



**FLORIDA
ATLANTIC
UNIVERSITY**

COURSE CHANGE REQUEST Undergraduate Programs

Department SCMS
College Arts and Letters

UUPC Approval 2/26/24
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

Current Course Prefix and Number DIG 3110

Current Course Title
Fundamentals of Multimedia

Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.

Change title to:
Fundamentals of Digital Media Practice

Change description to:

Change prefix

From: _____ **To:** _____

Change course number

From: _____ **To:** _____

Change credits*

From: _____ **To:** _____

Change prerequisites/minimum grades to:

Change grading

From: _____ **To:** _____

Change WAC/Gordon Rule status**

Add Remove

Change corequisites to:

Change General Education Requirements***

Add Remove

Change registration controls to:

*See Definition of a Credit Hour.

**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.

***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

Effective Term/Year for Changes: Fall 2024

Terminate course? Effective Term/Year for Termination:

Faculty Contact/Email/Phone Christopher Robe <crobe@fau.edu>

Approved by

Department Chair CB Mills

College Curriculum Chair Erin Hume

College Dean _____

UUPC Chair Koray Sarge

Undergraduate Studies Dean Dan Meeroff

UFS President _____

Provost _____

Date

1/26/2024

5 Feb 2024

2/8/24

2/26/24

2/26/24

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

qa



Fundamentals of Digital Media Practice (DIG 3110-001, CRN: xxxxx): • (day – time) • 4 Cr. Hrs. • (semester) • (instructor) • In-Person • (location) • (instructor office) • (office hours) • Email: xxx.fau.edu • Zoom Office: Meeting ID – xxx xxx xxx Passcode - xxxxxx •

SYLLABUS

OVERVIEW

CATALOG DESCRIPTION:

DIG 3110: FUNDAMENTALS OF DIGITAL MEDIA PRACTICE (4 Cr. hr): This production course explores a range of ideas and processes incorporated in digital media projects. Class assignments introduce elements of image making, multipage sequencing and interface design. The class develops a combination of critical, technical and design skills.

LEARNING OBJECTIVES:

In this course you will:

- explore foundational principles of the vocabularies behind digital media (sound, image, text) the file types associated with them, and some of the software applications used to manipulate them,
- become knowledgeable in the ‘best practices’ of digital media production (workflows, naming conventions, optimization of media for different delivery platforms, etc.),
- become proficient in image editing and manipulation with both bitmap and vector images
- become more familiar with new and emerging developments in areas of interest to you in digital media and digital culture, and discuss these developments in a series of web posts/reviews,
- document your visual work as an online sketchbook, and
- create a responsive design website that showcases all your work for this course.

As a fundamentals course, we will focus on creating and designing still and motion images and text for delivery over the web and mobile devices. Like any mature media production environment, the software we’ll be using can be a bit overwhelming at times, but we will explore the technical aspects of this course in a way that is organic, thoughtful, and hopefully not *too* intimidating. I am most interested that you achieve a BALANCE among your design and technical abilities, and your conceptual and aesthetic intentions.

ASSIGNMENTS, GRADING, EXPECTATIONS

Project One – Photomontage/Collage	15%
Project Two – Emblemata/Insignia: Making Your Mark	15%
Project Three – Image Sequences (3 animated GIFs)	15%
Final Project – Responsive Web Site/Your Visual Identity (Manifesto/“Mini-Festo”)	20%
Online Sketchbook (20 - 25 images in 4 slideshows)	Attendance 10%
	<u>25%</u>
	Total 100%

As you can see, there’s lots of smaller assignments and projects that make up your total grade, so it’s important to COMPLETE EVERYTHING and DON’T GET BEHIND. Assignments grades are based on the quality of work and timeliness of assignment submission, and you’re responsible for keeping on top of upcoming due dates. **All projects need to be SUBMITTED VIA THE CANVAS SITE by the due date and time. If your submission is LATE, 5% is taken off your assignment grade (you still need to turn in your assignment).** The submission for the assignment will remain open for ONE WEEK (grace period), during which time you’ll be given a temporary placeholder score. If you don’t submit your assignment within the grace period, the placeholder score becomes permanent (again, you still need to complete the assignment—you will submit it via email). **I don’t re-open an assignment after the week grace period, and you can’t re-submit an assignment for a better grade. If an emergency occurs, an extension will be granted, and class time will be made up at the end of the term during a Reading Day.**

