



IM496

Integrated Media Arts Seminar

Meeting Time: T/Th 9:00-10:20 am
Kepple Hall 210
3 Credits

instructor: Ryan Gibboney
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phone: 814-641-3575
[office hour signup](#)

COURSE DESCRIPTION

This course is designed to serve as a capstone course for seniors who emphasize Integrated Media Arts in their POE. Students are expected to examine design theory and research methods relevant to a topic, theme, issue, or problem that has served as an area of special interest. This course is intended to allow students to develop, compose, organize, revise, and edit their own writing. Through written assignments students will have the opportunity to produce a thesis or creative project. Students must have senior standing and have a POE in IMA (designated or individualized). Distinction may be achieved if the candidate meets the IMA Distinction requirements.

LEARNING OUTCOMES

Students will be able to:

- Organize and present evidence related to visual communication design themes and topics.
- Identify credible research scholars, organizations, and institutions who produce and/or publish new scholarly information or historical data about a research topic.
- Understand a research topic thoroughly through analysis.
- Formulate questions for research based on information gaps through thorough examination of the topic of interest.
- Be prepared to contribute to the scholarly conversation through a thesis or creative project at an appropriate level (online publication, research journal, conference presentation) with new data relevant to the time, place, and culture we are living and researching within.

COURSE FORMAT/PLATFORMS *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

Research Bibliography/Research Map (draft 9/1, 9/8)

Draft a research bibliography of credible sources to further investigate over the next year. The sources should include industry related topics, theory, to help you construct authority on the research topic or theme.

Reflective Reading Responses (draft 9/22, 9/29)

Choose readings related to your research and provide a reflective response for each.

Artist Statement (draft 10/13, 10/20)

Create an artist statement that functions as a research biography for your specific area of research. This statement will define *your* stance on the topic or theme you are researching.

Design Statement (draft 10/13, 10/20)

Develop a design statement on the research you intend to conduct. The abstract statement should clearly and concisely explain for long term research agenda and clearly identify the meaning of your project to a public, non-academic audience.

Research Proposal (draft 11/17, 11/24) (*Portfolio Contribution*)

Consider a thesis research document OR a creative project to be developed in the IM497 Research course. Draft a realistic and flexible project schedule with phased deadlines.

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.

Distinction in the POE INTEGRATED MEDIA ARTS

A. Eligibility

1. Students will be invited to undertake a senior project, in addition to the required courses in the field including IMA Practicum or IMA Internship.
2. An invitation would be extended by the middle of the junior year, to exceptionally strong students. Invited students will already have completed at least 40 credits towards their POE core requirements.
3. Invited students will be expected to have maintained a grade-point average of 3.5 within the POE, and 3.0 overall.
4. Invitations may also be issued to students with interdisciplinary POEs when this POE has a substantial IMA component. This will be at the discretion of the faculty overseeing IMA Distinction.
5. The invitation to attempt to earn distinction in the POE is just that. The student is not guaranteed distinction merely by virtue of receiving such an invitation.

B. Organization

Integrated Media Arts Seminar (IM 496) 3 credits

In the fall semester of the senior year (junior year under necessary circumstances), the candidate will select, in consultation with their research advisors a topic to investigate further. Students will develop a research agenda including but not limited to research bibliography, reflective reading responses, artist statement, research abstract, in addition to a research proposal.

Integrated Media Arts Research (IM 497) 3 credits

In the spring semester, the candidate will prepare a thesis or creative project. The research and writing conducted in IM496 will directly influence the work completed in IM497.

Research Advisor

The candidate will select a member of the IMA faculty as a research advisor. This faculty member will be responsible for guiding the student through the research described below.

Thesis OR Creative Project

A thesis OR creative project will be executed in IM497. The thesis is expected to be a summation of the IMA research courses (IM496 & IM497) in addition to influence from practicum or internship experiences over the last two years. If a creative project is chosen original design materials will be proposed and developed.

Presentation or Exhibition
















A public presentation is required. Based on the student's research and deliverables, the student and faculty research advisor will identify the proper final display.

