

Thinking Visually / Senior Capstone
CAP4800

Purchase College, Fall 2017

Monday/Hybrid 60% online, 40% in person

Classes begin 8/28, end 12/11

In-person sessions: 8/28, 9/11, 9/25, 10/16, 10/30, 11/13, 12/11 and are held in Library 1004B.

Professor Judith Dupré

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Note: Syllabus subject to change pending class composition and needs. If you have questions, always refer first to the course Moodle page. 4/3/17

Course Description

Two simple yet powerful questions—What do you want to say? And is that best expressed in pictures, words, or both?—form the basis of this course. Students acquire skills across a variety of social, digital, and analog media that hone their ability to effectively present imagery and text in tandem. This course will be particularly valuable for students who are pursuing careers in communications, publishing, nonfiction, art history, visual art, and photography/film. Assignments include prepared participation, readings, quizzes, and a class presentation. The course culminates in a final project, which can be a research paper, community presentation, website, or a visual portfolio. Every project will be supported by scholarly research and documentation.

The capstone takes place over one-semester and requires students to conceptualize a project that demonstrates their ability to synthesize coursework in their area of study. Each unique project will stem from a literature review or community-needs analysis, and be accomplished through empirical, field-based research on or off-campus. Required for all liberal studies students.

Learning Outcomes:

1. The ability to articulate and communicate clearly in written and spoken forms.
2. The ability to analyze different arts forms critically.
3. Research skills, including the ability to analyze and synthesize information.
4. The ability to think critically, independently, and creatively.
5. Core knowledge of the field of specialization and related concepts, theories and ideas.
6. An understanding of visual literacy and the power of images.

Assessment

Assessment of learning outcomes is an important way to ensure that all degree programs are providing students the knowledge, skills and competencies they need to successfully complete their degrees. This is distinct from the grade one receives on a particular assignment or for a course.

Therefore, your final paper/project will be collected, de-identified, and assessed with a rubric used by outside assessors (not your instructor) to see how well it meets the program learning

outcomes. This is going to be completed after the end of the semester and will have no bearing on your grade for the course or the final project.

Readings and Assignments: before course begins

- Site Scavenger Hunt
- Purchase and begin reading Zinsser
- A Day in Your Life: Using your phone, take 8-10 photos that tell the story of your typical day. Submit images chronologically and as a PDF. You will present this PDF to your classmates at our first class as an introduction to you and your interests.

GRADING *

Attendance	10
Participation	5
Quizzes	25
Research Report	5
Capstone Components	25
Final Project	20

** Bonus assignments are provided*

Overview: First Session

Introductions. Presentation of course themes, objectives, and assignments. Syllabus review. Blue-sky discussion of final project possibilities (e.g., design a full-scale typographic poster; write and illustrate a graphic novelette of 30 pages; write a biography; design and write a guide to veganism; create a substantial work of art).

Readings and Assignments:

- In-class group exercise: See and share: Examine a photo from the *New York Times* weekly column, “What is going on in this picture?” and share what you see. On the following Friday, access the NYT to learn the image’s backstory.
- Introductions: A Day in Your Life
- Zinsser: Part I, pp 3-38
- Sign-up for one-on-one conferences that begin week of Feb. 8

Session 2: One-on-one meetings with instructor

Beginning this week, each student will speak with me to discuss your Capstone project and how it relates to your post-graduation plans. Come prepared with written notes and questions about your final project. Each session will last approximately 15-30 minutes. At the end of this session, you will have determined (or narrowed down) the parameters of your final project, and how you will accomplish it.

Readings and Assignments:

- Read: Creating a Working Outline
- Submit an outline of steps, including Research Methodology and Data Collection, that you will take to accomplish final project

Session 3: Conducting and Incorporating Visual and Textual Research

Research session with SUNY Purchase librarian. Scholarly vs. popular sources. Finding information at the library. Accessing and using library online databases. Imagery: where to acquire, how to format, and how to cite. Visiting artist: Will visit class and discuss how to effectively communicate and document visual projects.

Readings and Assignments:

- Review Citing and Labeling Imagery to format imagery in MLA format.
- Select and view one of the many Ken Burns' documentaries available via the Purchase Library's [Academic Video Online](#) database; choose one that most closely relates to the subject, era, or location of your final project. Identify film title and year made, prepare and submit a list of at least 8 different kinds of textual and visual materials referenced in the film.

Session 4: Presenting textual and visual research

Guidelines for research papers. Guidelines for visual projects. Using Mahara.

Research Reports: What they are and how to use them in your final Capstone paper/project

Review a Sample Research Capstone submission in MLA format

Review a Sample Visual Capstone submission in MLA format

Class presentations #1: Prepare and present a brief (10-minute) presentation of your project.

Readings and Assignments:

- Create a custom rubric that establishes the criteria for excellence for projects like yours.
- Identify and read two research articles for your Capstone topic.
- Write a 2-page report on a scholarly article, following format of Sample Research Report.
- Zinsser: Part II, pp 49-68
- Submit one (or more, pending project) image that relates to your Capstone. Image can be drawn from any source, including newspapers, journal articles, art exhibitions, or films.

Session 5: Thinking Critically

Identifying gaps in your project; revising and expanding your Capstone project. Class presentations #2

Readings and Assignments:

- First Draft / Working Sketches of Capstone Project is due.
- Citations and Punctuation Quiz
- Submit a 250-word review of a book, graphic novel, exhibition, film, or artist profile
- Write and post a 2-page Research Report on a scholarly article, following format of Sample Research Report.

Session 6: Documentation and Submission

Using Turnitin. Titling your project. Documenting your visual project. Project Page guide and directions.

Readings and Assignments:

- Compile a final Works Cited page
- Write a brief (200-word) description (abstract) of your final paper/project and upload to your Project Page. For more information, see <http://writingcenter.unc.edu/handouts/abstracts/>
- Submit Project Page components

Final Celebration!

- Course evaluations
- Briefly present your final project. Examples: You may display artworks or present a PowerPoint for projects that cannot be brought into the classroom (e.g., a sculpture installation), show your website, or read aloud 2 pages from your research paper.
- Bring something delicious for the party (Potluck Sign-up)
- Kick up your heels! You're done!

Required text and readings:

Zinsser, William. *On Writing Well, 30th Anniversary Edition: The Classic Guide to Writing Nonfiction* [Paperback]. ISBN-10: 0060891548, ISBN-13: 978-0060891541 Read this book in its entirety; doing so will improve your writing skills for the rest of your life.

Additional readings will be available on Moodle or from the SUNY Purchase Library.

Additional readings (in progress)

Marita Sturken and Lisa Cartwright. *Practices of Looking: An Introduction to Visual Culture*. Oxford University Press, 2001.

John Berger. *Ways of Seeing*. Penguin Books, 1977.

Gillian Rose, *Visual Methodologies: An Introduction to Researching with Visual Materials*, SAGE Publications Ltd; Third Edition edition, December 6, 2011.

Online resources (in progress)

[Library of Congress Prints & Photographs Online Catalog](#)

[New York Times: Reading and Writing Culture Reviews](#)

[Metropolitan Museum of Art Online Records](#)

The [George Eastman Museum](#), a searchable database of more than 250,000 objects from its world-class collections, particularly photography.