COURSE NAME: Graphic Design Capstone 1

FACULTY: Christine Gallagher / Graphic Design Instructor
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COURSE NUMBER: GD426

CLASS SIZE CAP: 25 students (the GD Professional Program senior cohort)

COURSE CREDIT: 3 credits
This is the first class in the senior Capstone Project sequence. This is a studio course that meets two hours, twice a week.

PRE-REQUISITES: Senior standing in the graphic design professional cohort

COURSE DESCRIPTION
The senior graphic design capstone sequence takes place over two terms of the senior year. Capstone 1 (winter term) involves research/writing and conducting research experiments. Capstone 2 (spring term) involves responding to the findings through the prototyping and creation of a visual project.

This is a rigorous course, and it is expected that you will spend a minimum of 6 hours outside of class each week working on assignment. (2 hours per credit hour).

COURSE CONTENT
You will further your knowledge of your senior research capstone topic by diving further into research methods. You will be expected to develop a set of research experiments, covering a broad spectrum of research methods, which will lead you to better understand your user and target audience. You will examine the findings from your experiments and based on your findings, develop a plan for the creation of your final visual project in the spring term.

Textbooks: Design Research by Neil Leonard and Gavin Ambrose

Weeks 1-5: Conducting Research: Formative Methods
You will begin the class with learning the basics of formative research to help inform and guide the capstone project. These include primary, secondary and tertiary research in the form of:
- literature reviews
- trend forecasting
- video ethnography
- surveys/questionnaires

Students will learn key types of research methodologies using both quantitative and qualitative research methods. These include:
- audience research
- market research
- field-based research
- process-based research
- visual research/experimentation

Weeks 6-10: Understanding and Using the findings (summative research)
In the second half of the term, you will review your findings and learn how to categorize, synthesize and analyze the results, in order to better understand the type of visual solution needed.
Due Finals Week:
Research methods process book due
Oral presentations (10 minutes each)

Course Learning Outcomes:
• Apply 5 research methodologies to your capstone topic
  (choose those most applicable to your topic)
• Analyze your research findings in order to draw specific conclusions
• Communicate your methods and findings through development of a process book
• Develop and present a digital presentation of your research methods and findings
• Define your final project phase for the spring term through a one page brief

COURSE EVALUATION

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research method 1 (experiment 1)</td>
<td>10 points</td>
</tr>
<tr>
<td>Research method 2 (experiment 2)</td>
<td>10 points</td>
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<tr>
<td>Research method 3 (experiment 3)</td>
<td>10 points</td>
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<tr>
<td>Research method 4 (experiment 4)</td>
<td>10 points</td>
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<tr>
<td>Research method 5 (experiment 5)</td>
<td>10 points</td>
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<tr>
<td>Research process book</td>
<td>30 points</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>20 points</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>100 points</strong></td>
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</tbody>
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WEEK 1
Introduction: Conducting Research
Formative Methods

WEEK 2
Formative Methods:
Reading TBA

WEEK 3
Formative Methods:
Reading TBA

WEEK 4
Formative Methods
Reading TBA

WEEK 5
Formative Methods
Reading TBA

WEEK 6
Understanding and Using Findings
Design Research, chapter 5

WEEK 7
Summative Methods

WEEK 8
Summative Methods

WEEK 9
Summative Methods

WEEK 10
Work Week

FINALS WEEK: Final Research Presentations and Process Book Due
SDHE and University Policies

Diversity Statement
The College of Liberal Arts 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.

Religious Holidays
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.

Statement Regarding Students with Disabilities
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Family and Personal Issues Statement
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.

Honesty in 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. If you have any questions about the definition of academic dishonesty or the extent of sanctions that may result from dishonest behavior, it is important to access information on the OSU student Conduct Website at http://studentlife.oregonstate.edu/studentconduct/offenses-0

Visual plagiarism is as dishonest as verbal plagiarism and it is dishonest to look at work online or in books and publications and copy it. This will be discussed in the first class lecture. Here is a link to help in understanding: http://prezi.com/vzpa2bgylj_r/visual-plagiarism-for-art-students/