

IM375

Integrated Media Arts Lab I

Tu/Th 9:00 am – 10:15 am
Kepple Hall Room 210
3 Credits
CEL Designated

instructor: Ryan Gibboney
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[office hour signup](#)

COURSE DESCRIPTION

Integrated Media Arts Lab I is a laboratory context of experimentation and discussion for students in the IMA Program. Students are given the opportunity to engage in a reciprocal partnership with a local community partner. Working in a team-driven environment with a local community partner students propose, plan, and complete a real world design project. The course includes reflection, design deliverables, and client presentations throughout the semester. Community Engaged Learning designated. Prerequisite IM110, sophomore standing or higher.

LEARNING OUTCOMES

The overall goal of this course is to provide students with the opportunity to gain a hands-on experience using various technologies and platforms in a open laboratory context. Students are critiqued in a formal setting on their creative projects. Students are evaluated on the team project based on their participation in meetings, personal reflection throughout the process of creation, and the individual final contribution to the creative deliverables. By the end of the semester students will be comfortable designing in a team based studio environment, working in collaboration with a community client, in addition to working individually on a creative visual campaign.

COURSE FORMAT/PLATFORMS/RESOURCES *Slack + Google Drive + Moodle*

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. Moodle and Google Drive will be utilized for shared readings and assignment submissions. Final assignments will be submitted through Moodle.

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:

Design/Client Research Portfolio
Client Meeting Reflections
End of Semester Reflection
Individual Contribution to the Team
Individual File Contribution

Work as a team to design materials for a real world client. Reflect along the way on your personal role and the unique experience you had during the creative process. Work to contribute final materials to the project that met the client and team needs.

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.

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 ungrading 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. In order to withdraw from the course, you need approval from your advisors.

ACADEMIC INTEGRITY POLICY

All members of the Juniata College community share responsibility for establishing and maintaining appropriate standards of academic honesty and integrity. Using another writer's published or unpublished words and ideas and representing them as your own, without giving credit and acknowledging your source, is an act of academic dishonesty. Juniata's Academic Integrity Policy: <https://more.juniata.edu/academics-classes/syllabus-statements/syllabus-statement-2020-21.php>

STUDENT ACCESSIBILITY

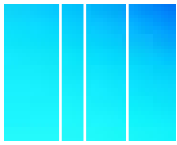
Juniata is committed to provide equitable access for student learning. To arrange for an accommodation based on a documented medical condition, mental health condition or learning disability (or if you suspect you have one), please contact Patty Klug, Director of Student Accessibility Services, by emailing her at klugp@juniata.edu or calling 814-641-5840. 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. It is best to submit accommodation requests before the semester begins, although requests can be made at any time during the semester. <https://more.juniata.edu/academics-classes/syllabus-statements/syllabus-statement-2020-21.php>

COVID-19 SAFETY

Juniata's safety protocols are designed to protect the health and safety of all members of our community. Appropriate social and physical distancing will be maintained in class. Face masks are required in all public spaces on campus, including classrooms. To facilitate contact tracing, students are asked to scan QR codes each time they enter a classroom. Students with red or purple access passes may not attend classes in-person (those with red passes must contact the health center, and those with purple passes must contact the Dean of Students office).

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.



IM375

Integrated Media Arts
Lab I

Spring 2021 Proposed Project Schedule

Design/Client Research Portfolio

Create a multi page project portfolio that works as your contract for the semester. By the end of the semester this will be your project portfolio that works to explain your contribution. This document should include your research for the client, design inspiration, and your process of creation. In addition, please include the following areas:

- The project - Describe what your work will entail, exactly how this will be achieved, and if you will have collaborators (list who).
- Challenges - Make a list of potential challenges you may face by selecting this project. For example, time, skills, equipment, budget to produce.
- Project Deadlines - Draft a schedule for your project including client review meetings in addition to team deadlines.

Post Client Meeting Reflections (Due on Moodle following meetings)

The post client meeting reflections are 200-400 word documents that focus on your current learning outcomes and involvement in the Team Project in IMA Labs. Consider answering the following questions:

- My contribution to the project has been/will be
- How has my opinion of team work changed due to the environment created in the lab
- Summarize your experience throughout this project
- How will this project impact future work you may do as a student or a community member?
- If you started over what would you change? Would you create another deliverable?

End of Semester Reflection

Explain how your final materials contributed to total project and met the client needs in addition to your teams needs. You asked for feedback along the way from your classmates, the client, and the instructor. This feedback helped to identify your personal contribution needs. Your progress check ins reflect the final product submitted. You considered your ideas but made sure that they met the clients needs.

Individual Contribution

Attend class regularly and always contribute to the discussion by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives. Participate in client conversations in addition to client meetings and discussions.

File Contribution

Your final working files were submitted in a format that the client can utilize following the projects completion. [GOOGLE Drive](#): Upload all final working files (InDesign Packaged folders, Photoshop .psd, Illustrator Files, and Premiere working files) to the Google Drive (NOT Moodle). The Google Drive folders need to transition to the client and potentially to another team of students following the end of the project. Your name automatically shows on the drive when you add content as the creator of the folder.

IM375 Spring 2021 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.

IM375 Project Evaluation:

Design/Client Research Portfolio	Client Meeting Reflections	End of Semester Reflection	Individual Contribution to the Team	Individual File Contribution
<ul style="list-style-type: none"> <input type="checkbox"/> Drafted a schedule for their project, including client review meetings in addition to team deadlines. <input type="checkbox"/> Created a multi-page project portfolio that was used as a contract throughout the semester. <input type="checkbox"/> Described what their work entailed, how this was achieved, who they were collaborating with, and challenges experienced throughout the project. <input type="checkbox"/> The final portfolio was uploaded by the deadline on Moodle. 	<ul style="list-style-type: none"> <input type="checkbox"/> Wrote a 200-400 word reflection after every client meeting. <input type="checkbox"/> The reflections included personal contributions, opinions, experiences, and other observations. <input type="checkbox"/> The reflections identified ways that you have contributed to a team yet also making individual deliverables that are usable by the client. <input type="checkbox"/> The reflections were uploaded by the requested deadlines on Moodle. 	<ul style="list-style-type: none"> <input type="checkbox"/> Wrote a reflection that explained how their final materials contributed to the total project and met the client and team needs. <input type="checkbox"/> Asked for feedback along the way from classmates, the client, and the instructor. Used the feedback to help identify personal contributions. <input type="checkbox"/> Progress check-ins reflected the final product submitted. <input type="checkbox"/> The reflection was uploaded by the requested deadline on Moodle. 	<ul style="list-style-type: none"> <input type="checkbox"/> Attended class regularly either in person or on Zoom. <input type="checkbox"/> Always contributed to the discussion by raising thoughtful questions, analyzing relevant issues, and building on others' ideas. <input type="checkbox"/> Synthesized across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives. <input type="checkbox"/> Participated in client conversations in addition to client meetings and discussions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Materials were created throughout the semester that matched the needs of the client and the team. <input type="checkbox"/> Final working files were submitted in a format that the client can utilize following the project's completion. <input type="checkbox"/> Named all files correctly for long term storage and archiving. <input type="checkbox"/> Uploaded all final working files (InDesign Packaged folders, Photoshop .psd, Illustrator .ai files, and Premiere working files) to Google Drive (NOT Moodle).
/ 4	/ 4	/ 4	/ 4	/ 4
Comments:	Comments:	Comments:	Comments:	Comments:

Project Quality Feedback:

Since the Design/Client Research Portfolio is the cumulative project for IM375, it is meant to represent the students' work independently, as well as their contributions to the larger group.

✓ + Excellent

Able to critically assess one's work to identify and present a curated collection of individual contributions to the team 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 the final project portfolio.

✓ Satisfactory

Able to assess one's work as a collection of individual contributions to the team that emphasizes individual strengths. Utilized the template provided for the project portfolio and added minimal process of creative work. Explains some descriptions of progress but skips some steps. Completed all sections of the required portfolio.

✓ - Unsatisfactory

Unable to assess one's individual contributions to the team that emphasizes individual strengths. Completed a project portfolio but did not showcase the process or progress of their personal contributions. Added minimal images of work. Shows no process of work and does not explain the work in any type of description.

Comments:

Class Engagement

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.

✓ + Excellent

Exceeds 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.

✓ Satisfactory

Meets Minimum Expectations

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

✓ - Unsatisfactory

Does not meet expectations

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.

Final Cumulative Letter Grade: