



IM376

Integrated Media Arts Lab II

T/Th 10:30 am – 11:45 am
Kepple Hall Room 210
3 Credits

instructor: Ryan Gibboney
office: Kepple Hall 207
email: gibboney@juniata.edu
phone: 814-641-3575
[office hour signup](#)

COURSE DESCRIPTION

Integrated Media Arts Lab II is a laboratory context of experimentation and discussion for students in the IMA Program. The course explores the methods and practices of creative industry standards and professional business practices of being a creative entrepreneur in a competitive world. Students will work on multiple individually driven creative projects to find their personal brand including the development of their online presence as a self promotion tool. By the end of the semester students will understand the business side of creativity including ethical obligations, intellectual property, contracts, negotiation techniques, time tracking, and pricing in a business setting. Prerequisite IM375, sophomore standing or higher.

LEARNING OUTCOMES

In the Integrated Media Arts Lab II we will explore the use of technology and design to execute our creative ideas for client based and/or individually driven creative projects. Throughout the semester students will gain a hands-on and interactive experience using various technologies and platforms to execute their ideas. The goal of the course is to provide students with the practical knowledge, confidence and critical skills necessary to go out independently and seek professional work in a competitive creative industry of their choice.

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.

GRADING GUIDE

Passion Project

Project Proposal

Midpoint Progress/Reflection Paper

LAS Presentation Files

Print & Web Presence

Print presence

Web presence

Professional Business Documents

Cover letter, estimate, contract, invoice, thank you letter, draft email

correspondence, design/brand study template.

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.

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**Schedule is Subject to Change.*

Date	Day	Project Deadlines
01/26	T	First Class. Review Syllabus, Discuss Projects and Semester Goals, Get to know each other
01/28	Th	Discuss the project parameters and deadlines
02/02	T	<u>Introduce Passion Project</u> . Passion Project Proposal, Identify project parameters and deadlines
02/04	Th	Discussion: Past Passion Projects. Workday: Passion Project Proposal, Identify project parameters/deadlines
02/09	T	DRAFT: <u>Project Proposal Due for Passion Project</u> . Present in Class
02/11	Th	Lecture: The first client meeting <u>FINAL: Project Proposal Due for Passion Project</u>
02/16	T	Workday: Passion Project
02/18	Th	Lecture: Time Tracking for Client Work
02/23	T	<u>Week 4 Check In Passion Project</u> . Workday: Passion Project
02/25	Th	Lecture: Freelancing: things to consider
03/02	T	<u>Intro Print/Web Presence</u> . Workday: Passion Project
03/04	Th	Lecture: Sources of Inspiration
03/09	T	Workday: Print/Web Presence OR Passion Project
03/11	Th	Lecture: Creative Work Environments
03/16	T	Spring Break Day
03/18	Th	Lecture: Job Descriptions & Your Position
03/23	T	Workday: Digital resume reviews with peers on Google Drive. Upload a PDF for commenting.
03/25	Th	Zoom: Alumni Workday: Print and Web Presence OR Passion Project
03/30	T	Workday: Print and Web Presence. Post updates on Slack/Google Drive
04/01	Th	Discussion: Deadlines and setting up for success Workday: Print and Web Presence
04/06	T	<u>CRITIQUE: Print Presence DUE</u> . Workday: Web Presence.
04/08	Th	Lecture: Documenting your work/What happens with your files Workday: Web Presence
04/13	T	Catchup day: Review progress. Discuss end of semester goals
04/15	Th	Discussion: Pricing and Ethical Guidelines Book Review (Negotiating with Confidence)
04/20	T	<u>Intro Professional Business Documents</u> . Discuss end of semester goals. Finalize PDF Passion Report
04/22	Th	Liberal Arts Symposium- No Classes
04/27	T	<u>CRITIQUE: PDF Report documenting Passion Project</u>
04/29	Th	Discussion/Work session: Life Budgeting <u>CRITIQUE: Web Presence DUE</u>
05/04	T	Work Day: End of Semester Wrap Up!
05/06	Th	CRITIQUE: Professional Business Documents DUE
05/11	T	All Final Design Materials and Reports Due on Moodle by noon



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Spring 2021 Projects

Personal Passion Project

Choose a subject that you are passionate about that will showcase your skills, allow you to learn a new skill, and most importantly create a top portfolio piece you are proud to showcase! Spend dedicated time on the project of your choice that incorporates time tracking, deadline setting, proofing of stages, and final deliverables. The end goal is to present this work and research at Liberal Arts Symposium in April!

