San José State University  
Department of Art & Art History  
Course Number 42922, Art 74, Section 1, Fall 2015

Contact Information

Instructor: James Morgan  
Office Location: Art Building 325  
Telephone: 408-924-4590  
Email: james.morgan@sjsu.edu  
Office Hours: M/W 11:00 – 12:00  
Or by Appointment  
Class Days/Time: M/W 12:00-14:50  
Classroom: Art 241

Link to LMS  
Course Website http://sjsu.instructure.com

Course Format

This course will be taught primarily face to face, but students are expected to have reliable Internet connections for use of the Canvas Learning Management System (Canvas or LMS) and for use of online resources.

Course Description

This course will explore the fundamental concepts and methods of digital media art production. It provides an introduction to visualization software applications, web presentation techniques, and digital based fabrication.

We shall explore both conceptually and technically what it means to manipulate images and create objects digitally, we will explore pure digital spaces and experience social and physical overlap of media. This course is a Visual Arts course and will approach media from a fine art and theoretical perspective.

Students will produce artworks using currently available imaging, composition, web design, and other software. Projects will be presented in print and on the Web. The class will focus on current methods, trends and conceptual frameworks for artistic production involving contemporary technology. The course emphasizes creative and critical thinking, problem solving and computer literacy.
Course Goals and Learning Objectives
Upon completion of this course students will be able to:

CLO1 Manipulate found and original images to create aesthetic, meaningful, or realistic works for the web or print.
CLO2 Quickly and efficiently create web pages and websites with text, graphics and media which are error free and accurately convey the authors intent.
CLO3 Identify, compare and articulate contemporary new media strategies from examples, readings and their own work in discussion and writing.
CLO4 Articulate what it means to create works of art in contemporary digital culture, speak and write clearly about their own work in relation to art and culture.
CLO5 Make artworks that clearly communicate ideas and creatively respond to assigned problems and prompts through a process of iterative design techniques.

Required Texts/Readings

Textbook
New Media Art, by Mark Tribe and Reena Jana, Published by Taschen, 2006 ISBN: 3-8228-3041-0, $9.99. The online version is currently broken, I am looking for free alternatives, you will be responsible for this entire text.

Other Readings
Language of New Media: Chapter 1 Lev Manovich, (you are welcome to purchase the book, however you may use the draft chapter with typos and no pictures in CANVAS)

Historical/Theoretical Reading: this will be announced later in the semester and made available on CANVAS, contact me if you have special needs regarding this.

Other equipment / material requirements
We will be participating in a virtual environment that will cost $15-30 per person.

Library Liaison
Rebecca Kohn (rebecca.kohn@sjsu.edu). You may also want to take a look at some of the LibGuides that Rebecca has put other classes: http://libguides.sjsu.edu/profile/RebeccaKohn

Course Requirements and Assignments
SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.
General Advice –

Fail early, and fail often. This is a lab and if you take chances in your proposal and draft there is always room to fix it in your final. A mediocre idea that is work-shopped through your peers on time creates a better project than an amazing idea that is realized the night before. If you wait till the night before the project is due you have already lost 3 points and cannot show anything but a draft by definition.

Use our process and create incremental progress. This takes a lot of pressure off at the end and lets you think about content more. Note that projects are worth 50% of your total grade for the class, and that the proposal and draft phases of these projects are worth 16%. Do not lose sight of this.

Projects

Project #1- Digital Imaging Collage / Mash-up (10%)

CLO1, CLO4, CLO5
Use Photoshop to produce a collage image.
Final image should include all of the following:
• found element -some image not created as art, used as is (or an element of which is used 'as is')
• “hand made” element – something you create entirely in Photoshop
• text – words – these must be integrated into the image, not layered over top of it
Images should address the prompt: “Mash-up” and contain elements of two distinct topics or subjects of your choice. Final Images must be exactly 8” x 8”, 300 dpi, printed out in color on glossy paper, trimmed and ready to display. Students should print an additional copy if they want to keep a copy as the print turned in will be on display all semester. DO NOT delete your digital file – you will need it later in the semester! With each assignment, students should provide a 1-2 paragraph statement describing both their conceptual and technical process of making the piece.
Writing Hints: Use your writing to discuss the meaning and the two elements you are mashing up, how does combining the elements change them? Feel free to talk about your found element, your hand made element and how you integrated the text.

Project #2- Digital Image Series / Lie to Me (10%)

CLO1, CLO4, CLO5
Using the techniques learned in Photoshop, produce a series of images that are comprised of multiple other images. Projects can either be morphed images or montages of multiple images. Students should demonstrate sophisticated use of the tools provided in Photoshop. The final image should address the prompt: “Lie to Me”. The final presentation of this project should be a series of 3 completed images printed out and mounted for display. Print size of the final images is up to you to decide, however each image must be 300 dpi and a minimum of 5”x7”. DO NOT delete your digital file – you will need it later in the semester! With each assignment, students should provide a 1-2 paragraph statement describing both their conceptual and technical process of making the piece.
Writing hint: talk about how the series contributes to the meaning of the work, talk about how the presentation affects the work.

Project #3- High Quality Documentation of Practice (15%)

CLO2, CLO4, CLO5
Using the knowledge learned in Photoshop and Dreamweaver to make a website that creates substantial documentation of a practice. It is recommended that students use strategies discussed in lecture videos, performance, intervention / culture jamming, collaboration, social media or game
spaces. In class we shall examine digital interaction and game spaces and consider implications for art practice. We will discuss different means of documenting and presenting our interactions.

Project sites should be a minimum of 10 pages or show and equivalent of work (**as agreed to prior to the final presentation**). Sites should demonstrate working knowledge of web skills learned and represent a sophisticated web presence. This may include the use of scripting, roll-overs, animations, plug-ins, or CSS at the artist's option. Sites should provide thorough documentation of an event, action, object or process. All links must be working at due date. With each assignment, students should provide a 1-2 paragraph statement describing both their conceptual and technical process of making the piece. Projects will be considered more closely for presentation and completeness of documentation rather than subject matter, though good subjects are encouraged.

**Note:** there are two drafts due for this project, one draft is for the topic, and one as a draft of the web page.

Writing hint: talk about process and how it was part of the documentation and the art itself. Create a written narrative of the project that includes the concept.

**Final Project (15%)**

CLO1-CLO5
The Final Project is an open-ended assignment where students have the opportunity to focus on the concepts and skills that interest them most in digital media. Final Projects must encompass knowledge learned in the course and address both conceptual and physical issues of the course. Projects can be done in any medium relevant to this course. Projects must be presented as a creative, conceptual, and artistic project; promotional, industrial, or commercial work will not be accepted. The final project grade will be based on the proposal, research, and the overall follow-through and presentation of the project. With each assignment, students should provide a 1-2 paragraph statement describing both their conceptual and technical process of making the piece.

Writing hint: create an artist statement as you might see if the work were displayed in a gallery. Relate the visual to the concept.

**Exercises (10%)**

CLO1, CLO2, CLO3
Exercise points are given for different mini-projects and experiences throughout the semester. Additional exercises can be completed for extra credit with approval. Exercises include but are not limited to the Photoshop Clinic, Dreamweaver Quiz, and construction of various digital objects.

**Decompression Writing (10%)**

CLO4, CLO5
Each week we will take a moment to reflect on our work and learning and to set goals for ourselves. The focus will be on improving work regardless of current level. Typically a link will be posted at the end of the weeks final class. Each self-assessment will not be graded but points will be given for participating in the process in a timely manner. If you know you are going to miss one of these you should contact the instructor ahead of time.

**Content (10%)**

CLO3, CLO4
These points represent the historical and contextual substance of the course, these points are earned by reporting on videos, reading quizzes and discussions. The number of points you receive for each assignment will be based on your writing regarding the video or reading. Evaluation of this writing will
be based on 1) readability, completeness of sentence structure, minimal spelling and grammar errors; 2) understanding of material, did you read the whole thing or watch all of the videos? 3) critical evaluation of the content and subject, can you relate this to your art or to another topic from Art 74?

On-Line Portfolio (10%)

CLO1, CLO2, CLO5
Throughout the semester students will accumulate assignments that will be presented in an on-line class portfolio site. Keeping up to date with this portfolio is a factor in your participation grade. This portfolio is required to pass this course. The portfolio must include working links to all exercises, a link to writing assignments, a final project proposal, the final project, and an overall artist statement. With in each assignment page students should display both their written statement and the work. Students are encouraged to design and enhance their portfolio to make it their own. This portfolio is a requirement for applying to the Digital Media Art Major.

This project is required in order to pass the course.

Attendance
NOTE that University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Grading Policy

Projects
Each project have three distinct phases:
1. idea/concept generation, research and development (worth 1 point)
2. the draft (worth 2 points each, some projects will ask for more than one draft)
3. the critique/presentation (the balance of the project points, generally 7 points and evaluated along the lines of the project rubric)

Each project is required to have a "sign-off" approval on each step before proceeding to the final presentation/critique. If the project has not received a sign-off for steps 1 and 2, it will be critiqued as a draft and will require the student to fulfill the missing steps and approvals before the instructor will grade it. You will be aware of approval based on points assessed for the proposal and draft. Assessment and critique will be offered along the way in order to improve quality and skill.

Evaluation is based on technical, aesthetic and conceptual realization of projects in addition to the writing and process points. All project prompts are negotiable through the process, not after final submission.
Each project will be evaluated according to the following formula:
Technical Skill (20%) + Aesthetic Quality (20%) + Conceptual Depth (20%) + Writing (20%) +
Followed Directions (20%) = 100% (multiply by points for project)

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<thead>
<tr>
<th></th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>technical</td>
<td>Project exhibits considerable skill, innovation or extraordinary improvement in skill level and handling of the techniques compared to drafts and previous projects.</td>
<td>Project exhibits some skill or moderate improvement in skill level and handling of the techniques as measured from the learned in class drafts and previous projects.</td>
<td>Project is sloppy, rushed or doesn’t use tools</td>
</tr>
<tr>
<td>aesthetic</td>
<td>Project exhibits considerable or extraordinary understanding of color, format, print quality, composition and other formal elements appropriate for project. Formal elements support conceptual theme of project.</td>
<td>Project exhibits a working understanding of color, format, print quality, composition and other formal elements appropriate for project. Formal elements partially supports conceptual theme of project.</td>
<td>Little or no consideration for the visual qualities of the work.</td>
</tr>
<tr>
<td>conceptual</td>
<td>Project exhibits a depth of knowledge and theme. Extraordinary relevancy and knowledge of subject. Visual elements support an idea.</td>
<td>Ideas represented in project are not clear or not realized.</td>
<td>Project is shallow and shows no consideration for a central idea.</td>
</tr>
<tr>
<td>writing</td>
<td>Readable and relevant to the work, the writing provides insights and clarity to the nature, production or ideas about the work. Writing is in a grammatically relevant writing style.</td>
<td>Writing is unclear or unnecessarily short, contributes little to meaning or understanding of work.</td>
<td>Writing is not readable, not understandable, not in English or not present.</td>
</tr>
<tr>
<td>project</td>
<td>Attention to details of project description and intention, deviations are pre-approved by instructor.</td>
<td>Project requirements are taken into consideration but work deviates from assignment without project pre-approval of instructor.</td>
<td>Little or no requirements of project assignments are exhibited.</td>
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<tr>
<td>direction</td>
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<td>or process</td>
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Project 1 - Digital Imaging Collage / Mash-up - 10
Project 2 - Digital Image Series/ Lie to Me - 10
Project 3 - Documentation - 15
Final Project – 15
Online Portfolio – 10
Exercises (Clinics, Demos) - 10
Content – (Lecture Videos) – 10
Readings - 10
Self-Assessment (Decom) - 10

Total = 100 points

Extra Credit:
Will be offered throughout the semester and is available upon request.
**Unlimited Project Redos with permission up until the last week of class for projects turned in on time**
<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>94-96</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>B-</td>
<td>80-83</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>74-76</td>
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<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>65-66</td>
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<tr>
<td>F</td>
<td>0-64</td>
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</tbody>
</table>

**Classroom Protocol**

**Student Responsibilities**

- Students are responsible for all information presented in lectures and demonstrations, and through assigned readings and web related research. It is recommended that students attend all class sessions.
- Students will present and critique their projects, drafts and proposals in class and on-line.
- Students are responsible for coming to the lab to complete assignments or using their own computer. Computer use and software is made available to students, it is your responsibility to take advantage of this or to purchase your own machines and software.
- Students are responsible for actively engaging in the course material by completing all course assignments and readings.
- In the course of the semester we will undoubtedly talk about things, which are not in the mainstream and may be controversial. If at any time you find the subject or content of this course objectionable you are encouraged bring that into the discussion. If however you find a presentation offensive you are permitted to quietly, without disrupting the class, excuse yourself. It is then your responsibility to contact the instructor for make-up work.
- Students will create a web portfolio that will display all assignments from this course on line - this portfolio is REQUIRED to pass the class.
- Additionally students are responsible for their own well-being. If you need help, it is your responsibility to ask for it.