While this is sort of assumed, I will say it anyway: **IF YOU DON’T TURN IN ANY WORK, YOU WILL FAIL.**

ATTENDANCE POLICY/INSTRUCTION METHOD

This class is designated as "In-Person." You are expected to attend all classes for the full duration of the class. *If the modality of the course changes during the semester, you will be expected to attend (virtually) all (synchronous) classes for the full duration of each class.* This policy should be understood to include university policy, as stated in relevant Provost's memoranda, at <https://www.fau.edu/provost/documents/religious-accommodations-students-and-faculty-8-21-15.pdf> and <https://www.fau.edu/provost/documents/policy-student-absences-revised-8-21-15.pdf>.

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Your attendance counts for 10% of your grade. Canvas Designations:

Green: On-time, stay for full class, per class:	100%
Amber: Arrive late or leave early (20+ minutes)	- 20% (unless excused)
Red: Absent	0% (unless excused)

Recording Policy

I will endeavor to record the Lecture portion of each class. The Studio portion of each class is generally not recorded. All recorded material will be accessible only to students enrolled in the course, and no recordings will be distributed for any purpose other than use in this course. Additionally,

...students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. *Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited.* Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

COVID – 19 POLICY

Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with confirmed positive cases of COVID-19, should immediately contact **FAU Student Health Services (561-297-3512)**. Symptomatic students will be asked to leave the classroom to support the safety and protection of the university community. For additional information visit <https://www.fau.edu/coronavirus/>. Quarantined or isolated students should notify me immediately as you will not be able to attend class. I will make reasonable efforts to assist students in making up the work. Vaccinated students have much lower chances of needing to quarantine and a much lower chance of missing class time!

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university

community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

GRADE SCHEME, EVALUATION/PERFORMANCE CRITERIA

A (94-100) A- (90-93)	EXCEEDS Expectations in ALL areas. Conceptual: Concepts engaging, thorough, related to class theme/topic, and coherent; Original thinking, moves beyond assignment bounds, experiments, takes work to a high level; Verbal (posts/reviews/essays): Well organized and well written, clear, direct language. Carefully proofread and no major errors in grammar, spelling, or punctuation. Design: Well thought through design, innovative, inventive, consistent design elements; Sound (when used): Content compelling and interesting, good production values, submitted in requested file formats and naming convention. Other Production/Presentation: Careful attention to detail, 100% complete, technically superior, no errors in spelling, compression, graphics, presentation, stays within exercise limits; submits assignment in the manner requested by professor (i.e. posts to web and other assignments turned in via Canvas before due date/time), and exceeds goals of exercise.
B + (87-89) B (84-86) B - (80-83)	MEETS Expectations, above average. Conceptual: Complete assignments with originality, related to class theme/topic; Verbal (posts/reviews/essays): Writing and organization is acceptable, but could be improved. Some errors in grammar, spelling, or punctuation. Design: Mostly clear design, but some elements that could be improved; Sound (when used): Content interesting, production values acceptable but could be improved, submitted in acceptable file formats, naming convention not used or inconsistent. Other Production/ Presentation: Shows technical knowledge, but may have one or two technical glitches, meets goals of exercise, stays within exercise limits; EITHER submits assignment with some technical issue (broken URL, site not working, wrong file extension/no file extension, naming convention not followed) AND/OR not submitted by due date and time.
C + (77-79) C (74-76) C - (70-73)	SATISFACTORY, average. Conceptual: Not very original or unchallenging thinking, only somewhat related to class theme/topic; Verbal (posts/reviews/essays): Not written with clarity, not carefully organized. Errors in grammar, spelling, and punctuation. Design: Inconsistencies in design, lack of attention to detail; Sound (when used): Content not very interesting or relies too heavily on simple repetition, production values low, submitted in unacceptable file formats, naming convention not used or inconsistent. Does not follow assignment guidelines or shows a misunderstanding of basic terms of sound used in assignment. Other Production/ Presentation: lack of thoroughness, does not meet goals of exercise, structural and technical problems. Assignment submitted with one or more technical issues, and/or not submitted by due date/time.
D+ (67-69) D (64 – 66) D- (60 – 63)	Falls below expectations in most categories. Minimal effort expended on the work.
F (59 – less)	Fails to meet requirements of Assignment.

*All work turned in for this class *must be created for this class alone* (unless you also are currently enrolled or were enrolled in my other classes, in which case you can use your web hosting assignments in this class.)

No assignments from previous courses accepted, and "joint" assignments completed for more than one class are not acceptable unless prior *written* arrangements are made between the student and both professors involved. *Failure to comply with this expectation will result in a failing grade.*

CLASS TIME

Class time will generally alternate between Lecture/Discussion and Production/Studio. During the Lecture portion of a class, tablets and smartphones should be turned OFF, unless you're taking notes. However, when we do TUTORIALS in class, students have generally had better results from writing notes WITH PEN/PENCIL ON PAPER (imagine that!).

SUCCESS IN THIS CLASS

How does one achieve success in this course? Here's a few items to keep in mind—they will all contribute to your success in this course:

1) Canvas Site - First, check the Canvas site every day for upcoming assignments and deadlines. You will sign in with your FAU login and password at <http://canvas.fau.edu>. Since Canvas is FAU's LMS (learning management system, **you must submit ALL your assignments via Canvas**. If the assignment submission is locked, you can email me your assignment via Canvas, or by regular email (jbargste@fau.edu), but *please* try to submit via Canvas first. For help with Canvas, check out the Student Guide: <https://community.canvaslms.com/t5/Student-Guide/tkb-p/student>

2) Homework/Additional Time: For optimal performance in this course, **you will probably need to spend 10-12 additional hours per week on average to watch the assigned videos, read assigned materials, and produce your assignments in other labs or at home.** And please try to get notes from other students if you miss a class—it's really easy to get behind especially when we're dealing with production techniques.

3) Hardware: Most work must be done on a workstation or desktop computer, unless you own versions of Photoshop, Illustrator, Premiere, and InDesign for tablets. If that's the case, some adjustments to the assignments may be necessary—please let me know if you're in that situation.

You may bring your own laptop to class as long as you have compatible software (*see below*)—HOWEVER, be aware that I'm not going to be your personal tech support if your laptop starts acting up. If you're having trouble during class time, USE THE LAB

DESKTOP instead of calling FAU Helpdesk, where you will be put on hold, miss the lecture or tutorial, and disrupt the class when you have tech support on the line! (*More caveats under **Backing Up Your Work***). During the break, you can contact FAU Helpdesk at <https://helpdesk.fau.edu/TDClient/Home/>, or call 561-297-3999.

The FAU-BCC 918 lab is Mac-based, and if you haven't worked on a Mac before I recommend you become 'bi-lingual'. If you haven't worked on a Mac before, this is your chance to get 'bi-lingual!' Go to the Resources Page in Canvas for Tutorials.

4) Software: The course is about becoming familiar and comfortable with the software used in creating and editing both still and motion imagery, as well as integrating text. The industry standard software for this is (usually) the Adobe Creative Cloud (CC) Suite of software (including Adobe Photoshop, Adobe Illustrator, and Adobe InDesign). All the software is available in the labs on the Ft. Lauderdale campus; additional labs and hours of availability on the Davie and Boca campuses will be distributed when it becomes available.

You can do all your work at home on your own laptop/desktop by subscribing to the **Adobe CC Suite** (\$20 per month, paid upfront yearly at \$250). You also need a fairly recent computer, and a good internet connection. If you don't have the money for Adobe CC, **you can use free software titles to create everything we will be making in the course**, but the interfaces and workflows won't be identical to the online tutorials for this course.

Adobe Photoshop alternative: **Gnu Image Manipulation Program (GIMP)**— <https://www.gimp.org/>

Adobe Illustrator alternative: **Inkscape**— <https://inkscape.org/>

Adobe InDesign alternative: **Scribus**— <https://www.scribus.net/downloads/stable-branch/>

Adobe Premiere/AfterEffects alternative: **DaVinci Resolve**— <https://www.blackmagicdesign.com/products/davinciresolve/>

NOTE: Be sure to check system requirements for each software title. You may need the most current operating system or more memory for some titles (especially DaVinci Resolve), or you might need to find earlier versions of the software.

Once you've been introduced to any particular production software, get familiar with it, get comfortable with its interface, workflow, and associated file types. Most of the tutorials on Canvas are clear and direct; additional links to online tutorials available on YouTube, Linda.com, Digital Tutors, and elsewhere.

Note on Canva: *DO NOT USE CANVA on any of your assignments.
I will reduce your score by 5% for any assignments using Canva.*

5) Backing Up Your Work: You are **REQUIRED** to create and use your FAU OneDrive account (free) for this course. You have no excuse for always having your latest version of your work accessible via cloud software! Other cloud-based backup services like Google Drive, DropBox, and iCloud are also acceptable.

Using your own laptop doesn't mean you don't have to back up your work to your OneDrive! If your computer or drives get lost or stolen, or your computer crashes and can't be recovered, you **DO NOT** get any extension of your due dates. Thumb drives and smartphones are not recommended for backups (although they can be useful for moving around big files). **Drives crash and data does get lost—don't risk it by having just one copy of your work!**

To use your FAU OneDrive, go to <https://fau-my.sharepoint.com/>, select your FAU account. Synchronize your local drive with your online storage at the end of each class 10 minutes or so before the end of each class.

Highly Recommended: If you want additional industrial-strength redundancy, back up your entire home computer to an external hard drive. I recommend you use Time Machine if you're Mac-based and on Windows 10/11 go to Windows > Settings > Update & Security > Backup. But, also back up your files for this course to your OneDrive!

6) FAU Ft. LAUDERDALE LABS, Rooms 914, 918, and others: During the first two weeks of classes, you'll receive a lab schedule with all the available labs on the Ft. Lauderdale campus. If you haven't worked on a Mac before, use this course as an opportunity to learn the Mac operating system. Many future employers/collaborators/clients use both operating systems. Tutorials for adjusting to a Mac are linked on the Resources page.

SUGGESTED TEXTS

Almost all the material we'll cover is available free, online (see Course Wiki for more resources).

Additionally, the following texts are *not* required, but may be useful resources:

Adobe Creative Cloud Applications. These are good basic resources, and can be useful to supplement the tutorials presented in class. Any book for Adobe products—including CS, CS2, CS3, and CS4, all prior to the CC or Creative Cloud versions—will be useful, although new features and interface tweaks have been added in recent years:

- *Adobe Photoshop Visual Quickpro Guide* - \$21.95

- *Adobe Illustrator Visual QuickPro Guide* - \$21.95

- *Adobe InDesign Visual QuickPro Guide* - \$21.95

Additional software for motion graphics and video:

- *Adobe AfterEffects Visual QuickPro Guide* - \$21.95

- *The Beginner's Guide to DaVinci Resolve 17* – free, online at <https://www.blackmagicdesign.com/products/davinciresolve/training>

COURSE SCHEDULE OVERVIEW

Module 1—Bitmap Images

CLASS I	Aug 24	Course Intro/Overview. Expectations, success strategies. Setting up your Wordpress Site. Pages vs. Posts. NAVIGATION.
CLASS II	Aug 31	Design—Frames: how we fill them (for <i>Sticky Notes</i> , <i>Sketchbook #1</i>) Digital imagery – bitmaps and vectors, color modes Intro to Photoshop: workflow and interface. File formats. Cut, Copy, Paste: Selections vs. Actual Pixels (Marquee, Lasso, Magic Wand). [YOUR WEBSITE should be up & running]— Review Menus in Wordpress
CLASS III	Sept 7	Layers (Duplicating, Arranging, Opacity, Merging, Layer Modes). Begin working on Photomontage/Collage. Image Manipulations: Review layers & Photomontage Techniques; Filters and Effects.
	Sept 8	• SKETCHBOOK 1: 5 IMAGES DUE •
CLASS IV	Sept 14	More Advanced Techniques in Photoshop – Displacement, etc. Review: Image Adjustments (levels, adjustment layers, HSB, etc.). Working in Gnu Image Manipulation Program (GIMP)
	Sept 15	Project 1 – PHOTOMONTAGE/COLLAGUE Due •

Module 2—Vector Images

CLASS V	Sept 21	Marks, Emblemata, Logos: Introduction. Design with Vectors: Illustrator Beziér Curve Basics
CLASS VI	Sept 28	• SKETCHBOOK 2: – 5 IMAGES DUE • (Sketches for your Logo, be ready to share in class) Type and Letterforms in Illustrator Clipping Paths and The Pathfinder
CLASS VII	Oct 5	Studio Production Time: Your Logosheet Stylizing and Scaling : blending pixels and vectors

