

Class: ARTD XXXX | DMST XXXX | Graduate eMAD Critique

Meeting times: Tuesdays and Thursdays from 8:00am to 10:50am

Professor:

Rafael A. Fajardo

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Shwayder 212

Office hours Tuesdays and Thursdays from 1:30 pm – 3:00 pm, or by appointment.

(303) 871-3265 [NB. Voice mail is the least reliable form of communicating with me, email is better]

(303) 761-0576 [This is my home phone number. Do not share it with anyone outside of this class.]

SYLLABUS for: ARTD XXXX Graduate eMAD Critique

Description: This is an intensive critique session intended for the exploration and refinement of graduate level student-driven work. 5 quarter credit hours

Prerequisite: Graduate level standing. Reserved for MFA candidates in eMAD. Exceptions at the discretion of the professor.

Expectations: This is a demanding course intended for mature students. I will expect a full and consistent commitment of time and effort.

Required Textbooks:

There are no required texts or readings for this course. Certain readings will be recommended for individual students as their project requires.

Required Materials:

As this is an advanced class, students are expected to have equipped themselves with the fundamental necessities for creating electronic media presentations/art-works. Students will further be responsible for acquiring whatever materials they will need to actualize their visions.

Attendance Policies

Attendance- This is a graduate level class. Full and complete attendance is expected.

Schedule:

This class meets once weekly for as long as it takes. The actual meeting times and location may become flexible as the term progresses in order to facilitate the presentation of the work. This instance of the course comes second in the sequence of four scheduled critique classes in the MFA curriculum.

Beginning with the second class period we will begin a schedule that will allow us to critique as a group no more than three students per week. After all students have presented once in the group setting we will have a week with scheduled individual meetings. We will then repeat this schedule.

Grading Criteria

Grades:

- A. [4.0] Exceptional. Conceptualization, hand skills and visual skills are all close to a professional level. Concepts presented in class are used as a base for advanced exploration.
- B. [3.0] Above Average. Responses adhere to requirements of assignments, exhibit an understanding of the concepts presented. Solutions are unique, noteworthy and beyond competent. Hand and presentation skills are advanced.
- C. [2.0] Average. Student understands requirements of the assignment and is able to present an adequate solution with proper execution.
- D. [1.0] Below Average. Student exhibits little understanding of the requirements of the assignment. May indicate below average conceptual skills, hand skills, or presentation skills.
- F. [0.0] Failure. Student exhibits no understanding of the requirements of the assignment, has failed to participate in the processes of the class, has exhibited poor motivation or poor craft. Visual and conceptual skills are poor. Student has not shown investment in her work.

Delay of Grade: If a student finds it impossible to complete assignments due to non-academic reasons (major health or personal problems), a written request stating the reason for a quarter grade of "incomplete" will be given the instructor prior to the deadline for the final assignment. A grade of incomplete must be cleared before the end of the next quarter. See the DU Undergraduate Bulletin for procedural details.

additional note- If a student has a documented disability and wishes to have special arrangements made to facilitate a more effective learning environment, I must be notified by the student within the first two weeks of the start of the course. The student must also provide proper documentation stating the condition of the disability. This will remain confidential unless the student chooses otherwise.

Assessment Rubrics:

Contact: Student-teacher contact is an essential aspect for the process of learning in higher education. How regular or active was student-teacher contact?

Course Participation: Beyond student-teacher contact there is a commitment to the process and to participate beyond one's personal work. What was the course participation for in-class discussions and group critiques? Was work performed in a timely fashion? What was the student's attendance record?

Motivation: Motivation forms enthusiasm and devotion to the tasks and the studies for the road ahead. How motivated is the student (in studio work, or the major, or the course, or the subject)?

Craft: Craft is a skill that is essential to all design and product making. Craft is viewed in all respects of product making and product presentation. How good is the student's craft?

Visual Skills: Students develop concepts and skills in visual language (perception, aesthetics, and use of form). They become visually literate, but also skillful in the use and application of this language. How skillful is the student with the visual language?

Conceptual Skills: Design is a conceptual process, requiring critical thinking, correlating theory and practice as well as inquiry into the subject at hand. Visual form, after all, is the visual representation of ideas and of content. This thinking becomes evident in the work itself, adding depth and value to content. How skillful is the student in this conceptual process?

Search: Design is a process of search: to experiment and seek alternative solutions. The product is a fall-out of this process. How much of this process does the student involve to resolve a design solution?

Risk Taking: The creative individual, in search for something other than imitation and mere adoption of convention, is willing to take risks. From failure we learn, and trial and error make essential components in design. How is risk taking evident in the work?

Final Products: The final product is, after all, part of the process, and a test of that process. How beautiful in form and structure is the final product? How clear is the communication? How well do form and content relate to their purpose?

Personal Development: Over time it becomes more evident how one's development of knowledge and skills relate to the individual. How is the individual developing over the time of a project, quarter, or more?

Other: (an opportunity to suit a special circumstance...)

Agreement

I have read the syllabus for ARTD XXXX & DMST XXXX Graduate eMAD Critique thoroughly. My questions and concerns as of this date have been asked and I understand the content of the course and what is expected of me.

Name _____

eMail address _____

Signature _____

Date _____

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