You will develop: a campaign of multiple deliverables (poster, social media campaign, videos, etc) or one larger deliverable (a longer video, animation, documentary, information design poster, etc). The final deliverables are up to the student and the professor to agree upon.

Your Print and Web Presence

Your Web and Print Presence is your first impression! Highly creative and differentiated personal branding, one stop e-Portfolio, thorough contact information, a well written and unique About Me page, quality business cards are key to making the right first impression.

You will develop: a highly creative and differentiated way to present yourself online and in person. Setup an e-portfolio, website, LinkedIn, Facebook Business Page, etc with a creative About Me section, your work, and most importantly your contact info. Craft a well written resume, designed business cards, and any other items that will spread the word about your creative services to potential clients and collaborators.

Professional Business Documents

Behind the Scenes: How do you protect and handle yourself in the creative world? We will discuss time tracking for client work, creating an hourly rate that is industry and talent based, contract negotiation, ethical guidelines, copyright/intellectual property, watermarking your work.

You will develop: a cover letter, estimate, contract, invoice, thank you letter, and a brand study template to showcase your work. In addition, crafting proper e-mail correspondence, identifying your hourly rate, a project estimate, and brand study document to show the process of working with you on a project to potential clients.

Class Participation

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 class discussions and ask questions during guest presentations. Attend 3 Cultural Events and reflect upon your experience.



IM376

Integrated Media Arts
Lab II

Personal Passion Project

How often do we get to execute an idea that is ours, something close to our hearts? This personal project will be self driven, leaving the scope and final outcomes up to the creator. The professor is here for the support of deadline scheduling, technical demos, and helping set basic project parameters for each individual project. Choose a subject that you are passionate about that will showcase your skills, allow you to learn a new skill, and most importantly create a top portfolio piece you are proud to showcase! Choose a deliverable that makes sense to you and your chosen future profession: community design activism, branding, animation, hand/computer illustration, documentary video, etc. Work with the professor as an advisor to help make this self driven project happen. Since this is a personal project, all visuals and content should be created by YOU. Set deadlines throughout the project and be prepared to present a finished professionally designed project at Liberal Arts Symposium or in another public venue.

Objective:

Learn to brainstorm ideas for a self driven personal project while identifying the scope and final outcomes as the creator. Utilize your professor as a mentor in deadline scheduling, technical demos, and to assist with basic project parameters.

This project will consist of the following:

Workday/In class discussion to come up with ideas

Software Demo Days

Independent work days to create your project and receive feedback

You may choose to work in any program or platform. It is up to you to research and learn to use the programs outside of class time.

Deliverables:

You will develop: a campaign of multiple deliverables (poster, social media campaign, videos, etc) or one larger deliverable (a longer video, animation, documentary, information design poster, etc). The final deliverables are up to the student and the professor to agree upon. Once approved your project cannot be changed.

If uploading multiple files please make a zipped folder. If working in illustrator be sure to create outlines. Go to Type, Create Outlines. Save your illustrator file as a PDF document. When working in Photoshop, upload a high resolution jpg or pdf of your final design.



IM376

Integrated Media Arts
Lab II

Print & Web Presence

To create highly personalized branding for yourself you must first explore what YOU have to offer the world. Evaluate your online presence. Google your name... see what you find! Google the name of an artist/designer/producer that inspires you. What do you find?

Your Web and Print Presence is your first impression! Highly creative and differentiated personal branding, one stop e-Portfolio, thorough contact information, a well written and unique About Me page, quality business cards are key to making the right first impression.

Objective:

Evaluate and design a creative presence that is unique and highly differentiated but visually consistent from print to web. You may choose to work in any program or platform for the print and web materials. Be sure to choose a program you will be comfortable working in down the road to make updates to your work later.

Deliverables:

You will develop: a brand that works for print and web.

Setup the following print materials:

Craft a well written resume, designed business cards, a cover letter (for a real position or call) and any other print items that will spread the word about your creative services to potential clients or employers. This is key for in person meetings and quick referrals.

Setup the following online pages:

1. Design your online platforms with visual consistency with your print materials. Consider an e-portfolio/website, LinkedIn, Facebook Business Page, YouTube channel as options.
2. Create a highly creative about me section for the platform of your choice
3. Document your work with consistent project statements and visuals across all online platforms. Consistency is important when you have different sites linked together.
4. Keep your contact information front and center on print and web materials.