C. Evaluation

1. At least two relevant faculty mentors must be identified by the candidate to review the thesis and project in addition to identify final presentation setting: a public presentation or exhibit prior to the last day of classes.
2. The candidate will present and defend the results of the thesis in a private lecture on or prior to the last day of classes for approval of the faculty mentors.
3. The faculty mentors will meet at the end of the spring semester to review the candidates' performance and decide upon recommendations for distinction in the POE.

496 Seminar Fall 2020 Student Evaluation

Name:

Research Bibliography / Research Map	Reflective Reading Responses	Artist Statement	Design Statement	Research Proposal	Recorded Presentation
<ul style="list-style-type: none"> <input type="checkbox"/> Draft a research bibliography of credible sources to further investigate over the next year. The sources should include industry related topics, theory, to help you construct authority on the research topic or theme. <input type="checkbox"/> Setup a research map with keywords, topics, themes, and areas to further investigate. 	<ul style="list-style-type: none"> <input type="checkbox"/> Choose readings related to your research and provide a reflective response for each. Upload a pdf document with your reading responses and add them to your research proposal. 	<ul style="list-style-type: none"> <input type="checkbox"/> Create an artist statement that functions as a research biography for your specific area of research. This statement will define <u>your</u> stance on the topic or theme you are researching. 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop a design statement on the research you intend to conduct. The abstract statement should clearly and concisely explain the long term research agenda and clearly identify the meaning of your project to a public, non-academic audience. 	<ul style="list-style-type: none"> <input type="checkbox"/> Compile all materials completed in IM496 in a Research Proposal. This proposal will include your research bibliography, research map, reflective responses, artist and design statement, and a realistic and flexible project schedule with phased deadlines for the IM497 Research course in the spring. 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop a series of slides based on your research proposal materials. <input type="checkbox"/> Record the presentation to compile as an archive of the research you conducted this semester. This recording will be posted on our IMA YouTube Channel.
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> Excellent</div> <div style="text-align: center;"> Satisfactory</div> <div style="text-align: center;"> Unsatisfactory</div> </div>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> Excellent</div> <div style="text-align: center;"> Satisfactory</div> <div style="text-align: center;"> Unsatisfactory</div> </div>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> Excellent</div> <div style="text-align: center;"> Satisfactory</div> <div style="text-align: center;"> Unsatisfactory</div> </div>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> Excellent</div> <div style="text-align: center;"> Satisfactory</div> <div style="text-align: center;"> Unsatisfactory</div> </div>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> Excellent</div> <div style="text-align: center;"> Satisfactory</div> <div style="text-align: center;"> Unsatisfactory</div> </div>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">Complete</div> <div style="text-align: center;">Incomplete</div> </div>
<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>

Letter Grade for Assignments:

A	B	C	D
Complete all of the required submissions with ✓+ grades on each area. A- may be awarded if student contribution is lower than expected in one area.	Complete most of the required submissions with ✓ grades on each area. B- may be awarded if student contribution is lower than expected in one area.	Complete some of the required submissions with ✓- grades on each area. C- may be awarded if student contribution is lower than expected in one area.	Complete minimal required submissions with ✓- grades on each area. D- may be awarded if student contribution is lower than expected in one area.

Project Feedback:

Since the Research Proposal is the cumulative project for IM496 Seminar, it is meant to represent the cumulative research conducted throughout the semester in preparation for IM497 in the spring. The primary individual evaluation will be placed on the Research Proposal.

✓ + Excellent	✓ Satisfactory	✓ - Unsatisfactory
Able to critically assess one's work to identify and present an individualized curated project that clearly emphasizes individual strengths, a unique perspective on design, and the student's interests in their chosen field. Shows the process of work and explains the future IM497 deadlines.	Able to assess one's work to identify and present an individualized curated project that clearly emphasizes individual strengths, a unique perspective on design, and the student's interests in their chosen field. Shows minimal progress on research agenda and future work for IM497.	Unable to assess one's work to present an individualized curated project. Only showcased minimal submissions that do not tie together to highlight a strong research agenda. Shows little to no progress on research agenda and future work to take place in IM497.

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. 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 <u>Exceeds Expectations</u>	✓ Satisfactory <u>Meets Minimum Expectations</u>	✓ - Unsatisfactory <u>Does not meet expectations</u>
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: