

ART 3030: Digital Communication For Art And Creative Entrepreneurship Fall 2025

Instructor Kyla Crawford

Pronouns: she/her

Office Hours: by appointment

Email: kyla.crawford@unt.edu

Course Format: A Hybrid course via UNT Canvas and In-person

Location: CVAD room 338

Time: MW 3:30 - 5:50pm

COURSE DESCRIPTION

Digital Communication for Art and Creative Entrepreneurship is a 3 credit hour course. It is an intensive investigation in the conceptual, technical and practical uses of digital tools for communication and promotion in the art and design fields. Students learn a diversity of techniques applied in art studio practice, social media practice, arts administration, design management, museology, and the creative economy at large using digital applications, computer programs and technology. Focuses on the creation of various digital products for arts promotion and entrepreneurship using applications in Adobe Creative Cloud, social media, and existing web-based platforms.

Prerequisite(s): ART 1600, ART 1700, ART 1800, ART 1900 and ART 2020 with a grade of C or better, or consent of instructor.

COURSE STRUCTURE

This hybrid course takes place online via Canvas and in-person around once a week. Our in-person meetings are indicated on the semester calendar in the syllabus. The online content is mostly asynchronous and the classroom and your instructor will be available during our secluded class time. There are 15 weeks of content that you will move through, I will open up a new module each week. This is a project-based course, there are no tests. Each module has a discussion section and project section.

Students are expected to review content (including readings, instructions, videos, etc.) and prepare independently for assignments while reaching out to each other and the professor for questions and feedback. Because our course has students with a diverse body of knowledge and skill-level in the arts, design, and media, students should expect to spend time viewing video tutorials, reading information posted on Canvas and to engage in independent online research and studio time to complete assignments. If a student feels more advanced they can pursue a project that is more ambitious while also considering the time commitment that will be required to complete the project.

COURSE CANVAS & ANNOUNCEMENTS

Please make sure to regularly check and turn-on notifications for the course Canvas, especially the announcements as that is how updates and new information is shared. It is the students responsibility to review and stay up to date with the course online. Make sure you check assignment comments on a computer with a canvas supported browser, because the phone

App does not show in document notations and comments.

QUESTIONS, STAYING IN THE LOOP & GROUP DISCUSSION BOARD Please stay in contact and keep up with the course canvas. Reach out as needed and use the open discussion board for more general class/project questions. It is an open discussion board for the course and an excellent resource (feel free to let me know via message/email if you post there too). You are welcome to ask or add anything that you think would benefit others or the course overall. Your shared questions will also benefit other students in the course, please share them (and feel free to respond to others). Please try to ask questions before an assignment deadline. The more time given, the better support you will be able to receive.

I also recommend you share contact information with at least 3 classmates, so that you may reach out to them with questions and/or to share feedback and resources.

INSTRUCTOR CONTACT AND RESPONSIBILITIES

Students are encouraged to ask questions about the course and to reach out when needed. Please email me as soon as possible if you need assistance, additional support or resources during the semester.

Please contact me via Canvas or email. I respond to messages and emails usually within 24 hours Monday through Friday. I value your time, growth and effort and do my best to complete grading promptly, usually within one week of the deadline. If there is more time needed than normal, I will let you know as soon as possible about the delay. If work is submitted for a late grade (see below) or as a revision, the turn-around is longer. All grades will be fully updated and shared for Midterms and Finals.

Drop-in Zoom/office hours and bi-weekly one on one meetings are a resource and time for you to reach out, ask questions and meet for support in the course. Please don't hesitate to reach out if you need a different time to meet.

TIME EXPECTATION & CREDIT HOURS

This is a 3 credit hour art course at CVAD, please expect to spend 6-12 hours/week on this class (*in-person sections meet for ~6 hours/week, with 3-6+ hours/wk for outside of class work*). Please note that the time requirement varies across the semester, but an average of 6 hours a week is the minimum expected to receive credit for the course.

AI & ORIGINALITY

We will be using AI in this course and exploring its impact on marketing, writing, art, design and other creative fields. I am excited to explore this with you all, but there are significant conflicts and inherent contradictions/complications when using AI in academic and creative environments. All submitted **content, assignments and projects must be fully original unless given credit** and correctly cited. **Use of AI must be cited/noted, even when work uses AI as a starting format for revisions. When using AI students are required to provide prompts used during creation and citation, citation/notation is required by the University. AI can be an excellent tool and resource, but there needs to be an acknowledgement of its use and impact**

on/in/for your work/project/product, etc. Acknowledgement and correct citation/accreditation of AI usage also emphasizes and differentiates the labor and creativity of your manual digital creations, works and designs. Plagiarism will not be accepted (see also UNT Academic Integrity Policy).

