

**San José State University**  
**School of Humanities, Dept. of Art**  
**Art75 Intro to Digital Video Art, Spring 2017**

<b>Instructor:</b>	Steve Durie
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<b>Office Hours:</b>	Tues, 2-3pm, Wed 6-7pm
<b>Class Days/Time</b>	Mon-Weds 12pm-2:50pm
<b>Classroom:</b>	Art 237

### **Course Description**

Fundamental theories and methods for the production of video in the age of digital media. Including: web video, narrative / non-narratives, surveillance, post-production, special effects, augmented reality and network distribution. The course emphasizes experimental approaches to video creation, production with the Internet being the means of context, distribution, and discourse. ART 74 or permission of instructor is required.

### **Course Goals and Student Learning Objectives:**

The class will focus on experimentation with digital video techniques and processes informed by digital networks, personal audio/video recording and mobile computing. The course will address development of appropriate conceptual strategies for artistic production.

A contemporary critical and theoretical perspective will be stressed. Projects will be presented using the Internet as the primary means of documentation as a rapidly evolving medium of video.

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

- Decipher and interpret video as a language and contextualized from the history of moving images.
- Differentiate and produce both narrative and non-narrative based videos.
- Develop a basic website that include web sites with text & image assets.

- Devise and create more advanced websites, including slideshow content, video players, and Javascript interfaces
- Use non-linear video editing software to edit, compose and master digital video
- Recognize and practice simple camera and camera phone recording techniques.
- Distinguish between and demonstrate effective use of surveillance, time-lapse and video capturing systems
- Plan and practice manipulating video with post-production techniques
- Articulate what it means for video to function in new and powerful ways unique to the era of digital media, interactivity, smart phones, YouTube, and the Internet.

## **Required Texts/Readings**

Different readings will be handed out over the course of the semester.

## **Required Materials:**

**Laptop and basic media software details tba A SJSU wireless account**

Access to video cameras either from smartphones or standalone perhaps digital video tape for some cameras

## **Classroom Protocol**

### **--Behavior:**

Students are required to show up to class on time and conduct themselves to not distract other students and/or the instructor. During Lectures and group discussions, students **must not** eat food in class, use their phone (including text), take naps, or talk to others outside the class context. Students that cannot manage these forms of behavior while in class will be asked to leave for the day and continually ignoring them will be grounds for being banned from the classroom.

### **--Readings, Discussions:**

There will be reading assignments related to the projects given out over the semester. We will have class discussions about the material. You will be expected to contribute to the issues brought up. Remember, simply reading the material is not enough, you have to communicate your thoughts on the matter in class.

### **--Participation:**

Involvement in the readings, discussions, critiques, class collaborations, field trips and final presentations are part of your participation grade and critical for each student and the class to thrive.

### **--Collaboration:**

Students must collaborate with each other on the several of the group projects. Students doing collaborative projects must plan out and document what their roles and accomplishments are in the project so as to be graded individually in terms of both their technical and conceptual skills. The instructor must approve all collaborations before the assignment is due.

### **--Field trips:**

We might be going offsite at least once, and these events goes toward either you project planning and or your participation grade.

### **--Laboratory Access:**

Building access cards will be available for weekend and night access. All lab policies must be observed at all times. Access times are posted on lab doors. Emergency: : Phone: 911, Escort Service: 42222 Americans with Disabilities Act Individuals with disabilities may contact the Disability Resource Center on campus,924-6000.

## **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 calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). 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/>.

## **Grading Policy, Criteria and Assignment Percentages**

### **Grading Policy:**

Students are responsible for all of the material presented in class. All assignments must be presented on the due date. Late assignments will be accepted no more than 2 weeks after the due date, but with a letter grade

reduction and no class critique. Students are expected to meet with the instructor to review progress and discuss individual approaches.

### **Grading Criteria:**

#### **All assignments are graded based with the approximate weighting**

- A. Review of Planning skills, Comps 'Demoing'
- B. Formal and Technical Achievement
- C. Innovative Response and Conceptual Approach

•Extra Credit (research, field work) -- with Instructor consent

### **Assignment Percentages for total grade:**

[75%] Projects: [ P1-11% , P2 - 11%, P3 - 15% P4 - 16% P5 – 22% ]  
All Projects will be evaluated on the basis of planning skills, technical achievement and conceptual approach.

