

## 500C Graphic Design Graduate Seminar

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Office Hours: Monday 11AM to 1PM, <sup>[11]</sup><sub>[SEP]</sub>  
Tuesday 11AM to 12N  
By appointment: Tuesday 12N to 1PM

### Course Description

Directed preparatory written and visual research for the thesis document within Graphic Design. Course work shall be taken with either the chair or a member of the individual graduate student's committee.

**Prerequisites:** Graphic Design MFA graduate student.

### Course Objectives

*The objectives of this course are as follows:*

1. To develop a *thesis statement*-- Students will learn to develop a statement that tells the reader the significance of the subject matter and that forms an hypothesis.
2. To develop a *justification statement*-- Students will learn to develop and determine the significance of the project relative to their field of study.
3. To develop *delimitations*-- Students will learn to develop and determine what the thesis project is not about.
4. To develop *antecedents*— Students will learn to determine what led up to and influenced the development of their thesis topic.
5. To develop *precedents*-- Students will learn to establish a list of relevant published research materials (books, journals, magazines, online resources, other theses, works of art, and the like) that are similar in some way to the topic.
6. To develop *methodology*-- Students will learn to establish the methods, rules, and principles required to govern their topic.
7. To develop process-- Students will learn to demonstrate/describe a series of actions and/or operations that produce the final outcome, including any interconnected and macro/micro relationships.
8. To develop *further directions*-- Students will learn to indicate various directions in which the thesis topic could be altered to produce future research including publication.
9. To develop a proper *citation style*-- Students will learn to demonstrate how to properly cite resources that have influenced their research in the development of their thesis topic.
10. To develop a *glossary*-- Students will learn to develop a list of terminology specific to their topic.
11. To develop a *bibliography*-- Students will learn to establish a bibliography engendered by their research efforts suitable <sup>[11]</sup><sub>[SEP]</sub>to the topic.
12. To develop *visual experimentation/exploration*-- Students will learn to demonstrate the ability to visually utilize the above outline to engender works of art that formulate their basic hypothesis.
13. To develop *visual presentation skills*-- Students will learn to demonstrate the ability to use the above outline to give oral/visual presentations on their thesis topic.

## Student Accomplishments

*Students completing this course successfully will be expected to:*

1. Demonstrate how a *thesis statement* is developed and written
2. Demonstrate how a *justification statement* for a thesis is developed and written
3. Demonstrate how *delimitations* play a role in defining outcome
4. Demonstrate how *antecedents* play a role in defining outcome
5. Demonstrate how *precedents* play a role in defining outcome
6. Demonstrate how *methodology* is used within critical thinking
7. Demonstrate how *process* is used within critical thinking
8. Demonstrate how *further directions* of research can be utilized
9. Demonstrate how proper *citation styles* are used
10. Demonstrate a *glossary* of research terminology
11. Demonstrate a research *bibliography*
12. Demonstrate how *visual experimentation/exploration* is suited for the topic
13. Demonstrate *visual presentation skills*

## Criteria for Evaluation

The grade in this course will be determined by performance in two categories: **Process** and **Realization**, each category representing 50% of the final grade. Individual component grades as well as the final grade will be determined by performance over the entire semester.

As a guide, the following information is offered to help students clarify and understand faculty expectations, 10 representing excellence (a grade of an “A”). The designation of +/- will not be applied in this course.

**Process: (50%)** *The continuous effort put forth by a student by written documentation and oral/visual presentations*

Thesis Statement	1 to 10
Justification Statement	1 to 10
Delimitations	1 to 10
Antecedents	1 to 10
Precedents	1 to 10
Methodology	1 to 10
Process	1 to 10
Further Directions	1 to 10
Citation Style	1 to 10
Glossary	1 to 10
Bibliography	1 to 10
Visual Experimentation/Exploration	1 to 10
Oral/Visual Presentation	1 to 10

**Realization: (50%)** *The final product*

Thesis Statement	1 to 10
Justification Statement	1 to 10
Delimitations	1 to 10
Antecedents	1 to 10
Precedents	1 to 10
Methodology	1 to 10
Process	1 to 10
Further Directions	1 to 10
Citation Style	1 to 10

Glossary	1 to 10
Bibliography	1 to 10
Visual Experimentation/Exploration	1 to 10
Oral/Visual Presentation	1 to 10

### **Attendance Policy**

For this course there is a mandatory attendance policy. Without an authorized excuse (see student handbook), an automatic deduction of one point from the applicable categories shall be applied for each unauthorized absence. See timetable below. There is no makeup policy for this course. Faculty expects students to present and get their work in on time. Any student exhibiting academic dishonesty will receive a nonpassing grade (see academic integrity UPS 300.021). This class conforms to the academic dishonesty policy.

### **Class Assignment**

#### *Stage One Assessment, Rough Draft of Outline*

The rough draft should focus primarily on concepts for possible topics, hypotheses of how these concepts relate to each other (this can include seemingly unrelated events or fields of study), and their articulation. The rough draft is read by both the chair and member of the individual graduate student's committee and returned with comment. It is expected that the student pursue additional research in preparation for stage two. A written outline shall be placed in appropriate faculty mailboxes one week before the established meeting.

#### *Stage Two Assessment, First Draft of Outline*

The first draft is given by the student as an informal visual presentation to both the chair and members of the graduate student's committee, and is as perfect as the student can make it in the expression of ideas -- visually, orally, and written. At the conclusion of the presentation, and in consultation with the student, suggestions and/or written comments are given. If approved to stage three, it is expected that the student pursue additional research in preparation for the second draft. If not, the student shall use remedial resources so that the faculty can read for content. A written outline shall be placed in appropriate faculty mailboxes one week before the established meeting.

#### *Stage Three Assessment, Second Draft of Outline*

The second draft is given by the student as an informal visual presentation to both the chair and members of the graduate student's committee, and is refined in the expression of visual, oral, and written ideas. At the conclusion of the presentation, and in consultation with the student, suggestions and/or written comments are given. If approved to stage four, it is expected that the student pursue additional research in preparation for the final outline. If not, the student shall use remedial resources so that the faculty can read for content. A written outline shall be placed in appropriate faculty mailboxes one week before the established meeting.

#### *Stage Four Assessment, Final Outline of Outline*

The final outline is given by the student as a formal visual presentation to both the chair and members of the graduate student's committee. Final evaluation will be based on the visual, oral, and written articulation of the final extended outline. The written outline shall be placed in appropriate faculty mailboxes one week before the established meeting.

### **Timetable**

*Weeks 1 through 3*

*Students will develop a rough draft of the extended outline. Graduate faculty will conduct classroom discussions articulating objectives of the extended outline (a handout will be given to expedite discussion and what constitutes a rough visual and written draft) and assign readings for the development of the thesis statement and outline as a whole. (For each reading, a written synopsis of the pertinent information related to topic is required. This includes properly citing research material for future reference.) When necessary the faculty will give demonstrations of pertinent information relative to the student topic. The faculty review of the rough draft is completed at the end of the third week.*

#### *Weeks 4 through 7*

*Based on rough draft faculty comments, class discussions including the preparation for oral and visual presentations, reading assignments, and directed research on student-selected topic/s both visual and written, will be given for preparation of first draft. The faculty review of the first draft is completed at the end of the 11<sup>th</sup> week.*

#### *Weeks 8 through 11*

*Based on the first draft and faculty comments, class discussions and evaluation including the preparation for oral and visual presentations, reading assignments, and directed research on student-selected topic/s, both visual and written, will be given for preparation of second draft. The faculty review of the second draft is completed at the end of the 11<sup>th</sup> week.*

#### *Weeks 12 through 14*

*Based on the second draft and faculty comment, class discussions and evaluation including the preparation for oral and visual presentations, reading assignments, and directed research on student-selected topic/s both visual and written, will be given for preparation of the final outline. The faculty review of the final draft is completed at the end of the 14<sup>th</sup> week.*

#### *Week 15*

*All research material developed for the extended outline (regardless if it is used or not) will be designed/layout into process notebooks so that the faculty can assess both the overall project and the inherent macro/micro relationships found within the extended outline. Process notebooks shall be divided into the following:*

- 1. Thesis Statement, Justification, and Delimitations*
- 2. Antecedents, Precedents, Citation Style, and Bibliography*
- 3. Methodology, Process, Visual Experimentation/Exploration, and Glossary*
- 4. Further /Directions*

### **Rights for Special Needs Students**

The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 are major pieces of federal legislation that prohibit discrimination against persons with disabilities. The Rehabilitation Act states that:

... no otherwise qualified handicapped person shall on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic ... or other postsecondary education program receiving federal financial assistance.

Under these laws, a qualified person with a disability is defined as "one who meets the academic and technical standards requisite to admission or participation in the ... educational program or activity." They specify that individuals with hidden disabilities (psychological and learning disabilities) have the same legal entitlements as adults with physical or sensory disabilities. Section 504 of the Act prohibits

discrimination on the basis of handicap against persons in programs or activities receiving or benefiting from federal assistance. Thus, in a university setting, Section 504 mandates "reasonable accommodation" for students with learning and psychological disabilities via such methods as taped textbooks and alternative testing arrangements in the same way that it mandates curb cuts and ramped entrances to classroom buildings for students with physical disabilities or sign language interpreters for students who are deaf.

Serving Students at CSUF California State University, Fullerton is a public institution of higher education that receives federal assistance. Thus, the faculty, staff and administrators of CSUF are legally bound to prohibit discrimination in the recruitment process, the admissions process and the educational process of students with disabilities. Students with documented disabilities are entitled to receive approved modifications, academic accommodations or auxiliary aids, which will enable them to participate in and benefit from all educational programs and activities on the CSUF campus.

For more information or needs please contact the Disabled Student Service Office at [www.fullerton.edu/disabledservices/](http://www.fullerton.edu/disabledservices/) or

University Hall 101  
Phone: (657) 278-3117  
TDD: (657) 278-2786  
PO Box 6830  
Fullerton, CA 92834-6830  
FAX: (657) 278-2408  
Hours of Operation: 8:00 AM - 6:00 PM Monday - Thursday  
8:00 AM - 5:00 PM Friday  
Summer Hours: 8:00 AM - 5:00 PM Mon.-Fri.

### **Final Examination Date**

### **Textbook and Materials List**

*A Manual for Writers of Term Papers, Theses, and Dissertations (newest edition), by Kate L. Turabian*