**Late Assignments**

Assignments are to be turned in on time and complete. An assignment will not be considered complete until all elements are uploaded and fully working. (i.e.: all links on websites are working, images are there, you’re not still working on the code, etc.) Assignments that are turned in on time may be redone for full credit until the last week of class. It is most important to present your work at critique. Note that critique days are mandatory, if a project is not presented on a critique day it may be considered late. Late assignments may receive a one time 10% penalty or one full letter grade.

**Accommodation to Students’ Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays.
before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu senate/docs/S14-7.pdf.

Computer Use
It is mandatory that you will produce work for this class on a computer. If you do not have your own computer or the software that is used, you have access to the CADRE computer labs and the University Computers to do your work on. If you do not have access to a modern computer and the software we are using it is not possible to pass this class. It is important for students to understand that there will be times when you will have to come into the lab outside of class time to complete assignments.

Lab Access
Your Tower Card will gain you access to both the building and the Computer Lab. Lab policies must be observed at all times. Abuse of the policy will result in loss of laboratory access. Please respect the CADRE labs and use them with care. Students caught stealing, damaging, or tampering with CADRE equipment, software applications, and/or files are subject to University Action. CADRE lab doors MUST remain CLOSED and LOCKED at all times. Students caught propping doors or leaving them open are subject to having lab privileges revoked.

University Policies
General Expectations, Rights and Responsibilities of the Student
As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.
Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only.”
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.” – which you have because all materials in Art 74 are licensed under a Creative Commons license, I do recommend that you let me know what you are sharing for proper attribution.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all
disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.
### Art 74 Section 1, Fall 2015, Course Schedule