IM376

Integrated Media Arts
Lab II

Professional Business Documents

Behind the Scenes: How do you protect and handle yourself in the creative world? We will discuss time tracking for client work, creating an hourly rate that is industry and talent based, contract negotiation, ethical guidelines, copyright/intellectual property, watermarking your work.

Objective:

Evaluate your professional goals as a creative producer. Identify proper ways to protect yourself in a highly competitive and fast paced world in addition to best practices to present yourself as a true creative professional.

Deliverables:

You will develop: a cover letter, estimate, contract, invoice, thank you letter, and a brand study template to showcase your work. In addition, crafting proper e-mail correspondence, identifying your hourly rate, a project estimate, and brand study document to show the process of working with you on a project to potential clients.

1. Cover letter to potential client (designed with business name/contact)
2. Estimate for potential work (designed with business name/contact)
3. Contract for accepted project (designed with business name/contact)
4. Invoice document to receive payment (designed with business name/contact)
5. Thank you letter for payment (On a smaller card or designed similar to cover letter)
6. Brand Study Template to showcase creative process/finished work to new clients (example on Moodle)

Consider any addition documents or email correspondence that would be beneficial to have such as declining a project emails due to nature of work or your schedule conflicting.

IM376 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.

IM376 Project Evaluation:

Project 1: Personal Passion Project	Project 2: Professional Business Documents	Project 3: Print and Web Presence
<ul style="list-style-type: none"> <input type="checkbox"/> Created a project proposal for the Passion Project that encouraged time tracking, deadline setting, and progress updates. The proposal became the project report highlighting stages of the project and final deliverables. <input type="checkbox"/> Demonstrated through progress updates and screenshots that they spent dedicated time on the project of their choice creating a campaign of multiple deliverables (poster, social media campaign, videos, etc) or one larger deliverable (a longer video, animation, documentary, information design poster, etc). <input type="checkbox"/> Presented final materials in a public setting either through LAS or an approved online event. <input type="checkbox"/> Uploaded project files in the ideal format by the requested deadline on Moodle. 	<ul style="list-style-type: none"> <input type="checkbox"/> Developed materials including a standard cover letter, estimate, contract, invoice, thank you letter, and a draft email correspondence. <input type="checkbox"/> Created a design/brand study template that will showcase their work on a project from start to finish that will help build trust with potential clients you hope to work with. <input type="checkbox"/> Identified their hourly rate preparing a project estimate for a project of choice. <input type="checkbox"/> Uploaded professional business documents by the requested deadline on Moodle in the requested file formats. 	<ul style="list-style-type: none"> <input type="checkbox"/> Developed a highly creative and differentiated way to present themselves online and in person. <input type="checkbox"/> Set up an e-portfolio, website, LinkedIn, Facebook Business Page, and/or other platforms relevant to the student's future creative career with a creative About Me section, showcasing their work, and their contact info. <input type="checkbox"/> Crafted a well-written resume, designed business cards, and any other items that will benefit them when advertising their creative services for freelance or consulting work. <input type="checkbox"/> Uploaded deliverable files by the requested deadline on Moodle in requested formats.
/ 4	/ 4	/ 4
Comments:	Comments:	Comments:

Project Quality Feedback:

You chose a subject that you are passionate about that allowed you to showcase your skills, learn a new skill, and most importantly create a top portfolio piece you are proud to showcase!

✓ + Excellent

Able to critically assess the students ability to remain self-driven on a personal project. Student identified the scope and final outcomes as the creator and utilized the professor as a mentor in deadline scheduling, requesting technical demos, and to assist with basic project parameters. The final project showcases individual strengths, a unique perspective on design, and the student's interests and passions in their chosen field. Shows process of work and explains the work well in descriptions.

✓ Satisfactory

Able to assess the students ability to remain self-driven on a personal project. Student identified the scope and final outcomes as the creator and utilized the professor with basic project parameters. The final project showcases individual strengths, a unique perspective on design, and the student's interests and passions in their chosen field but does not show all of the process of work. Some areas of work have been left out of the project report. Some descriptions have been added to explain the work.

✓ - Unsatisfactory

Unable to assess the students ability to remain self-driven on a personal project. Student identified a passion project but did not explain the scope and final outcomes as the creator. Student did not utilize the professor to assist with basic project parameters. The final project is incomplete and does not show the individual strengths, a unique perspective on design, or the student's interests and passions in their chosen field. No process or descriptions have been added to the final report.

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: