

**Art 74 - 04, Introduction to Digital Media ~ Spring 2017**  
**School of Humanities/ Department of Art & Art History San José State University**

**Department of Art & Art History**  
**San José State University Spring 2017**

<b>Instructor:</b>	Ricardo Cortez
<b>Class Days/Time:</b>	Tues/Thurs 6:00pm – 8:50pm
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<b>Office Location:</b>	n/a
<b>Office Hours:</b>	Mondays or Wednesdays 12-1pm by appointment

For information about majors and minors in Art & Art History, for change of major/minor forms and a list of advisors: <http://www.sjsu.edu/art/> or the Art & Art History department office in ART 116, 408-924-4320, [art@sjsu.edu](mailto:art@sjsu.edu)

**Description**

This course explores the fundamental concepts and methods of digital media art in the 21st century. Students are introduced to graphic and web design software and techniques while exploring conceptual frameworks and technical approaches to digital media art. The class will focus on contemporary methods, trends and tools for artistic production involving computation, networks and visual imagery. The course emphasizes creative and critical thinking skills, problem solving and computer literacy via tutorials, workshops, independent production and peer-to-peer learning. The course utilizes both Adobe software, and open-source/ free software applications. The course requires art production, reading and writing assignments. Students will build and maintain an online website to post writing assignments, comments, external links and course artworks.

**Course Goals and Student Learning Objectives**

Upon completion of this course, students will be able to:

- LO1** Use Adobe Photoshop and Illustrator to generate images for web and print
- LO2** Learn effective use of HTML 5/ CSS to create websites
- LO3** Use free, open-source, and demo software to expand software literacy
- LO4** Understand the role of copyright, remix culture and the social graph
- LO5** Practice critical thinking skills to address digital art and network cultures
- LO6** Practice writing skills to articulate the meaning and importance of digital art and networked cultures
- LO7** Develop a working understanding of software culture, open-source, and emergent social media with an emphasis on digital publics in the 21st century
- LO8** Establish nomenclature and a working understanding of digital media artworks and processes used by contemporary practitioners in the field including nonlinear, networked, interactive, environmental, performance, projection, sound, physical computing and code-based methods of digital media art production

## Course texts

These texts are available for free online via pdf and available on Canvas. Links are provided in the assignments section of Canvas.

- Seven Ways of Misunderstanding Interactive Art by Erkki Huhtamo
- Five Principles of New Media: Or, Playing Lev Manovich by Madeleine Sorapure
- Introduction to Digital Media Art by Christiane Paul

## Canvas CMS

Copies of course materials - the syllabus, readings and course updates - are available via the SJSU Canvas course management system (CMS) <https://sjsu.instructure.com/> <https://sjsu.instructure.com> All assignments must be submitted via Canvas. Canvas will also be used for announcements and any changes to the course schedule. Please make sure your Canvas contact works.

## Classroom Protocol

The course schedule provides dates, topics, and assignments due on the day they are listed in the schedule, unless otherwise noted. As a workshop course, attendance and participation is required. You are expected to attend class and will be required to participate in technical tutorials, software practice, and group projects. The coursework is cumulative and requires a commitment to practice to expand upon learned skills. You are expected to work independently, on your own time, and in collaboration with others.

## Collaboration and Groups

Students working together will be graded based upon the success of the group, and should therefore plan accordingly to define roles and assure equal participation amongst collaborators at the beginning of group projects. Please inform the professor if you are having difficulties with the collaborative dynamic in your group before problems arise.

## Art and Art History Library Liaison

The Art and Art History library liaison is **Rebecca Kohn**, an excellent resource for academic and creative research. Rebecca's LibGuides library page is located here ~ <http://libguides.sjsu.edu/profile/RebeccaKohn> You can also contact Rebecca via email at [rebecca.kohn@sjsu.edu](mailto:rebecca.kohn@sjsu.edu) if you need further assistance.

## Assignments and Grading Policy

Assignment prompts will be provided in class. See course schedule for complete details.

Each project have three distinct phases:

1. idea/concept generation, research and development
2. the draft (some projects will ask for more than one draft)
3. the critique/presentation (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 it will be graded by the instructor. 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. Grading is based on both conceptual content and technical skill. With every project students must write a short 1-2 paragraph artist statement commenting on their conceptual and technical ideas behind the project. Written essays must be informed and directed by research. In general it is the students responsibility to ensure they have a full understanding of the conceptual and technical requirements for each assignment before doing it. If you have questions, ask! 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 final drafts of projects).