*This schedule is subject to change with fair notice. All changes will be publicly announced in the class forum and noted in CANVAS.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 24</td>
<td>Introduction: how to succeed in Art 74, process and time commitment computing, email Intro Exercise Survey 0</td>
</tr>
<tr>
<td>1</td>
<td>Aug 26</td>
<td>DUE: videos “Intro to Art &amp; Technology” (v1) DUE: Photoshop Tutorials 1-3 <a href="http://tinyurl.com/yh5mbs">http://tinyurl.com/yh5mbs</a> Exercise: Speed Photoshop Intro to Project 1: Mash-up</td>
</tr>
<tr>
<td>2</td>
<td>Aug 31</td>
<td>DUE: video &quot;The Mash-up&quot; (v2) Exercise: What is a Mash-up? What Makes a Good Mash-up? Discussion: Mash-ups and Scholarship, Mash-ups and knowledge</td>
</tr>
<tr>
<td>2</td>
<td>Sep 2</td>
<td>DUE: proposal: two things to mash-up, post to CANVAS by end of class period</td>
</tr>
<tr>
<td>3</td>
<td>Sep 7</td>
<td>Labor Day</td>
</tr>
<tr>
<td>3</td>
<td>Sep 9</td>
<td>DUE: Photoshop Clinic (post output in CANVAS), Flattened .jpg image 800 px on largest dimension</td>
</tr>
<tr>
<td>4</td>
<td>Sep 14</td>
<td>DUE: Printed draft of your Mash-up, post image to Canvas Discussion, bring copy to class (flatten &amp; save, archive) Exercise: Writing about our work. Discuss: Criticality: what do you say when it sucks?</td>
</tr>
<tr>
<td>4</td>
<td>Sep 16</td>
<td>Printing Essentials &amp; Resolution Finding and using tutorials: Lynda.com, You Suck at Photoshop Work on Mash-ups</td>
</tr>
<tr>
<td>5</td>
<td>Sep 21</td>
<td>DUE: Project #1 Mash-up Critique Projects should be printed out, trimmed, and ready for presentation. A 1-2 paragraph statement should accompany each project.</td>
</tr>
<tr>
<td>5</td>
<td>Sep 23</td>
<td>DUE reading: pages 1-25 in New Media Art DUE: Quiz Mark Tribe reading (in Canvas) Introduction to lie to me Project #2</td>
</tr>
<tr>
<td>6</td>
<td>Sept 30</td>
<td>DUE: Intervention/Culture Jamming(v7) conceptual art</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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<tr>
<td>7</td>
<td>Oct 5</td>
<td>DUE: Printed Draft Project 2: «lie to me»</td>
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<tr>
<td>7</td>
<td>Oct 7</td>
<td>Finishing Work - framing and presentation Performance(v6)</td>
</tr>
<tr>
<td>8</td>
<td>Oct 12</td>
<td>DUE: Lie to Me – Critique</td>
</tr>
<tr>
<td>8</td>
<td>Oct 14</td>
<td>Reading CH 1, Lev Manovich: Language of New Media DUE: Quiz Lev Manovich Open Discussion Lev Manovich</td>
</tr>
<tr>
<td>9</td>
<td>Oct 19</td>
<td>Telepresence &amp; Surveillance(v9) Site Maps : Intro to Portfolio (welcome to 1996) DUE: Proposal Document Project do basic tutorials:w3schools Essentials of HTML Hand Coding Introduction to the Web</td>
</tr>
<tr>
<td>9</td>
<td>Oct 21</td>
<td>Hacking/Hacktivism(v10) DUE: exercise – hand-coding clinic Mid-Term Course Assessment Intro to Project #3 Documentation</td>
</tr>
<tr>
<td>10</td>
<td>Oct 26</td>
<td>DUE: portfolio 1996 version (Hand Coded: index, mashup and lie to me) Introduction to Dreamweaver PROJECT #3 draft Due (what are you documenting)</td>
</tr>
<tr>
<td>10</td>
<td>Oct 28</td>
<td>Intro: Minecraft Games(v12)</td>
</tr>
<tr>
<td>11</td>
<td>Nov 2</td>
<td>Due: Draft of Project #3 (website draft)</td>
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<tr>
<td>11</td>
<td>Nov 4</td>
<td>DUE: video Collaboration/ Open Source(v5)</td>
</tr>
<tr>
<td>12</td>
<td>Nov 9</td>
<td>DUE: Project #3 – 10 pages posted to the server, linked and functioning at the beginning of class, link in Canvas Introduction to Final Project</td>
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<tr>
<td>12</td>
<td>Nov 11</td>
<td>Veterans Day</td>
</tr>
<tr>
<td>13</td>
<td>Nov 16</td>
<td>Due: Final Project Proposal Identity(v8) DUE: Mark Tribe reading #2 Add link to Project #3 from your Portfolio Site.</td>
</tr>
<tr>
<td>13</td>
<td>Nov 18</td>
<td>Memes Minecraft Object Crit (in Minecraft)</td>
</tr>
<tr>
<td>14</td>
<td>Nov 23</td>
<td>Historical Reading (TBD) Due: Final Project Draft 1 DUE Dreamweaver quiz (v.1)</td>
</tr>
<tr>
<td>14</td>
<td>Nov 25</td>
<td>Thanksgiving after 5pm Lab Activities</td>
</tr>
<tr>
<td>15</td>
<td>Nov 30</td>
<td>Workshop Day: Objects and Projects</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
</tr>
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<td>-----------------------------------------</td>
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<tr>
<td>15</td>
<td>Dec 2</td>
<td>DUE: Final Project Draft 2 - CANVAS</td>
</tr>
<tr>
<td>16</td>
<td>Dec 7</td>
<td>DUE: Physical Object from digital origins &amp; documentation.</td>
</tr>
<tr>
<td>16</td>
<td>Dec 9</td>
<td>DUE: All project updates (project 1-3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DUE: Final Project Critique</td>
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<tr>
<td></td>
<td></td>
<td>DW Quiz last chance.</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Dec 14</td>
<td>Final - Portfolio Due</td>
</tr>
<tr>
<td></td>
<td>1215-1430</td>
<td>(note this is the time for 1pm M/W class)</td>
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</tbody>
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