Module 3—Motion Images

CLASS VIII	Oct 12	Sequenced Images: A Capsule History. Animated GIF art. PhotoShop workflow for animated gifs.
	Oct 13	Project 2 – EMBLEMATA/LOGO — Due
CLASS IX	Oct 19	Intro to DaVinci Resolve - Fusion; Video and Rotoscoping Studio: Animated GIFs and Glitch Art

Module 4—Page Layout (Print, Electronic)

CLASS X	Oct 26	Introducing Final Project: Paths to Manifesti <i>HOMEWORK: 1. Sketch an outline for your Mini-Festo 2. Start collecting visual reference examples 3. Find an example of a really effective design/layout. (print or electronic media.)</i>
	Oct 27	• SKETCHBOOK 3: 5 IMAGES DUE (Glitch Art/AI Art)
CLASS XI	Nov 2	Crafting identity through Web Presence: Setting up your final project (InDesign) Animated GIF festival
	Nov 3	Project 3 – ANIMATED GIFS —Due.
CLASS XII	Nov 9	Abstraction: Contemporary Directions in visual art & digital culture Studio Production Day: First Drafts of Layout (placeholders)
CLASS XIII	Nov 16	• Sketches for your Mini-fest due—be ready to discuss/share in class • Studio Production Day: Text Design Trans-media Issues: from Screen to Print
	Nov 23	Thanksgiving Holiday —No classes held
CLASS XIV	Nov 30	Studio Production: More Text Design & Finishing Touches
	Dec 1	• SKETCHBOOK 4: 5 IMAGES DUE •
READING DAYS	Dec 4, 5, 6,	Reading Days — Make-up days, otherwise no class (but Labs will be available). Catching Up on All Projects.
FINAL	Dec 7	SHOWTIME: PRESENT FINAL PROJECTS <i>Processing Final Project and Web Completed Site Due</i> ALL WORK MUST BE COMPLETED & SUBMITTED

ASSIGNMENTS

Ongoing - The Digital Sketchbook.

Keep a 20-25-image digital sketchbook for this course. Create 3-4 images per week (about one every other day). Sketchbooks are used to work out visual problems, and to practice design ideas. They are not necessarily about "drawing" or literal realism. Use your sketches to *try out* visual and design ideas, or experiment with Photoshop or Illustrator. Since this is a digital sketchbook, you may sketch with pen/pencil and paper, then scan in the result, OR you may dive right in to Photoshop or Illustrator. I HIGHLY RECOMMEND that you work out visual ideas on paper first, as it will save you much time when you start working digitally. It may also be interesting to create a hybrid of drawn and digital images (sketch, scan, then draw on top of the scan in another layer in PS or IL. Get comfortable with the process of drawing, scanning and digitally altering your scanned work.

Find out how using a sketchbook can be useful for you. Use it to generate ideas, doodle, play, sketch. Try out visual 'recipes', and once you stumble upon some particular result, maybe you create a small series of three or four images just with that filter. Explore the dynamics of visual design, as we will be investigating in class

Working vs. Final Resolution : Work at the largest image size and best resolution you can, and save your work as multilayered .PSD files – A good beginning is 2200 pixels for longest side, 266 dpi. For the final resolution, convert to 72 dpi, and save a copy through 'Save for Web and Devices'—but don't save your resolution change (keep your work files at high resolution). The images can be a mix of square (2200 h X 2200 w), portrait (2200 X 1600), or landscape (1600 X 2200). Upload the images as a slideshow for a page in your Wordpress site. I know that's a little complicated, so we will definitely go over this in class

The Subject or "Theme" for each of Galleries is as follows:

1. **Sketches for My Photomontages** (links on Canvas)
2. **Sketches for My Logo/Emblemata** (read tutorial linked in Canvas)
3. **Glitch Art/AI Art** (read this [tutorial on how to make glitch images](#), or experiment on your own with [Photomosh](#) Fold your exploration of DALL-E, Deep Dream, WZRD, or other AI platforms)
4. **My Kind of Abstraction** (there are many kinds—find what works for you!)

Remember, the sketchbook may contain sketches or rough drafts of the images you use in your assignments, but DO NOT duplicate your assignment images.