	2	1	0
technical	Project exhibits considerable skill, innovation or extraordinary improvement in skill level and handling of the techniques compared to drafts and previous projects.	Project exhibits some skill or moderate improvement in skill level and handling of the techniques as measured from the drafts and previous projects.	Project is sloppy, rushed or doesn't use techniques learned in class.
aesthetic	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.	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.	Little or no consideration for the visual qualities of the work.
conceptual	Project exhibits a depth of knowledge and theme. Extraordinary relevancy and knowledge of subject. Visual elements support an idea.	Ideas represented in project are not clear or not realized.	Project is shallow and shows no consideration for a central idea.
writing	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.	Writing is unclear or unnecessarily short, contributes little to meaning or understanding of work.	Writing is not readable, not understandable, not in English or not present.
project direction	Attention to details of project description and intention, deviations are pre-approved by instructor.	Project requirements are taken into consideration but work deviates from assignment without pre-approval of instructor.	Little or no requirements of project assignment are exhibited.

Date	Assignment	Pts
2/2	<b>#01 Essay</b> – Two page essay turned in a PDF via Canvas assignments; double spaced - your response to the readings: Defining the Territory: What is New Media Art by Christiane Paul (pg 2-4) Engaging the Audience (pg 66) & Seven Ways of Misunderstanding Interactive Art by Erkki Huhtamo (whole paper). The reading can be found on Canvas -> Files -> Readings. You must reference the article a minimum of three times. Save a digital copy to be posted online later in the semester.	10
2/7 & 2/14	<b>#02 Mashup</b> - Create a 7" x 7" inch @ 300dpi Photoshop composition using raster images, vector images and text from Adobe Illustrator. You must use layers, at least one composite/blend mode and one effect. You are required to demonstrate one self-taught technique learned via the web or a YouTube tutorial. Once complete, you must then down-sample the image to 700 x 700 pixels @ 72dpi (turn in this version on Canvas). Final version for class critique will be printed out in color on glossy paper, trimmed and ready to display at 300dpi. Students should print an additional copy if they want to keep a copy as the print turned in will be on display all semester. A digital JPEG version must be turned in via Canvas assignments at 72dpi.	10
2/21	<b>#03 Essay</b> – Read Five Principles of New Media: Or, Playing Lev Manovich by Madeleine Sorapure. The reading can be found on Canvas -> Files ->	5

	Readings. Write 800 words on your thoughts about New Media Art and how it is present in your daily life. Reference the article at least three times in your writing. Turn in the final PDF draft via Canvas assignments.	
2/28, 3/7 & 3/14	<b>#04 Lie to Me</b> - Using the techniques learned in Photoshop, produce a real world item made of 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 at least 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. DO NOT delete your digital file – you will need to post it to your final website and Canvas via assignments! Students will also provide a PDF artist 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. Turn in all image files as JPEG and write up as PDF via Canvas assignments.	10
4/20	<b>#05 Artist Presentation</b> – Student groups will give a 10-15 minute presentation on a Digital Media Artist of their choice that exhibits one of the digital media principles we discuss in class. Students will discuss the artists' work(s) in the context of the chosen principle and why their artwork embodies the definitions of New Media / Interactive and Digital Media Art as defined by Lev Manovich. The presentations can be however you want, power point, video, structured surfing of the web. Please include images or video to put their work(s) into context during your presentation. Students that do not participate in the presentation will not receive credit. The class will be divided into groups and given a principle at random. Principles: Numerical Representation, Modularity, Transcoding, Automation, Variability, Immediacy, Hypermedia, Remediation. You <b>cannot</b> present someone that the instructor has already covered. Each member of the group must play a participatory role during the class presentation.	5
2/16, 2/28	<b>#06 Instagram as Art Gallery</b> – Students will sign up for a free NEW Instagram account and use it as their own personal artist gallery. Use this account as a way to transform the traditional setting of the institutionalized art gallery. Think about how you can frame your artwork within the square of Instagram to play with its shape or go beyond the shape and use the technology to your benefit! Examples will be shown in class, a link to your public Instagram account must be submitted on Canvas assignments and we will critique them in class. Students must have a minimum of 15 original and new artworks in the final link. Do not use an existing Instagram account. Students are encouraged to submit their final galleries to thecreatorsproject.com for international exposure.	5
3/23, 4/4	<b>#07 Web Host</b> - Set up a free web server through <a href="http://www.000webhost.com">www.000webhost.com</a> and download an ftp client to your computer. Fireftp for Firefox is recommended. Others included Fetch and Cyberduck for Mac. Students must hand code 3 html pages to be uploaded to their personal 000webhost.com servers. One page must be an about me page and 2 pages highlighting your Mash up and your Lie to Me project. This website will be further developed in Assignment 8. Link must be turned in via Canvas Assignments and presented in class (1996 version)	5