[15%] Web Development, Documentation & Portfolio: This will be a online web portfolio site to share your projects and how they were done.  
You will also be asked to improve your use of HTML/CSS/Javascript, libraries, and other advanced HTML approached to your documentation.  
This will also include an artist statement that talks about your approach to your work and each assignment.  
There will be 3 milestone documentation reviews where specific web requirements must be met, and used in your portfolio.  
details TBA

[10%] Class Participation: This will be evaluated on engagement with class critiques and reading, discussions,  
field trips, e-mail list correspondence, and helping other students.

### **Projects:**

#### **Project 1: Narrative, Non-Narrative and Digital Media:**

Make several web pages with a collection of short movies that allows one to create a series of clips following a common theme. The collection will demonstrate various techniques and conceptual processes in a simple proof of concept approach. Emphasis will be on the different forms in which a narrative or non-narratives can be constructed. Details TBA

### **Project 2: Surveillance and POV:**

Use the ever expanding presence of surveillance technologies to create a series of video piece(s). Focus on the use of cameras and computers as data gathering devices as well as the parallel film traditions of the 'Point of View' perspective, and documentary aesthetic. Class themed project will be considered. Details TBA

### **Project 3: Paradox, Simulation and Interface**

Design a piece around the use of compositing software, to create a composition that incorporates ideas of simulation, illusion, paradox and the 'sexiness' of special effect techniques. Create a final presentation utilizing some interactive way of viewing the video with a JS UI Details TBA

### **Project 4: Final Project**

This Project will be based on the previous projects and in-class exercises, where a more refined approach will be given to the work. Opportunities for collaborative and class-wide approach are optional. Details TBA

**Project 5: Video Blog:** You will be asked to create a series of video blogs over the semester building on a specific theme and approach. The project is made to start with something simple, and then evolve over time and improve. Details TBA

## **University Policies**

### **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](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, 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 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 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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 digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

## Art75 Course Schedule

This is the current schedule for the class, check on the info website for the latest changes and updates to this list.

The instructor will give notice and let students know when there are changes in the schedule.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan. 30 Feb. 1	--First day, overview of class, intro Reading #1, group exercise --Discuss Readings # 1, share videos, Intro Project 1
2	Feb. 6 Feb. 8	--Lecture/demo/lab --Show progress on Project 1
3	Feb. 13 Feb. 15	-- Lecture/demo/lab -- Show progress on Project 1
4	Feb. 20 Feb. 22	-- Lecture/demo/lab -- Project 1 is Due & Critique, Intro Project 2
5	Feb. 27 Mar. 1	-- Discuss Readings # 2 Lecture/demo P2 -- Lecture/demo/lab
6	Mar. 6 Mar. 8	-- Lecture/Demo/Lab -- Show progress on Project 2
7	Mar. 13 Mar. 15	-- Lecture/Demo/Lab -- Project 2 is due & Critique Intro Project 3
8	Mar. 20 Mar. 22	-- More on Project 3, Lecture/demo -- Lecture/Demo/Lab
9	Mar. 27 Mar. 29	Spring Break No Class
10	Apr. 3 Apr. 5	-- Lecture/Demo/Lab -- Intro Project 4 -- Lecture/Demo/Lab
11	Apr. 10 Apr. 12	-- Project 3 is due & Critique Intro Project 4 -- Discuss Readings # 3 Lecture/demo
12	Apr. 17 Apr. 19	-- Show progress on Project 4 -- Intro Final Project and Lab
13	Apr. 24 Apr. 26	-- Discuss Final Project -- Project 4 is due & Critique

Week	Date	Topics, Readings, Assignments, Deadlines
14	May 1 May 3	-- Present Plan for Final Project -- lab
15	May 9 May 10	-- Show progress on Final Project & lab -- <b>Show progress on Final Project &amp; lab</b>
16	May 15 May 17 May 23	-- <b>Final Project Presentation and all class work due</b> -- 1 on 1 Conference day -- no class -Official Date of Final @9:45am

