

ARTS
54
5

FALL / 15

Thesis Topics

Studio Six / ARTS 545.801 *Virgil Scott*

COURSE SYLLABUS

E-mail

Virgil.Scott@tamuc.edu

E-mail should be used for **brief** verbal communication only.

If your e-mail is longer than 55 words, I suggest some face-time.

Office Hours (by appointment)

Monday, Tuesday, Wednesday 2:30 – 4:30

Office # 414

CLASS INFORMATION

Credit hours: 4.0

Meeting times: Wednesday 6:00 p.m. till 10:00 p.m.

Meeting location: Room 401, unless other location specified

SUGGESTED TEXT BOOKS AND RESOURCES

1. Academic texts, peer-reviewed articles, scholarly papers, accessed either through brick-and-mortar libraries or online in scholarly databases, such as JSTOR.

2. Other major design university's MFA archives / repositories (SVA, VCU, Stanford D-school)

Note: Not all design school thesis topics may be research based

3. AIGA archives, Sappi Ideas that Matter

4. Periodical's: Print Magazine, Communication Arts Magazine, I.D. Magazine, Fast Company Magazine

5. Media: National Public Radio, and news sources of all stripes, newspapers, magazines

6. Anywhere, and anything that is relevant to this topic (recorded interviews, ethnography, etc.)

7. TED Talks via YouTube, NPR (Sunday nights) or TED.com

8. Various sources identified through the student's individual research, or sources suggested by thesis committee members germane to the progress and direction of the thesis research and exhibition agenda.

COURSE DESCRIPTION

This course is designed to provide you with enlightenment, direction, feedback and focus as you embark your thesis topic discovery process. This class will function primarily as a critique based think-tank dedicated to defining, examining, refining and furthering the ideas that you bring to the table each week. By week ten, students will land on four viable, design-centric thesis topics with developed abstracts, ideation and preliminary exhibition look-and-feel. On week eleven these four topics will be presented to the thesis review committee panel resulting in feedback that will endorse your final thesis direction.

Further, this class will be more demanding in outside time as YOU are bringing in the class content every week.

In short, time and effort spent in and outside of this class in terms outside exploration and research that informs your topic will yield invaluable capital going forward into your final thesis development. Trust me on this.

COURSE OBJECTIVES

1. Understand through examination and discovery what a relevant and viable design thesis is, and isn't
2. Learn the importance of in depth design-centric critical analysis research that informs your topics
3. Understand the difference in this ideation process verses the creative process that we use in industry
4. Expand and develop a wide range of possible design thesis directions through informed class discussion driven by your research methods
5. Develop abstracts for multiple thesis directions
6. Present your thesis topic packets to a thesis review committee panel for examination and feedback
7. Explore multiple thesis exhibition product and process directions through ideation and critique
8. Be prepared to begin the design-build phase of your thesis exhibition

COURSE STRUCTURE

This class will be a combination of lecture/discussion and critiques with both in class and outside exercises and assignments. A commitment to the homework will be necessary to achieve the goals for this class and its completion. Team-based participation/collaboration will be a key component to a productive class dynamic and a positive outcome.

Studio Six / ARTS 545.801 Virgil Scott

COURSE SYLLABUS CONTINUED

ASSIGNMENTS (*Assignments are subject to change based upon the needs and progress of the class*)

1. Round 1: Preliminary topic ideation (8 directions with ideation thumbnails and abstracts)	16.6%
2. Round 2: Submit 8 NEW directions (with ideation thumbnails and abstracts)	16.6%
3. Round 3: Present 6 topics with tighter Phase 2 ideation and abstracts	16.6%
4. Ideation Sketchbook	16.6%
5. Thesis topic packets and pre-presentation run through	16.6%
6. Attendance and Participation Grade	16.6%

WHAT TO BRING TO CLASS (as needed)

- Bienfang 50 or 100 sheet Parchment pad. 14"x17"
- Bienfang 50 or 100 sheet Graphics 360 pad. 14"x17"
- Pencils / Markers
- 2.5" to 3" black binder for research/process/ handout
- Sketchbook materials
- Index cards
- An open mind
- A thick skin
- The gift of gab

ATTENDANCE

- Attendance will be taken by sign in sheet. (*Signing in for a classmate is NOT acceptable*)
- Two tardies of 15 minutes or more equals one absence.
- Sleeping, dozing or nodding off in class—besides being very rude to all concerned—will be counted as a tardy the first time and an absence the second time and any subsequent occurrences.
- You may be absent from class twice. (*Absent is absent, unexcused or excused*)
- Three absences will result in failing the class.**
- On your first absence you will receive an e-mail warning from your instructor that will be copied to Lee Whitmarsh and filed.
- On your second absence you will receive an e-mail warning from your instructor that will be copied to Lee Whitmarsh and filed.
- On your third absence you will receive an F in the class.

GRADE EVALUATION

Your final grade will be based on an average of all assignments, attendance and your participation grade. The participation grade is based on: dedication to methodology application, conceptual thinking ability, daily class involvement and contributions to your classmates, as well as both a desire and capacity to show progress and meet deadlines. Vigorous contributions to class discussions is a requirement necessary to pass this class. Grades will be discussed on an individual basis by office appointment only—not in class.

WORDS TO-THE-WISE

Computers, Cell-phones, Texting, Headphones: Use common sense here (don't make me come over there)
Be here because you want to be. It's your show.
IF YOU FALL BEHIND-RUN LIKE HELL TO CATCH UP

NOTE:

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (*see student's Guide Handbook, Policies and Procedures, Conduct*)

COURSE SYLLABUS CONTINUED

STUDENTS WITH DISABILITIES

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

STATEMENT ON STUDENT BEHAVIOR

All students enrolled at the University shall follow the tenet of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide Handbook, Policies and Procedures, Conduct)

All students must show respect toward the instructor and the instructor's syllabus, presentations, assignments, and point of view. Students should respect each others' differences. If the instructor determines that a student is not being respectful towards other students or the instructor, it is the instructor's prerogative to ask the student to leave, to refer the student to the department head, and to consider referring the student to the Dean of Students who may consider requiring the student to drop the course. Please refer to pages 42 - 46 of the Texas A&M University-commerce Student guidebook's Codes of Conduct for details.

STUDENT CONDUCT / CITIZENSHIP

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook). Students are expected, at all times, to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time and effort toward the educational process.

SCHOLASTIC DISHONESTY

SCHOLASTIC DISHONESTY WILL NOT BE TOLERATED IN ANY CLASS-RELATED ACTIVITY.

Scholastic dishonesty includes, but is not limited to, the submission of someone else's materials as one's own work. Scholastic dishonesty may involve one or more of the following acts: cheating, plagiarism, or collusion.

PLAGIARISM is the use of an author's words or ideas as if they were one's own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation. Cite your references.

CHEATING is the willful giving or receiving of information in an unauthorized manner during an examination, illicitly obtaining examination questions in advance, copying computer or Internet files, using someone else's work for assignments as if it were one's own, or any other dishonest means of attempting to fulfill the requirements of a course.

COLLUSION is intentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, providing a paper or project to another student, providing an inappropriate level of assistance, communicating answers to a classmate during an examination, removing tests or answer sheets from a test site, and allowing a classmate to copy answers.

ACADEMIC DISHONESTY COULD RESULT IN EXPULSION FROM THE UNIVERSITY