Research is formalized curiosity. It is poking and prying with a purpose.

—Zora Neale Hurston

Graphic Design Capstone 3 is the third in the senior capstone sequence of classes where you chose an area of personal interest and develop a yearlong in-depth project. The purpose of GD427 is to create a self-directed environment that allows for the final design and development of the project. Consider this class the laboratory “making” component in which you will done or more of the following; build, prototype, code, animate, write, in response to the written research.

Your senior capstone project will be shown at the campus graphic design senior show in June and the Portland graphic design show.
Class Structure: First, and foremost, this class will be a self-directed experience. You will be in charge of all research experiments, their outcomes, presentation (both verbal & visual) final reflective document book and project.

This class should be considered a project based studio. There will be a minimum of THREE experiments and reflections for this class, which will be presented with your work from fall and winter term in the form of a neatly designed process book.

As part of the nature of this class, you will be required to present your findings to the entire class TWICE during the course—once at mid-term, as a check-in point to show your ‘findings’ (experiment results) and a final time in week 9, wherein you will present your final project for feedback. These presentations should be considered vital to this process and as such should be well organized and articulated.

As part of this environment, this class will mainly meet in small groups or in individual meetings. The individual meetings will take place in my office. (see schedule)

Collaborations are allowed as part of the capstone experience, but the resultant work must have individual components that can be assessed and graded. The work you do within the collaboration should also somehow relate to YOUR own personal thesis work. Projects not conforming to these parameters will not be allowed.

Required textbook:
Design Research: Investigation for successful creative solutions by Neil Leonard and Gavin Ambrose

{Optional but highly recommended texts}
• Never Sleep: Graduating to Graphic Design by Andre Andreev and Dan Covert www.neversleep.com
• Design Studies: Theory & Research in Graphic Design by Audrey Bennett
• How to be a graphic designer without losing your soul by Adrian Shaughnessy

Deliverables (a total of 100 points can be achieved in this course)
(Note: This list of deliverables is subject to change)

Week 1> Project strategy/research diagram (5 points)
Week 2> Experiment 1 (10 points)
Week 3> Experiment 2 (10 points)
Week 4> Experiment 3 (10 points)
Week 5> Present findings (10 points)
Weeks 6-9> Design of project & process book (45 points)
Week 10 Final presentation of work at OSU senior show (10 points)
### The Schedule: when to do what

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Event</th>
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<tbody>
<tr>
<td>01</td>
<td>Introduction + syllabus</td>
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<tr>
<td>01</td>
<td>Full class: work on research plans in class</td>
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<td>02</td>
<td>SM groups</td>
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<td>02</td>
<td>Individual Meetings</td>
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<tr>
<td>03</td>
<td>Organize Experiment 2</td>
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<td>Individual Meetings</td>
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<td>05</td>
<td>Mid-term</td>
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<td>05</td>
<td>FIELD TRIP</td>
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<td>06</td>
<td>Full class/ in class review of projects</td>
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<td>06</td>
<td>Individual Meetings</td>
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<td>07</td>
<td>SM groups</td>
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<td>07</td>
<td>Individual Meetings</td>
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<td>08</td>
<td>SM groups</td>
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<td>08</td>
<td>Individual Meetings</td>
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<tr>
<td>09</td>
<td>Full class presentations of final projects (for feedback)</td>
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<td>09</td>
<td>Full class presentations of final projects (for feedback)</td>
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<td>10</td>
<td>Individual Meetings</td>
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<tr>
<td>11</td>
<td>OSU Senior Show: Location TBA</td>
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<td>11</td>
<td>Portland Show</td>
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**Class Structure**

As you can see, this class is very different from other studio course. The class is set up in such a way, as to give you more time to work on your project and more individual meeting time with me.

It is important that you are punctual for both your small group meetings and your individual meeting time. You cannot come to another group, but you can switch a spot with another if you need to, (do not make a habit of it :) If you are late, you will have less time to present and get feedback.

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**SMGroup (Milam 337)**

**Individual Mtg (Milam 31B)**

**Full Class Presentations (Room TBA)**

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**Finals week (June 10-14)** Use this week to document/photograph your senior thesis project. You will need to send me a PDF of your project. (details to come)
Absences — Your are allowed 2 absences without penalty. Your class grade drops one full grade on the 3rd absence and you fail the class on the 4th. (exception: Doctor’s excuse or emergency)

Note the 2 absences are to accommodate routine illness, and NOT to be used for interviews, work related issues or travel from a long weekend.

Be Prepared. Students are to be prepared at the start of each class with assigned work. Deadlines must be met. Failure to meet any class deadline will result in grade reductions. One letter grade will be deducted for each class time an assignment is late, unless prior arrangements have been made. All studio courses are an exercise in time management techniques. Make sure you are actively developing your time management skills.

A Mastery {Leadership and going beyond} The fundamental characteristic of this level of student work is that it is ABOVE AND BEYOND the expected year level and demonstrates formal and conceptual qualities that could be expected in the NEXT year level work. This means that along with a highly accelerated outcome, which is exceptional and very rare, the student has displayed a masterful level of understanding and utilizing concepts and processes within the scope of the project (or the class as a whole). This would specifically include the ability to deftly articulate ideas in critiques, an energetic and creative inclusion of feedback, and professionalism in all aspects of presentation and conduct. The insight and self-motivation that drives this kind of work often goes beyond the stated parameters of a project and sets the high water mark of achievement in the class—thereby inspiring an overall higher level of work for the group.

B Advancement {Focused and controlled Progress} The fundamental characteristics of this level of student work is that it is ADVANCED (ie: forward and upward progress; conscious and purposefully improvement) within the year level of work. This means that the work demonstrates a cohesive understanding and control of the formal and conceptual qualities and methods presented in the project (or class as a whole). This would specifically include the ability to clearly articulate ideas in critiques, effectively incorporate feedback, and demonstrate professionalism in most aspects of presentation and conduct. The extra effort and positive, collaborative attitude that marks this level of work solidly embraces the momentum of personal growth and group dynamics that are core goals of the curriculum.

C Competency {Acceptable, but Unremarkable} The fundamental characteristic of this level of student work is that it is COMPETENT (ie. that which answers the requirements; sufficient; within but not exceeding expectations) within the year level of work. This means that work demonstrates an engagement with, and grasp of, formal and conceptual qualities presented in the project (or the class as a whole), but is lacking the level of cohesion and focus evident in higher level work. While showing earnest progress the work may also demonstrate elements of inconsistency and lack of control in formal and/or conceptual issues that clearly leave room for improvement. This level of work would specifically include the ability to articulate ideas and incorporate feedback, (though a grade at this level usually indicates some gaps in either articulation, consideration and/or engagement with critical input), along with a clear attempt at professionalism in many aspects of presentation and conduct. It is evident that positive progress and sincere, well directed effort is being made on both the personal and collaborative levels and all the conditions for further progress are clearly in place.

D Below Average The student’s achievement is below average in quality and/or quantity. The student’s response to criticism, professional conduct, and participation in critique is below acceptable standards or reflects an indifferent attitude. The student’s work reflects an inability to satisfactorily communicate and execute ideas. The student’s pattern of attendance may be unsatisfactory.
SDHE and University Policies

The College of Business strives to create an affirming climate for all students including underrepresented and marginalized individuals and groups. Diversity encompasses differences in age, color, ethnicity, national origin, gender, physical or mental ability, religion, socioeconomic background, veteran status, sexual orientation, and marginalized groups. We believe diversity is the synergy, connection, acceptance, and mutual learning fostered by the interaction of different human characteristics.

Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see me immediately so that we can make alternative arrangements.

Student Support Services

Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our Getting Started with DAS page. http://ds.oregonstate.edu/gettingstarted

Students who have family responsibilities and those for whom English is not a primary language are especially invited to make the instructor aware of their status at the beginning of the term. If an emergency situation presents itself during the term, please contact the instructor as soon as possible so that we can work together to ensure that you have every opportunity to succeed.

Student Conduct/COB Standards and Policies

You are expected to be honest and ethical in your academic work. Academic dishonesty is subject to the disciplinary process outlined in the Student Conduct Regulations. OSU provides clear definition and sanctions for academic dishonesty. I follow these guidelines in defining and handling dishonest behavior in this class. As a result, academic dishonesty of any kind is not tolerated. Students are expected to be honest and ethical in their academic work.

Academic dishonesty is defined as an intentional act of deception in one of the following areas: cheating, plagiarism, fabrication, assisting, and tampering. For suspected academic dishonesty, a meeting with the student will take place and a formal report to the Chair of the Department, to the student's Dean, and to the Student Conduct Office may follow. Students found cheating, plagiarizing, or participating in any form of academic dishonesty may receive an “F” or other penalty on the assignment or test, and possibly in the course. All cases of suspected academic dishonesty will be handled in strict accordance with University and College Policies. Please refer to the OSU Office of Student Conduct website for more information http://studentlife.oregonstate.edu/studentconduct/offenses-0.

Students are expected to be familiar with College of Business policies: http://business.oregonstate.edu/main/academic-policies-and-standards.

College of Business: Code of Honor

The College of Business Code of Honor can be found here: http://business.oregonstate.edu/feature-story/college-business-code-honor