COURSE OBJECTIVES

Students who complete this course successfully will be able to:

- **Demonstrate** knowledge of the visual arts, design and creative communities in the digital world and the creation of digital media, works, marketing and promotion using applications in Adobe Creative Cloud.
- **Apply** understanding of trends within studio practice, diverse media promotion (i.e., print, interactive, social media), arts administration, and entrepreneurship in the digital world and using digital technology.
- **Develop** a wider understanding of how artists, designers, creatives, arts organizations, and creative communities incorporate digital fabrication for a range of interdisciplinary projects.
- **Understand** the conceptual, technical, and practical uses of digital tools for designing digital communication and promotion in the art and design fields.
- **Identify** design approaches and strategies for creating digital communication for art promotion and creative entrepreneurship.
- **Choose** suitable digital tools and technologies to create digital media, materials and products.
- **Produce** digital images, media and objects for artmaking, art entrepreneurship and the creative economy.
- **Analyze** the role of technology within the creative economy and students' individual fields.
- **Apply** understanding of digital media and communication in the arts, design and creative fields to the analysis of own work and work of others.
- **Create** effective digital products and communication for art promotion and creative entrepreneurship.
- **Present** digital communication, digital works, portfolios and products professionally on social media, existing web-based platforms, including virtual and in-print formats.
- **Evaluate** the effectiveness of digital communication and digital products for supporting creative entrepreneurship and a creative economy.

REQUIRED MATERIALS

Students in this course are required to have digital tools and technologies as follows:

1. Mac or Windows operating system computer capable of efficiently and effectively running the Adobe Creative Suite and Adobe Premiere Pro (16+ Gb RAM)
 - a. at minimum meet the requirements for running the full Adobe Creative Suite:
<https://helpx.adobe.com/premiere-pro/system-requirements.html>
2. Microsoft Office Suite
3. Design Software such as Adobe Creative Cloud: Illustrator, Photoshop, InDesign, After

Effects, and Premier Pro or alternative applications

4. Microphone, Webcam & Speaker
5. Camera and Camcorder (this can be a mobile phone camera)
6. External Hard drive, flash drive or virtual storage 500GB+ in storage size
7. Mouse or Wacom tablet for digital drawing
8. Internet connection: This course is 100% online and uses digital components. To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System, LinkedIn Learning tutorials, Adobe Creative Cloud, and other content and software as needed.
9. Web browser that meets the requirements for UNT Canvas application access and full functionality, like Chrome (Google), Safari (Mac), Edge (Microsoft)
10. Mobile Canvas app access on their phone
11. Zoom installed and functioning
12. Adobe Creative Cloud

Computer skills and digital literacy:

Students are expected to be proficient in basic technical skills to succeed in the course, including but not limited to:

- Using CANVAS and the CANVAS mobile application including, but not limited to functions such as:
 - o Embedding images in discussion posts
 - o Attaching files to discussion posts or assignment uploads
 - o Accessing, navigating and viewing course content, assignments, calendar
- Using email with attachments
- Downloading and installing software
- Utilizing an external hard drive with your computer
- Format the drive for use with CVAD computers and your personal Computer
- Safe computing practices, including use of Antivirus software
- Using Zoom, including settings for video and audio
- Configuring and maintaining your personal computer
- Using presentation programs (e.g. Powerpoint or Keynote)
- Using word processing programs (e.g. Microsoft office suite)
- Utilizing a web browser
- Utilizing a web cam
- Utilizing a computer microphone and speakers
- Using any computer peripherals you have for your computer
- Using presentation and graphics programs

Recommended Design Software: Adobe Creative Cloud Access

Adobe Creative Cloud is available to students to purchase at a heavily discounted price. The price of a student subscription through UNT's program is \$50 (+\$5.55 processing fee). The subscriptions will be valid for the full Academic Year, through August 31st. On or before August 1st, they will have the option to renew their subscription for the same price for the following Academic year. Further details and the option to purchase a subscription is available here:

<https://cvad.unt.edu/cvad-it-services/it-services-adobe-cloud-access.html> This offer is only available to students. A subscription to Adobe Creative Cloud allows for on and off-campus use of all of the applications: on UNT or personally-owned laptops, as well as on the remote lab computers.

If a student is currently paying for a subscription through Adobe (\$239-\$359 per year) but would like to take advantage of the lower cost of a subscription through this program: they are eligible to cancel an existing subscription without an early termination fee or further obligation once they have purchased a subscription through our program. They must contact Adobe Customer Care within fourteen days of purchasing this subscription to inform Adobe of their wish to opt-out of an existing subscription in order to have the early termination fees waived. Adobe will not provide a refund, however – only the months left on the current subscription will be cancelled. We are not able to process the opt-outs on their behalf. The subscription they would be opting out of is an agreement between the student and Adobe. The subscription through our program would be a new subscription, not an extension of the current subscription. Adobe Customer Care can be reached by phone at 1-800-833-6687, you may also visit their support <https://helpx.adobe.com/contact.html> and talk to someone via chat. Please contact us at untadobe@unt.edu if you have any further questions.

RECOMMENDED MATERIALS

Recommended Texts:

Ishizaki, S. (2003). Chapter 1 Introduction, *Improvisational design: Continuous, responsive digital communication*. MIT Press.

Pietroni, E. (2019). Experience design, virtual reality, and media hybridization for digital communication inside museums. *Applied System Innovation*, 2(4), 35.

Guan, X., & Wang, K. (2022). Visual communication design using machine vision and digital media communication technology. *Wireless Communications and Mobile Computing*, 2022.

Oropallo, G. (2012). Design As A Language Without Words: A G Fronzoni. In G. Lees-Maffei (Ed.). *Writing Design: Words and Objects* (pp. 205–218). London: Bloomsbury Academic. Retrieved July 13, 2023, from <http://dx.doi.org/10.5040/9781474294089.ch-014>

Teilmann-Lock, S. (2012). On The Legal Protection Of Design: Things And Words About Them. In G. Lees-Maffei (Ed.). *Writing Design: Words and Objects* (pp. 219–230). London: Bloomsbury Academic. Retrieved July 13, 2023, from <http://dx.doi.org/10.5040/9781474294089.ch-015>

Biggs, M. , & BüChler, D. (2012). Text-Led And Object-Led Research Paradigms: Doing Without Words. In G. Lees-Maffei (Ed.). *Writing Design: Words and Objects* (pp. 231–242). London: Bloomsbury Academic. Retrieved July 13, 2023, from <http://dx.doi.org/10.5040/9781474294089.ch-016>

Puhalla, D. (2014). *Color language hierarchy in Visual communication*. Machin, D. (Ed.). De Gruyter, Inc.

Supplementary materials and/or readings:

Adobe Creative Cloud Tutorials

<https://www.adobe.com/learn?locale=en&learnIn=1>

Optional Videos

Get to know Adobe Photoshop

<https://youtu.be/80434t3GTgA?si=AIBqjURyablLhbAT>

Get to know Adobe Illustrator

<https://youtu.be/3NBKRywEbNs?si=QnNGgSY0uNFCAiHs>

Get to know Adobe InDesign

https://www.youtube.com/live/qtDCvbp0_k8?si=X8K_5K4AFmpfbX2E

Get to know Adobe After Effects

<https://www.youtube.com/watch?v=hb2bbfiNBXA>

Get to know Adobe Premiere Pro

https://youtu.be/ihHwLflg_Dk?si=RZLW1KNYEgOGgYat

SUCCESS IN AN ONLINE COURSE

While the online classroom shares many similarities with the face-to-face classroom, **success in online education requires certain skills and expectations**. I recommend reviewing **the following tips to prepare yourself for taking an online class**: “How to Succeed as an Online Student” (<https://clear.unt.edu/teaching-resources/online-teaching/succeed-online>).

GETTING HELP

Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm)

(<http://www.unt.edu/helpdesk/index.htm>) **Email:** helpdesk@unt.edu

Phone: 940-565-2324

Visit the UIT Help Desk site for their current schedule and location information.

CANVAS online help:

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC_10554-4212710328)

(https://community.canvaslms.com/docs/DOC_10554-4212710328)

COMPUTER ISSUES DO NOT QUALIFY AS AN EXCUSE FOR LATE OR MISSED WORK IN THIS COURSE: Occasionally problems arise – files can be accidentally erased, disks can get

corrupted, networks crash and printers or other digital devices break down. Since this is a hybrid course and a course about professional digital production practices, computer issues do not qualify as an excuse for late or missed work as this is not an acceptable real-world professional practice.