4/13	<b>#08 Portfolio Website</b> – Create an online portfolio working from your existing code on Assignment #7; 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. All links must be live (working) at due date. With each page, students should provide a 1 paragraph statement describing both their conceptual and technical process of making the piece on the specific page. The bulk of your pages can be made from projects already turned in during critique and presentation days. You must fill the remaining pages with the content you find relevant to the course.	10
5/11,5/16	<b>#09 Final Project</b> - 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. Students should provide a 1 paragraph PDF statement describing both their conceptual and technical process of making the piece submitted via Canvas assignment. Writing hint: create an artist statement as you might see if the work were displayed in a gallery. Relate the visual to the concept. This should be a polished final form project reflecting the definitions you have learned for New Media, Interactive, Digital Media Art and a topic(s) that we've discussed in class.	20
5/23	<b>#10 Final Website</b> – Continuing your work on Assignment 8; submit a final link to your portfolio including a page dedicated to your final project by the end of the exam time during Finals Week due via Canvas assignments.	20
<b>TOTAL</b>		<b>100pts</b>
<p><i>* All programming assignments must be submitted via Canvas on the due date above. Assignment due dates are also listed in the course schedule. If you have any questions regarding assignments, please contact the instructor in advance of the due date.</i></p>		

**Grading Policy/ Rubric**

**A = 100 - 90% ~ Excellent** = Student exhibits exemplary effort at comprehension and application of the required materials. All creative and programming work is engaging.

**B = 89 - 80% ~ Average** = Student completes assignments, and demonstrates a grasp of key programming and creative concepts. Student participates actively in the classroom.

**C = 79 - 70% ~ Below Average** = Student completes the assignment but may lack enthusiasm or drive to push

the work into a detailed creative or critical space. The work lacks creative and aesthetic effort. The work is underdeveloped, incomplete or broken.

**D = 69 - 60% ~ Unsatisfactory** = Student does not complete the work as assigned. Substantial problems exist in student's work.

**F = < 60% ~ Fail** = Student does not submit work, or work is below unsatisfactory level.

**Late Work Policy**

Work is considered late if posted after the due date/time. The default time for submission of work is the beginning of class, unless specified otherwise in the schedule. For each day the work is late (marked each 24 hours by the day and time of original deadline), the work decreases by half a grade (a B+ goes to B-, a B- to a C+, etc.).

**Art 074/ Introduction to Digital Media, Spring 2017**

Note: Assignments are due on the day listed in the schedule, unless otherwise noted.

Week	Date	Topics, Assignments, Deadlines
1	1/26	Introductions, course intro, syllabus, questions, team project. Introduction to Photoshop. <b>Assignment #1 introduction</b>
2	1/31	Introduction to Digital Media, Dada, Futurist, Sound Art, Fluxus.  Photoshop basics Demo – make sure that you have downloaded and installed the current version available through SJSU. The version you download MUST have Dreamweaver, Photoshop, Illustrator and InDesign. Class computers will be available as well.
	2/2	<b>Assignment #1 due</b> <b>Assignment #2 introduction, Assignments #3 &amp; #6 introduction</b> Discussion/ Photoshop Tutorial / Illustrator create something in class How to effectively brainstorm you ideas
3	2/7	<b>Last Day to Drop Class</b> <b>Assignment #2 proposal due in class &amp; on Canvas</b> Illustrator continued create something in class
	2/9	Setting up your file for print, setting up bleeds demo  <b>Lab activity ~ In-class demos, tutorials and peer-to-peer workshop</b> Students will work in-class on their assigned projects
4	2/14	<b>Last Day to Add Class</b> <b>Critique Day – Mashup Assignment #2</b>