Explore your visual vocabulary in your sketchbook. Make lots of images, but always be editing, always be distilling your images down to the ones that really present your ESSENTIAL visual vocabulary. Always ask yourself what are the visual elements in your images that are the most pervasive? What other visual elements make up your vocabulary? (but maybe they're not so prominent)

Bring images into Photoshop and arrange them as a SET OF LAYERS in a single, master file. Save your master file as a PSD, then export your final sketches as jpegs, and bring them into a slideshow or gallery on your Wordpress page.

After you post your slideshow on your Wordpress site, SAVE (to Google Drive or other cloud storage) your MASTER PSD FILE, plus the collection of .jpgs you've exported from the master. This will burn up your disc space fairly quickly, so you may need more storage space.

Project 1 – Photomontage and Collage

Read this pretty great article about Hannah Höch_Note how she does hybridizes people, animals, machines, and words (link on Canvas or: <https://www.artsy.net/article/artsy-editorial-radical-legacy-hannah-hoch-one-female-dadaists>).

Of course, collage and photomontage don't have to be Dada or surreal. It's just a technique. Check out how David Hockney_transformed collage/photomontage (link on Canvas or: <http://fau3110.pbworks.com/w/page/7498637/pomo>).

You'll create 5 (five) collage/photomontages. You can work with your choice of subject (or not), and there are a number of techniques you might explore—you might do one or two with fusions of people, animals, machines, words, and backgrounds. You might create an abstract composition. You might create a referential image out of dozens of smaller images (example link on Canvas or: <https://derekgores.com/collage/>).

Re-name your Project 1 page on your website as Collage/Photomontage . Briefly discuss your process of working in collage/photomontage, and any discoveries you made along the way.

Project 2: My Logo/Insignia/Emblem/Mark

The idea here is to create a scaleable visual mark that gathers together elements of your identity, possibly using your name, initials, or images that represent your interests. You **MUST** create this project in Illustrator or Inkscape, and it should be rendered as LINE ART (that is, you see outlines of every element when you toggle-preview or command+Y).

Start with the most basic visual elements of form, shape, and type. Manipulate simple shapes and letterforms in Illustrator, and create a vector file with three different "scalings" of the same element:

1. Black and white, one-eighth size (two versions: light and dark background)
2. Two color, half size (two versions: light and dark background)
3. Four color (full color), full size. This may incorporate bitmap elements for textures (which get reduced or stylized in the smaller versions).

The file will be presented as a logo demo sheet or style sheet, and saved as a single letter-sized page in editable .pdf format.

Project 3 — Image Sequences in Animated GIF Form

Like the visual vocabulary project, the image sequence project will result in a collection of short animations that can be performed in the class video jam application made in Processing.

After a survey of animated GIF styles and techniques, make an animated gif, between 30 and 100 frames long, without a background. Then, make two more versions of that GIF, stylized in some way. Work files need to be created at 300dpi, with 300 pixels as the largest dimension (it can be landscape, portrait, or square framing). Export your GIFs at 72dpi, in animated GIF format, and save a copy of each one as an image sequence in .png format, with a naming convention like in the visual vocabulary project ("im_seq_XX_0000.png" to "im_seq_XX_0099.png"). The sequence of .png files are also useable in the game engine project above.

Final Project - The Artist's Book/Manifesto

After a survey of some classic examples of manifestos and artist's books, create an essay about 600 words in length. Incorporate graphics, photos, and images (as needed) to help amplify and expand the text. Create this in a page layout program—use Adobe InDesign, or if you don't have that you can download Scribus for free.

The topic of your Manifesto /Artist's Book should focus on how you define yourself in relationship to digital culture. (are you a consumer, TICTOC diva, influencer, creator/producer, voyeur, auteur, blogger/vlogger, commentor, unwilling participant, grumpy naysayer, culture jammer, gamer, etc. ? How does your self-definition impact the decisions you make?

Include an extended 'footnote', *My Visual References* —a brief discussion of your visual style and an accompanying slideshow of the artists, films, genres or visual styles that have influenced you.

You can incorporate images from your sketchbook. Go there to see what kind of VISUAL VOCABULARY has been emerging, and find out if there are visual clues or hints to help you with the ESSAY part of the Manifesto. Also, incorporate your LOGO/INSIGNIA into this work.

Export your work as a .pdf file, import it into your Media Library on your Wordpress site, and put a link to it on your Final Project page.



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