Students are therefore advised to:

BACK UP YOUR WORK: Be prepared. Backup all your files on an external drive or other storage devices/online storage (ie Google Drive). Do not save work on CVAD classroom or lab computers that you use locally or remotely as files are erased regularly.

SAVE WORK INCREMENTALLY by VERSIONING: Save your work often and save it incrementally, creating multiple versions as you progress work on your projects. Do not rely upon "undo" functionality in the software to revert to prior versions. Indicate the version number in the file name. For example: myProject v1, myProject v2 etc. Or include the date and time in the project file name. For example: myProject 10-02-20 8PM, myProject 10-02-20 10PM etc.

FILE NAMING: Include your name and the project name in your file name when you submit them for grading. For example: "jane smith project 1". Do not use slashes, periods or other punctuation or special symbols in file names as these symbols can cause problems with files not being readable or being corrupted by the operating system. There should only be one period (.) in the file name to separate the file name from the file extension. The file extension indicates which program can read the file. For example: "Your Name Essay.doc" where the .doc is the file extension indicating this file can be opened/read/edited by MS Word. Another example: "Your Name Image.psd", where the .psd file extension indicates the file can be opened and edited by Photoshop.

STUDENT ACCESS TO DESIGN FRAMEWORKS USING UNIVERSAL DESIGN

In addition to alternatives to Adobe Creative Cloud platforms, we recognize all student needs in a hybrid learning environment. We must consider different design thinking and communication methods that expand learning beyond those that are primarily visual-based. Additionally, we believe it is important to expose students to digital multiplicity of accessibility needs in mind. While visual forms of communication are certainly important, students are also encouraged to consider other strategies that might be sound-based and textual as well.

For inspiration into [sonic design, textual design, universal design](#), as well as [accessible and inclusive design](#) read James Cartwright's "[Can Designers Create Work Without Any Visuals?](#)" and Design Indaba's article on the work of designer [Simon Dogger](#). Additionally, students should read more about the distinctions between accessible design and inclusive design by reading UX Collective's article "[Understanding the key differences between Accessible Design and Inclusive Design](#)." URLs linked in above paragraph:

<https://www.sciencedirect.com/science/article/abs/pii/S1071581909000676?via%3Dihub>

<https://webdesign.tutsplus.com/designing-accessible-content-typography-font-styling-and-structure--cms-31934a>

<https://link-springer-com.libproxy.library.unt.edu/article/10.1007/s10209-014-0358-z>

<https://uxdesign.cc/understanding-the-key-differences-between-accessible-design-and-inclusive-design-25b91cb31a22>

<https://eyeondesign.aiga.org/can-designers-design-without-any-visuals/>

<https://www.designindaba.com/videos/conference-talks/fascinating-way-blind-designer-sim-on-dogger-able-feel-emotions-others>

Accessible Alternatives to Assignments

While using Adobe Creative Cloud platforms are highly preferred in the course due to the marketable skills they provide within the field of art and design, other tools and approaches are acceptable in order to support students in need of accommodations. Additionally, students interested in pursuing universal design, accessibility, and inclusive design strategies for digital communication are encouraged to consider how tools and ideas pursued in Adobe platforms may be translated into projects that engage different accessibility needs and inclusion concerns.

Here is a list of alternatives that students might pursue for projects:

- Students can pursue the same or similar project result using a different software (e.g., PowerPoint or other software listed on the [Student Remote Access to CVAD Computer Resources](#) page.)
- Students can pursue a project that achieves an equivalent effect through the lens of sonic design or textual design using a different sense (e.g., layer audio tracks rather than layer images, using captions rather than voice recording).
- Students can create a narrative that describes an imagined image and how it reflects their understanding of design thinking or a concept. Textual design created using the alternative text of images.

Supporting Your Success and Creating an Inclusive Learning Environment As your instructor, "I am committed to creating an inclusive and accessible classroom environment for students of all abilities. Students who may need academic accommodations are advised to reach out to the Office of Disability Access (ODA) as early as possible in the semester for assistance. Knowing that your ability status may shift during our time together, please let me know how I can best support your learning needs. If you need any support in connecting with the ODA or other resources, please also let me know." I encourage the students who need accommodation to register with the Office of Disabilities Access to receive reasonable accommodations as soon as possible. [Apply for services.](#) [Office of Disabilities Access \(ODA\)](#)

SYLLABUS CHANGE POLICY

The course syllabus and schedule are subject to change with notice in content and scope, at the Course Instructor's discretion. Any changes will be shared on Canvas via the Announcements page.