	2/16	<b>Assignment #6 links due by end of class on canvas</b> Webserver, Webhosting & Wordpress
5	2/21	<b>Assignment #3 due</b>  Intro to Video Art, Dali, Performance Video – Animated Gifs  In class discussion and lecture
	2/23	<b>Assignments #4 &amp; #5 introduction</b>  Intro to Mediation, Hypermediacy & Remediation  <b>Lab activity ~ In-class demos, tutorials and peer-to-peer workshop</b> Students will work in-class on their assigned projects
6	2/28	<b>Assignment #4 proposals due on Canvas</b> <b>Critique Day – Instagram as Gallery Assignment #6</b>
	3/2	Copyright, creative commons, laws of image usage Installation Art Intro & Demo on Adobe InDesign
7	3/7	<b>Assignment #4 draft due in class</b>  <b>Lab activity ~ In-class demos, tutorials and peer-to-peer workshop</b> Students will work in-class on their assigned projects
	3/9	<b>Lab activity ~ In-class demos, tutorials and peer-to-peer workshop</b> Students will work in-class on their assigned projects
8	3/14	<b>Critique Day – Lie to Me</b>
	3/16	<b>Assignment #7 &amp; Assignment #8 Introduction</b> Intro to HTML, 1996, Wireframes, layouts, design Intro Coding as Art & Net.art, describing the web design process, set up FTP access
9	3/21	The power of social media, using Photoshop as tool. Guest Speaker Emilio Cortez  <b>Lab activity ~ In-class demos, tutorials and peer-to-peer workshop</b> Students will work in-class on their assigned projects
	3/23	<b>Links due on canvas for webhost URL Assignment #7</b> Intro Cybernetic Art, the Cyborg  <b>Lab activity ~ In-class demos, tutorials and peer-to-peer workshop</b> Students will work in-class on their assigned projects
10	3/28	<b>No Class Spring Break</b>
	3/30	<b>No Class Spring Break</b>

11	4/4	<p><b>Assignment #9 Introduction</b> Intro to dream weaver, free themes, design hacking. CSS Tutorial and adding flare to your website</p> <p><b>Check-in Day – 3 page 1996 Website include pages / write ups of your past class projects</b></p>
	4/6	<p>Photoshop for Web, wireframes &amp; layouts due for <b>Assignment #8 in class</b></p> <p><b>Lab activity ~ In-class demos, tutorials and peer-to-peer workshop</b> Students will work in-class on their assigned projects</p>
12	4/11	<p>Intro Remix Culture, Dj Spooky Social media as art / experiment. Video art demo</p> <p><b>Lab activity ~ In-class demos, tutorials and peer-to-peer workshop</b> Students will work in-class on their assigned projects</p>
	4/13	<p><b>Critique Day – Assignment #8</b> Final project discussion, brainstorming</p>
13	4/18	<p><b>Assignment #9 proposals on Canvas &amp; overview of design and layout of final website</b></p>
	4/20	<p><b>Group Presentation Day – Digital Media Artists</b></p>
14	4/25	<p><b>Lab activity ~ In-class demos, tutorials and peer-to-peer workshop</b> Students will work in-class on their assigned projects</p>
	4/27	<p><b>Lab activity ~ In-class demos, tutorials and peer-to-peer workshop</b> Students will work in-class on their assigned projects</p>
15	5/2	<p><b>Lab activity ~ In-class demos, tutorials and peer-to-peer workshop</b> Students will work in-class on their assigned projects</p>
	5/4	<p><b>Lab activity ~ In-class demos, tutorials and peer-to-peer workshop</b> Students will work in-class on their assigned projects</p>
16	5/9	<p><b>Lab activity ~ In-class demos, tutorials and peer-to-peer workshop</b> Students will work in-class on their assigned projects</p>
	5/11	<p><b>Final Project Presentations</b></p>
17	5/16	<p><b>Final Project Presentations (if needed) – Last Day of Class</b></p>
<b>Final Exam</b>	5/23	<p><b>Final websites due by the end of the scheduled final time. 5:15pm - 7:30pm</b></p>

*Note: This schedule is subject to change. You will be notified of any changes in a timely manner. Any changes will not affect your ability to complete the assigned coursework.*



## University Policies

### 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](http://info.sjsu.edu/static/catalog/policies.html) 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](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/).

The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

### Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf), located 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](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Integrity Policy S07-2 requires approval of instructors.

### 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](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 \(AEC\)](http://www.sjsu.edu/aec) at <http://www.sjsu.edu/aec> to establish a record of their disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

### Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.at.sjsu.edu/asc/) at <http://www.at.sjsu.edu/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. 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 projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### SJSU Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Students 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 10<sup>th</sup> 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](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

### **SJSU Writing Center**

The SJSU Writing Center is located in Suite 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center staff](http://www.sjsu.edu/writingcenter/about/staff/) can be found at <http://www.sjsu.edu/writingcenter/about/staff/>.