



Course titles and numbers VIST 405-501 – Visual Studies Studio III. (1-5). Credit 3.

Term Spring 2015

Meeting times and location TR 2:20 – 4:50pm 307 Langford Building C

Official Course Description

VIST 405: Theory and practice in the art and science of the visual image; scientific and mathematical principles as process; information theory and sensorial design; interactivity and user integration; integration of real and virtual environments including lighting design and material definition.

Introduction

This is an open studio where students will be able to pitch their own projects. Students will choose one of the following tracks: Animation, Interactive Design, Graphic Design, and Visual Effects. After choosing a track students will pitch their projects to each other and form groups within their track. Each group will define individual and universal goals and deliverables with the professors and define them in a formal contract. All projects will be evaluated at predefined milestones, the content of which will be defined by the agreed upon contract.

Learning Outcomes

- Analyze project goals to determine resources, techniques, and time required.
- Generate a development plan that includes requirements of resources, techniques, and time that is based upon analysis of project goals.
- Design and implement original techniques or processes for the generation of computer graphics imagery that augments or extends the capacity of commercial software.
- Use digital media to create original virtual experiences that are evocative of real objects, actions, environments, and situations.
- Evaluate one's own work and the work of others within the context of defined project expectations.

Instructor Information for VIST 405-501

Lead Instructor	André Thomas
Telephone number	(979) 845-3465
Email address	manink@arch.tamu.edu
Office hours	MW 11:45am – 12:15pm (by appointment)
Office location	Langford Architecture Center, Building A, office 330

Recommended Information Resources

GENERAL

- *Leadership at the Edge: Leadership Lessons from the Extraordinary Saga of Shackleton's Antarctic Expedition, Second Edition* by Dennis N. T. Perkins. Published by Amacom (2012). ISBN-13: 9780814431948. <http://www.barnesandnoble.com/w/leading-at-the-edge-dennis-n-t-perkins/1102801817?ean=9780814431948>
- *Drive: The Surprising Truth About What Motivates Us* by Daniel Pink. Published by Riverhead Trade (2011). ISBN-10: 1594484805. <http://www.barnesandnoble.com/w/drive-daniel-h->

Technical Requirements

Successful completion of the projects for this course will require access to graphical computing workstations, software for 2D painting and 3D animation, software for interactive story or game development, and connectivity with the internet.

It is likely that the construction of practical models, as required for the group project, will require use of the College of Architecture's Wood Shop. Details about the tools available and how to access those resources can be found here: <http://www.arch.tamu.edu/inside/services/woodshop/>

Photography of practical models will likely require access to the Visualization Laboratory's stage(s) and use of lighting and camera equipment. A safety training course is required and will be coordinated by the instructor and teaching assistant.

Grading Policy

Assessment criteria for group projects will include individual technical and artistic contributions, participation, peer assessment, and overall project success. Assessment criteria for individual projects will be based upon technical and artistic merit relative to the given criteria.

The instructor's qualitative judgment of the student's exercises, projects, and research will include such factors as preparation, conceptualization, technical application, documentation, and aesthetic effectiveness.

The instructor's qualitative judgment of the student's in-class participation will include such factors as attendance, preparation, engagement, professional demeanor, and informed contribution to discussions and critique sessions.

Projects

Student/Group will be assessed and graded at every **milestone**. There are 4 milestones and each milestone represents a different point in the Student/Group project development. Each contract must achieve certain goals and outcomes that are set during milestones. With each contract there are universal and individual goals. All goals must be reached in the timeframe that they are indicated. If a goal is not met it will result in the student/group losing points on their grade and or other penalties. These goals can only be altered at milestones or with professors consent. All contracts will need to have a website. This website will act as a journal for each student and must be kept current throughout the semester. **All websites will be counted against your participation grade.**

Universal Goals: Are goals set by the professors based on the semester and apply to tracks and or all classes.

Individual Goals: Are goals that are specific to each project and can be set by team leaders and professors. Please make sure to check with your professor if you are unsure of any goal.

First Milestone (20% of Projects Grade):

- **Prototype:** 45%
- **Meeting group-defined goals:** 15%
- **Progress Presentation:** 15%
- **Milestone Demo:** 5%
- **Website:** 10%
- **Peer Evaluation:** 10%

Second Milestone (20% of Projects Grade):

- **Prototype:** 45%
- **Meeting group-defined goals:** 15%
- **Progress Presentation:** 15%
- **Milestone Demo:** 5%
- **Website:** 10%
- **Peer Evaluation:** 10%

Third Milestone (20% of Projects Grade):

- **Prototype:** 45%
- **Meeting group-defined goals:** 15%
- **Progress Presentation:** 15%
- **Milestone Demo:** 5%
- **Website:** 10%
- **Peer Evaluation:** 10%

Fourth Milestone, Final Project (40% of Projects Grade):

- **Final Prototype:** 45%
- **Meeting group-defined goals:** 15%
- **Final Progress Presentation:** 15%
- **Final Milestone Demo:** 5%
- **Website:** 10%
- **Peer Evaluation:** 10%

Sub Contracts:

These are small contracts that are created by a professor and can only be requested by team leaders. Sub contracts are created in case a team leader needs a skill that is not present in the existing group and is essential to the development of their project. Students from other teams may be subject to subcontracts if their contributions within their group are too narrow and or if they have a skill which is in great demand.

Exercises:

There will be six exercises that students will be assigned throughout the semester that will collectively make up 30% of the final grade (5% for each exercise). Each exercise will have an accompanying defined grading policy.

A final letter grade is determined as follows:

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

Assignment Grading Practice

As an aide to understanding the method by which your assignments are evaluated, read the following carefully. The actual grading criteria will be related to these categories but will be more specific to the given assignment. The scores noted below are relative to a 100 point assignment.

F: 60 and below: The student work is unresolved; the intentions are unclear and major criteria or goals lack resolution; Presentation is incomplete and/or of poor quality; There is a complete lack of problem solving intent, artistic content and/or visual merit.

D: 60 - 69: The work has problems in two or more major areas; Skill and problem development is marginal or incomplete; The project lacks imagination and/or design/artistic potential.

C: 70 – 79: The student has completed the basic assignment, but the work lacks depth of understanding; Some aspects are not completely satisfied and the work contains little promise even though most issues have been addressed.

B: 80 – 89: The student work shows imagination and potential; Presentation and visual content is good; The assignment requirements are fulfilled but in need of more refinement or development; There are no major issues that would require a total redesign of the project.

A: 90 – 100: The student work has imagination and the response to the assignment show understanding and thought; The work is highly developed and well presented; The entire project shows depth and breadth and is well coordinated; The project potential has been achieved.

Class Participation Grading Practice

As an aide to understanding the method by which your class **participation** is evaluated, read the following carefully. The actual grading criteria will be related to these categories but will be more specific to the given topic. The scores noted below are relative to a 100 point total.

F: 60 and below: The student is consistently absent or significantly late to class; is rarely prepared for class; is rarely a willing participant or responsive to questions; consistently exhibits unprofessional and/or disruptive behavior; offers virtually no considered opinions, researched information, or constructive criticism.

D: 60 - 69: The student is frequently absent or significantly late to class; is only occasionally prepared for class; is only occasionally a willing participant or responsive to questions; frequently exhibits unprofessional and/or disruptive behavior; only infrequently offers considered opinions, researched information, and constructive criticism.

C: 70 – 79: The student is occasionally absent or significantly late to class; is inconsistently prepared for class; is sometimes a willing participant and responsive to questions; infrequently exhibits unprofessional and/or disruptive behavior; inconsistently offers considered opinions, researched information, and constructive criticism.

B: 80 – 89: The student is rarely absent or significantly late to class; is consistently prepared for class; is frequently a willing participant and responsive to questions; almost never exhibits unprofessional and/or disruptive behavior; usually offers considered opinions, researched information, and constructive criticism.

A: 90 – 100: The student is never absent without excuse or significantly late to class; is always very well prepared for class; is always a willing participant and responsive to questions; never exhibits unprofessional and/or disruptive behavior; always offers considered opinions, researched information, and constructive criticism.

Course Topics, Calendar of Activities, Major Assignment Dates

(All information below is subject to change)

Weeks	Dates	Due dates	Assignments	Talks, Lectures
Week - 1	Jan 27 Jan 29	Course Overview Syllabi, improv	T- improv R- BrainStorming	Track Breakdowns
Week - 2	Feb 3 Feb 5	Individual Pitches	T - Pitches R- studio exercises 1	Talk: Pitches Lecture: Story
Week - 3	Feb 10 Feb 12	First Milestone Final Pitch due	T - Pitches Cont R - Pitch to class	Set up website to help pitch
Week - 4	Feb 17 Feb 19	Work on Teams First Draft Contracts Due	T - Form Tracks & Contracts R - Scope Planning	Lecture: Asset M Foundations in Front End and Back End Work
Week - 5	Feb 24 Feb 26	Contracts Due	T - exercises 2 R- studio	Changes to website based on Team and scope

Week - 6	Mar 3 Mar 5	Production Implementation	T - exercises 3 R - studio	Lecture: Composition
Week - 7	Mar 10 Mar 12	Second Milestone First Draft Due	T - exercises 4 R - studio	lecture: Color
Week - 8	Mar 17 Mar 19	Refining Technique Application	T - Spring Break R - Spring Break	
Week - 9	Mar 24 Mar 26		T - studio R - exercises 5	Lecture: Animation
Week - 10	Mar 31 Apr 2	Third Milestone	T - studio R - studio	
Week - 11	Apr 7 Apr 9	Production	T- exercises 6 R- studio	Lecture: lighting
Week - 12	Apr 14 Apr 16		T- studio R- studio	
Week - 13	Apr 21 Apr 23	Final Production & Details	T- studio R- studio	
Week - 14	Apr 28 Apr 30	Final Projects Due	Final Grades due on May 13	Last class is MAY 5th

Americans with Disabilities Act (ADA)

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 contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit <http://disability.tamu.edu>

Academic Integrity

For additional information please visit: <http://www.tamu.edu/aggiehonor>

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”

Defacement of Property

"It is unlawful for any person to damage or deface any of the buildings, statues, monuments, trees, shrubs, grasses, or flowers on the grounds of any state institutions of higher education (Texas Education Code Section 51.204)"

The words damage or deface refer specifically to any and all actions, whether direct or indirect, that either diminish the value or mar the appearance of the physical environment.