COURSE FORMAT & EXPECTATIONS

Online learning modules require students to be self-motivated, and to independently pace their work each week. Student work in this course involves, but is not limited to: reading, viewing videos, discussion posts, written assignments, independent online research, providing and receiving critique, digital fabrication based studio, art and design work. All major assignments focus on active learning, discussion, and developing marketable skills.

A new module will open each week with an assigned discussion post and project submission. You will submit a midterm portfolio and presentation and a final portfolio and presentation in the form of a professional website and pdf portfolio of your works from this class and beyond. There is a module released each week that allows students to progress through readings, content and assignments with deadlines on Thursdays (discussion posts) & Sundays (projects/project checkpoints).

Project Questions & Discussion Board(s)

Please stay in contact and keep up with the course canvas. Please try to ask questions before an assignment deadline. The more time given, the better support you will be able to receive. Your questions will also benefit other students in the course, when applicable please post them (and feel free to respond) to the group discussion board. If you have a question about a grade in the class, please email your instructor to set up an individual meeting, as grades cannot be discussed by email. Please note that instructors are not able to adjust grades based on need or desire, etc. and that all grades are assigned according to the syllabus. Please reach out to your instructor as needed and use the open discussion for the class questions. The class discussion board is an excellent resource.

I also recommend you share contact information with at least 3 classmates, so that you may reach out to them with questions and/or to share feedback and resources.

CLASS PARTICIPATION

As a student in a hybrid course, you agree to participate actively as a civil, respectful, and supportive member of an inclusive learning environment for all. Students are encouraged to

take risks in their work, and speak to faculty directly, the department chair, or an advisor, about any concerns they may have about classroom participation and classroom dynamics. As an active member of this classroom, you will be evaluated based on your participation in-person and online course discussions where we will hold in-progress critiques. Each student is expected to actively contribute to class discussions where we engage in collaborative research, ideation and reflection. A component of your grade will be based on your classroom performance and discussion involvement. We can all learn from each other's responses and questions so please be respectful and engaged. Each weekly discussion requires at least two comments on your classmates' discussion answers.

COURSE CONTENT

Check Point Course Assignments (order of Assignments susceptible to change)- 10 points.

- **Creative Identity Exploration**
- **Creative ID Self Portrait Poster**
- **Artist/ Designer Statement**
- **Bio/ CV/ Professional Documents**
- **Design/ Business/ or Exhibition Proposal and Mood Board**
- **Audience and Site Research**
- **Brandbooks, and Brand Identity**
- **Print Marketing and Merchandise Design**
- **Digital Marketing**

- **Advocacy Ad**
- **Promotional Video/ Motion Graphics**

COURSE GRADING

Student's performance is evaluated based on their visual, written and oral demonstration of the practices and concepts acquired during this course. Your participation in the class canvas will also affect your project grade.

ASSIGNMENTS & ASSESSMENTS

Assignments	%
Introduction, Guest Lectures, Other	10
Module Discussion Posts (12*)	20
Module Project Submissions & Checkpoints (9*)	30
Midterm: Digital Portfolio & Digital Presentation	15
Final Portfolios: Digital Portfolios & Digital Presentation	25
Total	100 / 100%

**The 12 Module Discussion Posts and Project Submissions/Checkpoints are separate from the Midterm and Final Digital Portfolio & Presentation Modules. There are a total of 14 weekly Modules in this course, plus the Introduction Module. A new module is released each week.*

GRADING

A: 90-100% (Outstanding, excellent work. The student performs well above the minimum criteria.)

B: 80-89% (Very Good, impressive work. The student performs above the minimum criteria.)

C: 70-79% (Good, college-level work. The student meets the criteria of the assignment.)

D: 60-69% (Below average work. The student fails to meet the minimum criteria.)

F: 59 and below (Sub-par work. The student fails to complete the assignment.)

Please note that grades are NOT rounded up. The corresponding letter grade applies as per UNT designated percentages as in the above set of letter grades and percentages.

