one area.	B- may be awarded if student contribution is lower than expected in one area.	C- may be awarded if student contribution is lower than expected in one area.	D- may be awarded if student contribution is lower than expected in one area.

IM110 Project Evaluation:

Project 1: Photoshop Recolor	Project 2: Illustrator Icons	Project 3: InDesign Poster	Project 4: Portfolio
❑ Followed the instructions for the project completing at least one B&W to color image in Photoshop using organized layers ❑ Uploaded work on the initial DRAFT deadline for in class Critique on Moodle in the right file formats (.jpg. No .psd files) ❑ Attended Critique day and provided peers with constructive feedback. ❑ Uploaded work for the final Version #2 by the requested deadline on Moodle.	❑ Recreated two icons as an exercise. Created at least 4 creative icons with a color palette of an approved theme ❑ Uploaded work on the initial DRAFT deadline for in class Critique on Moodle in the right file formats (.ai and .png) ❑ Attended Critique day and provided peers with constructive feedback. ❑ Uploaded work for the final Version #2 by the requested deadline on Moodle.	❑ Utilize the CRAP design principles to design a poster with an approved topic merging vector and/or raster files in InDesign ❑ Uploaded work on the initial DRAFT deadline for in class Critique on Moodle in the right file formats (.pdf. No .indd files) ❑ Attended Critique day and provided peers with constructive feedback. ❑ Uploaded work for the final Version #2 by the requested deadline on Moodle.	❑ Utilize InDesign template to create a multi-page portfolio that includes images of your work from IM110. Add an artist statement/about page and description for each project shown in the portfolio. ❑ Uploaded work on the initial DRAFT deadline for in class Critique on Moodle in the right format (.pdf. No .indd files) ❑ Attended Critique day and provided peers with constructive feedback. ❑ Uploaded work for the final Version #2 by the requested deadline on Moodle.
/ 4	/ 4	/ 4	/ 4
Comments:	Comments:	Comments:	Comments:

Portfolio Quality Feedback:

Since the portfolio is the cumulative project for IM110, it is meant to represent the students work in addition to their personality. Consider the evaluation rubric as you develop your portfolio. This will help you understand the long term intended goals of a portfolio document and suggested areas of focus.

✓ + Excellent	✓ Satisfactory	✓- Unsatisfactory
Able to critically assess one's work to identify and present a curated collection of projects that clearly emphasizes individual strengths, a unique perspective on design, and the student's interests in their chosen field. Shows process of work and explains the work well in descriptions.	Able to assess one's work to present a curated collection of projects that emphasizes individual strengths. Utilized the template provided and added some design principles to finalize an individual portfolio. Shows minimal process of work and explains the work in descriptions.	Able to utilize the initial template provided on Moodle. Did not make any changes on the template to create personal style. Only showcased work from IM110 with minimal images of work. Shows no process of work and does not explain the work in any type of description.

Comments:

Class Engagement

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✓ + Excellent	✓ Satisfactory	✓- Unsatisfactory
Exceeds Expectations	Meets Minimum Expectations	Does not meet expectations
The student arrives prepared for class (in person, on Zoom, or on Moodle); participates multiple times in class discussion; is responsive to participation and engaged in contributions and comments made by others; contributions are thoughtful and provoke additional comments from others; does not dominate conversation; listens carefully and responds thoughtfully to comments made by others.	The student is present and occasionally engaged (in person, on Zoom, or on Moodle); is taking notes and paying attention most of the time; contributes at least once to class discussion per week; or participates through hand raising, taking notes, doing assignments	The student is physically present but mentally elsewhere; doesn't contribute to conversation; does not engage and is not taking notes when receiving critique from faculty and peers. The student is disruptive, distracting not only losing the opportunity to learn from the course but also impacting their peers ability to learn.

Comments:

Final Cumulative Letter Grade: