

**San José State University
Dept. Art & Art History
Art101, Digital Media Art, Section 1
Spring 2018**

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Office Hours:	Wed, 2-3pm & Wed 6:30-7:30pm
Class Days/Time:	Tues. & Thurs 12pm- 2:50pm
Classroom:	Art Building Room 237
Department Office:	Art 116
Department Contact:	Website: www.sjsu.edu/art , Email: art@sjsu.edu

Faculty Web Page

All course material including schedule and assignments corrections will found on my faculty web page at <http://dma.sjsu.edu/steve/art101>

Course Description

Experimental applications of digital media art practice with a focus on information systems and structures.

Course Goals

This course addresses various coding and digital media fundamentals over the course of the semester including: introduction to programming and the nature of code, process, algorithms, data mapping, digital media formal aesthetics, interactivity, web application deployment, relationship between interface and content.

Course Learning Outcomes:

Upon successful completion of this course students shall:

CLO1- Develop strategies for creating their own by making custom software.

CLO2 - Develop criteria for evaluating how to design and produce interactive digital media.

CLO3 - Identify the broad trends of interactive digital media and its aesthetics.

CLO4 - Plan and practice writing simple programs in a several different programming languages/ authoring systems.

CLO5 - Articulate and recite introductory programming concepts related to artist making code in different programming languages/frameworks like Processing, Javascript, PHP.

CLO6- Build HTML/CSS based webpages to document their artwork and creative process

Required Texts/Readings:

Various online resources available and free: TBA

Recommended Text:

Learning Processing by Daniel Shiffman

The Nature of Code by Daniel Shiffman (available online)

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.

Projects:

Exercise Coding Blog for Projects 1 - 3

You will be expected to create a blog that documents your coding experiments and code sketches to demonstrate your knowledge. The code example you will make will be used to address to the material introduced in class and an emphasis on techniques and comprehension. Various individual approaches will be discussed. (Details TBA).

Project 1 – Formalism & Code, Algorithms & Hacking

Build on the experience from the exercises and explore the formal attributes of code, computational systems, methods, process and algorithm Use hacking techniques to create the work. (Details TBA).

Project 2 & 3 – Mapping, Data and Visualization

Make 2 projects that explores visualizing some interesting data/content and provides a way of accessing its relationships. (Details TBA).

Project 4 -- Interface as Language

Make a project that focuses on the consideration that the form and language of the interface has an effect to its content. (Details TBA).

Portfolio:

You will be need to present all your work thru and online portfolio site, located on the class server. This is where all your material needs to be, for it to be graded. Unless otherwise noted, any material thru email or offsite accounts will not be accepted. Details TBA.

Grading Policy

Project Grading Criteria:

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

Assignment Grading

Exercise Coding Blog

-----25%

Project 1 – 10%

Project 2 -- 25%

Project 3 -- 25%

----- 60%

Participation in Lectures, Readings, Critiques, etc. -- 10%

Portfolio documentation -- 5%

Class Total: 100%

Extra Credit (research, field work) -- TBA, Instructor consent is required.

Grade Scale

97-100 = A+, 93-96 = A, 90-92= A-, 87-89 = B+, 83-86 = B, 80-82 = B-, 77-79 = C+, 73-76 = C, 70-72 = C-, 67-69 = D+, 63-66 = D, 60-62 = D-, 59 and below = F

Classroom Protocol

Readings, Discussions:

There will be reading assignments related to each project 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, reading the material is not enough; you have to communicate your thoughts on the matter in class.

Participation:

Participation is a large component of the class. Involvement in the readings, discussions, critiques, class collaborations, field trips and final presentations are critical for each student and the class to excel. You will be graded on your engagement in the ideas and your interaction with the instructors and other students.

Collaboration:

Students may collaborate with each other on the Final projects. However the resulting collaboration will be evaluated expecting a higher degree of achievement. Students doing collaborative projects must plan out what their roles will be and keep a journal about the project so they can be graded individually in terms of their technical and conceptual skills.

Important: Collaborations must be approved by the instructor and will not be accepted otherwise.

Class Dynamics and consideration:

For the class to function well and for everyone to understand material and participate in the class accordingly, that every effort should be made to be considerate for both the instructor and other students while in class.

So please come to class understanding the following:

- You will be prepared with your laptop computer and all teaching material ready
- cellphones off, this means no texting as well.
- No food except when instructor allows it. Drinks ok.
- No playing of video games, movies, & music outside of the class context
- Refrain from excessive social software use while class is in session.
- No excessive socializing when class is in session.
- No Disruptive behavior, when conflicting with the class instruction or activities.
- Leave the classroom better then you found it; please don't leave papers, other class projects or any kind of mess behind. Be fancy and put some chairs under the desk, and tidy up the place.

Disregarding these rules gives the instructor the option to ask you to leave the class until the next session.

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 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. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the green sheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “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.”

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/>.

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 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.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at <http://www.sjsu.edu/sfs/advising/> 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.

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.

Art101 Spring18 Schedule

The schedule is subject to change, check the class website for the latest information.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan. 25	First day – Introduce Reading #1 Reading 1 Assignment Due Discussion & Ex.1 Lecture
2	Jan. 30 Feb. 1	Ex.2 lecture intro Project 1 & lab Ex.2 lecture & lab
3	Feb. 6 Feb. 8	Ex. Group 1 due lecture on Project 1 More on Project 1 and lab
4	Feb. 13 Feb. 15	Project 1 due, Ex 2 Lecture Introduce Reading #2, Ex 2 Lecture
5	Feb. 20 Feb. 22	Ex.2 due, Reading Discussion #2 and intro Project 2 More on Project 2 and Lab
6	Feb. 27 Mar. 1	Show progress on Project 2 Lab
7	Mar. 6 Mar. 8	Project 2 due & critique, Introduce Reading #3 intro Ex.3 Ex. 3 lecture & Lab
	Mar. 13 Mar. 15	Ex. 3 lecture & Lab Ex. 3 due, intro Ex 4
8	Mar. 20 Mar. 22	Ex 4 continued Sketch Blog Presentation 1
9	Mar. 27 Mar. 29	Spring Break No Class
10	Apr. 3 Apr. 5	Show progress on Project 3 Show progress on Project 3 -- intro Final Project & and exercise 5
11	Apr. 10 Apr. 12	Ex 4 and Project 3 is due, more on Final project and CODE TEST More on Ex. 5 and Lab
12	Apr. 17 Apr. 19	Present Final Project presentation & plan One on One with Instructor
13	Apr. 24 Apr. 26	Ex. 5 is due and Show progress on Final to Class One on One progress on Final & Lab
14	May 1	Show progress on Final to Class

Week	Date	Topics, Readings, Assignments, Deadlines
	May 3	Show progress on Final to Class
15	May 8 May 10	Show progress on Final to Class One on One progress on Final & Lab (last day of normal class)
16	May 15 May 17	One on One conference (dead day) Final Presentation for exam day May 17 th @ 9:45pam (room 237)

	Excellence (A)	Above Average(B)	Average (C)	Below Average (D)
Conceptual approach to work	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 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 it's considered something that is complete and meeting the requirements.

Technical accomplishments in work	<p>The Student demonstrates 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 without 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>
Organizational approach to work	<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 everyone's 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>Documentation</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 complement 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. The student might also mention Collaborative roles but shared the minimum amount of info on how they worked as a team.</p>	<p>The Student has a poorly designed, poorly 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 an account of their role in collaborative projects.</p>
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