course description

This studio course examines the pedagogy and classroom techniques appropriate for teaching in the digital undergraduate classroom.

student learning outcomes

- To examine various methods of teaching
- To investigate best practices in classroom management
- To explore ways to communicate visually with the students in all pedagogical ways

required texts

*The Education of a Graphic Designer, Steven Heller*

required materials

Portable media: Jump drive/ USB drive. At least 1 GB
Journal

grading opportunities

100–90 A, 89–80 B, 79–70 C, 69–60 D, below F

Major projects will total 80 points of your final grade. Your journal and process notebook with total 20 points of your final grade.

major projects

There will be two major projects and 1 research paper. Each project is broken down into a point system based on process and outcome. You will receive a grading rubric for each project that will outline the points break down for that specific project.

creative journal

You are required to keep a journal through the semester to catalog your experience, inspiration and notes. Recommended size is no smaller than 5 x 7 inches.
CLASSROOM POLICIES

late work
No late work is accepted. If you are unable to make the final critique of a project, please make arrangements with me to turn in & present to the class on an earlier date.

plagiarism
Plagiarism of imagery, copy (text) or layout of any kind will result in a grade of zero and you will be reported to the University for academic review.

class participation
You are encouraged to participate in group critiques. Remember, all criticism is not bad. We are here to help you become a better communicator—please do not take any criticism personally.

attendance
Class begins promptly at the scheduled time. If you walk in late, please remind me to count you present. If you know you need to miss a class, please let me know as soon as possible. More than 3 absences (so absence #4) will drop your grade one letter.

cell phones
You MUST TURN OFF your cell phones when entering the classroom. Never answer your cell phone in class. You are only allowed to use cell phones outside of the classroom during break times. Please do not text message in class or put your phone on vibrate.

email addresses
You must now use the University assigned email address. If you have not activated this email, please see the help desk to do so immediately.

social networking
MySpace and Facebook as well as email is not allowed during lecture or studio work time. These can be used during break times. If you are on these media during an inappropriate class time, you will be automatically deducted points for your current assignment without any notice from me.

Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in reporting the offense to the department chair, dean and academic affairs with the option to remove the student from the course and receive the grade of “F” for the course.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Please check SAIL for the last day to drop a class with an automatic grade of “W” this term.

Classroom/professional behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Grade Appeals
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process
and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean's office in the college in which the course is taught or the Office of the Provost.

Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

ACADEMIC ADVISING: The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

*This syllabus is tentative. Assignment & project dates as well as grading opportunities may change as I see fit.*
class schedule :: this schedule is tentative and may change at any time at my discretion

Week One

• Introduction, Syllabus, Course Overview
• Lecture and Discussion:
  Critical pedagogy
• Research:
  Find 5 examples to include in your journal. Write a one page review of each example explaining cause, effect and impact.

Week Two

• Begin reading required book
• Keep your reading progress in your journal. Keep notes on each chapter as well as journal a reflection paragraph about your thoughts.
• Discussion:
  Week 1 reflection journal
• Research:
  Find 5 examples to include in your journal. Write a one page review of each example explaining cause, effect and impact.
• Begin research for project one

Week Three

• Continue reading & journal responses
• Continue research and development for project one
• Find client for project one
• Set meeting with client, faculty and yourself to discuss.

Week Four

• Continue reading & journal responses
• Lecture and Discussion:
  Presenting digital demonstrations
• Research:
  Find 5 examples to include in your journal. Write a one page review of each example explaining cause, effect and impact.
• Turn in sketches for project one
• Present ideas to client

Week Five

• Continue reading & journal responses
• Lecture and Discussion:
  The Critique
• Research:
  Find 5 examples to include in your journal. Write a one page review of each example explaining cause, effect and social impact.
• Continue to work on project one

Week Six

• Continue reading & journal responses
• Rough print outs of project one
• Review with faculty and client
Week Seven

• Continue reading & journal responses
• Lecture and Discussion:
  Grading with a Rubric
• Research:
  Find 5 examples to include in your journal. Write a one page review of each example explaining cause, effect and social impact.
• Continue to work on project one
• Finish project one this week. Present to client.

Week Eight

• Continue reading and keep journal of reflections.
• Lecture and Discussion:
  Syllabi and Handouts
• Research:
  Find 5 examples to include in your journal. Write a one page review of each example explaining cause, effect and social impact.
• Discuss project two

Week Nine

• Continue reading. Keep journal of reflections.
• Lecture and Discussion:
  Online interaction
• Research:
  Find 5 examples to include in your journal. Write a one page review of each example explaining cause, effect and social impact.
• Continue to work on project two
• Secure client for project two

Week Ten

• Continue reading. Keep journal of reflections.
• Lecture and Discussion:
  Grading
• Research:
  Find 5 examples to include in your journal. Write a one page review of each example explaining cause, effect and social impact.
• Continue to work on project two

Week Eleven

• Continue reading. Keep journal of reflections.
• Lecture and Discussion:
  Design for change
• Research:
  Find 5 examples to include in your journal. Write a one page review of each example explaining cause, effect and social impact.
• Continue to work on project two
Week Twelve

• Continue reading. Keep journal of reflections.
• Continue to work on project two
• Present progress to client and faculty

Week Thirteen

• Continue reading. Keep journal of reflections.
• Continue to work on project two
• Present progress to client and faculty

Week Fourteen

• Continue reading. Keep journal of reflections.
• Continue to work on project two
• Complete project this week.

Graded Activity

**Major Project One:**
• Based on your readings and research, design a new course you feel is ‘missing’ in the undergraduate’s curriculum
• You will create a course outline, syllabus, handouts and lectures appropriate for this course

30% of final grade :: Up to 30 points can be earned on this project.
Student will each be graded on the following:
Quality of Research: 15 points
Project effectiveness: 15 points
Overall Design: 10 points

**Major Project Two:**
• Based on your readings and research, create a ‘guide book’ for your early teaching career
• This should include ‘chapters’ according to your journal and teaching experiences.

30% of final grade :: Up to 30 points can be earned on this project.
Student will each be graded on the following:
Quality of Research: 15 points
Project effectiveness: 15 points
Overall Design: 10 points

**Other graded activity:**
• Reading response journaling
• Complete journal with creative inspiration and dialogue

**Research Paper:**
• From your readings, choose 1 topic within design teaching that is of interest to you
• Complete a 5–8 page paper further exploring this topic
• Relate this back to your area of interest (graphic design)
• Must fit APA formatting standards
• Must submit an abstract first for approval and outline