	Excellence ( A )	Above Average(B)	Average ( C )	Below Average ( D )
<b>conceptual approach to work</b>	The Student is able to take the essence and spirit of the conceptual ideas for the assignment and interpret, synthesize and contextualize with great facility. The student demonstrates a keen understanding of the content of the course material, and is able to make it their own idea with their own personal style. The final work not only meets the criteria but it exceeds it.	The Student demonstrates a sincere attempt to engage in the conceptual ideas of the assignments. Most of the details and nuance of the conceptual idea behind the assignment is addressed in the work. The student clearly has understood what was expected, and the quality of the response is good but not stellar in its insight to the ideas. The work shows an understanding of the ideas but perhaps not a facility that creates a more thoughtfully realized solution.	The Student demonstrates a limited amount of understanding of the assignment and the idea(s) that reflect this in the work is only a mostly superficial interpretation of the requirements of the work. More thought and more consideration of how the ideas of the assignment could be used with their own experience and perspective.	The Student only shows the slightest understanding of the assignment and can only demonstrate a cursory understanding of the intent of the assignment. There is a general failure to follow the intent and nuance of the assignment and has made something that can only be described as something that needs a great deal of work before its considered something that is complete and meeting the requirements.



<p><b>technical accomplishments in work</b></p>	<p>The Student demonstrate a clear mastery of the material and is able to demonstrate exemplarily capabilities with creating the technical aspects of the assignments. The student demonstrate a great facility for not just doing basic constructions but are able to tackle more advanced implementations and succeed in there functionality. The Student demonstrates a independence and a work ethic that is reflected in refined work and technical abilities of someone who is</p>	<p>The Student demonstrates a clear capability with the tools and material. The majority of the assignment is well crafted, and assembled to completion. Some parts could be refined and with further work the assignment could better reflect the intent of the idea. The work can be thought of as a good example of what is required to complete the assignment.</p>	<p>The Student demonstrates only a modest amount of skill in the production of the assignment. Several details key to the assignment or either missing, or represented in the most basic implementation. The assignment lacks a sense of finesse, and appears to be constructed with out much attention to detail and nuance.</p>	<p>The works is clearly either incomplete or demonstrates a complete lack of understanding the tools and approach to completing the assignment. There is no evidence that the student has gained much skill in the required tools needed to complete the assignment.</p>
<p><b>organizational approach to work</b></p>	<p>All the student assignments are described and communicated with clarity and detail for every step of the assignment. Student shows a multitude of sketches at initial stages, and shows tangible progress up until the final version is presented. All correspondence with instructor and other classmates is clear and in a timely matter. They participate in all phases of the assignment and contribute a great deal to the social and critical evaluations of everyones work.</p>	<p>The Student makes clear attempts to show progress on their assignments to not just the instructor but to the class as well. There is regular participation in all the phases of the assignment and</p>	<p>the Student shows limited engagement in the process of each assignment. There is a modest amount of participation with the assignment, and a minimum amount of effort to share progress with where they are in the process of the assignment.</p>	<p>The student all but abandons any attempt to coordinate and demonstrate their work with the instructor and class with their intension and ideas put forth in the assignment. there is no sharing of rough drafts or first attempts, nor is their much attempt to get feedback or share their thoughts on the assignment with anyone.</p>

<p><b>documentation</b></p>	<p>the Student is able to collect and present thoughtful documentation with all assignments well described, with complete text descriptions, a good amount of nicely placed images that are compressed and sized properly. When able there is a simple but effective video of how the projects behave and sound. There is also an abundance of links to various sources that are appropriate for the material. Lastly, there is a real degree of facility and design awareness to the documentation. Aesthetic are chosen that compliment the documentation of the assignments. Additional images and documents that help clarify each assignment and the process that went into making them are all well articulated in the documentation. Lastly, there is a good description and insight of how they and others worked together in collaborative work.</p>	<p>The Student is able to share good representations of each of the assignments, and a good effort is made to share the intent of what they made. They include pictures and text description, with links when appropriate. The text descriptions are in complete sentences, and there is some effort put into making the images in the proper compressed formats. Video clips are also present when needed to describe the projects with more detail. There is also a good effort put into how they collaborated with others in group project.</p>	<p>the Student gives a simple form of documentation, with a modest amount of time on preparing the images and giving good text description. The documentation although representing the work, lacks clarity and details to the approach the student took on a given assignment. Collaborative roles are mentioned but has minimum elaboration on how they worked as a team.</p>	<p>The Student has a poorly designed, and conceived form of documentation, that is missing the proper formatting of the text and image, and is missing many elements and details from the documentation. for example incomplete descriptions on their approach. Images that are not compressed and sized properly. also a lack of giving a account of their role in collaborative projects.</p>
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