Discussion Posts & Peer-Feedback

In order to receive full credit for the discussion and peer-feedback assignments, the student must post a discussion before the due date and then actively participate during the discussion period. **Discussion posts and assignments that are missing required peer-feedback**

receive a maximum of 50% credit.

LATE WORK

Late work in this course. Assignment due dates/deadlines are posted in Canvas. All work turned in after the deadline will receive a grade of zero unless the student has a [university-excused absence https://policy.unt.edu/policy/06-039](https://policy.unt.edu/policy/06-039) and provides documentation within 48 hours of the missed deadline. It is the student's responsibility to communicate with the instructor in a timely manner within this timeframe. Discussion posts, peer feedback and other non-major assignments may not be submitted after the assignment is closed.

Late work for Major Assignments/Assessments: Eligible major assignments/projects may be submitted for a late grade after the due date, with 10 percent deducted for each day, or part thereof, from the project due date. Course work will not be accepted after the last day of the term unless arranged as part of a pre-approved course extension. Assignments between weeks 1-7 will not be taken after midterms for late grading. Assignments between weeks 9-14 will not be taken for grading after Friday 5/2 by 11:59 pm.

EXTRA CREDIT

During the semester, assignments and opportunities for extra credit will be shared with everyone in the class via canvas. These are not required and will not affect a student's grade if they choose not to complete them or participate. The instructor will provide all students with the same variety of opportunities. Extra credit is not available to students that have engaged in academic dishonesty. Extra credit is provided at the discretion of the instructor and is not eligible to be applied toward specific assignments or offered to students individually.

GRADE QUESTIONS

If you have a question about a grade in the class, please email your instructor to set up an individual meeting, as grades cannot be discussed by email. Please wait 24 hours before contacting the instructor to dispute a grade. Within that time, you are expected to review the assignment details and reflect on the quality of the work you turned in. If you would still like to meet, please email your instructor to set up a meeting. You should come to the scheduled meeting with specific examples that demonstrate that you earned a higher grade than you received. If you miss your scheduled meeting, you forfeit your right to a grade dispute. If you do not contact your instructor to schedule a meeting within seven days of receiving your grade, you also forfeit your right to a grade dispute.

ATTENDANCE & PARTICIPATION

As a hybrid course, your attendance is required in order to be successful. This is a partial in-person and online course. Your arrival to in person classes and on-time submission of your quizzes, discussions, and assignments is evidence of your attendance and participation in this course, as is your measured involvement visible on the Canvas course. Any excused absences should be properly documented and submitted to the Dean of Students office for accommodation: [ODA link](#) Students are responsible for communicating with the instructor regarding an absence within 48 hours of the absence. Communicate with the instructor via email. For an absence to be excused, you will need to

provide documentation, such as a doctor's note and comply with university policy for excused absences [link here](#).

For our in person days, more than three unexcused absences will lower your final grade by one letter grade per additional absence (4 or more), Being late to class three times or leaving class early three times will count as an absence. 15 minutes late to the start of class will constitute a tardy. Leaving class before being dismissed by your professor will constitute an early departure. A 4th absence will result in the lowering of your final grade by one letter grade. Absences, tardiness and/or early departures beyond this could result in course failure..

ODA ACCOMMODATION STATEMENT

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website](https://disability.unt.edu/) (<https://disability.unt.edu/>).

ACCEPTABLE STUDENT BEHAVIOR

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

RULES OF ENGAGEMENT

Rules of engagement refer to the way students are expected to interact with each other and with their instructors online. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use "I" statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual's experiences.

- Use your critical thinking skills to challenge other people's ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as "YELLING!"
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using "text-talk" unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (https://clear.unt.edu/online-communication-tips) for more information.

Remote Learning

Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>

COURSE CONTENT

Content in the arts can sometimes include works, situations, actions, and language that can be personally challenging or offensive to some students on the grounds, for example, of sexual explicitness, violence, or blasphemy. As the College of Visual Arts and Design is devoted to the principle of freedom of expression, artistic and otherwise, and it is not the college's practice to censor these works or ideas on any of these grounds. Students who might feel unduly distressed or made uncomfortable by such expressions should withdraw at the start of the term and seek another course.

ACADEMIC INTEGRITY POLICY

According to [UNT Policy](#) 18.1.16, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. **If you are found to have engaged in academic dishonesty, you will receive (at minimum) an automatic letter grade deduction and a 0 for the assignment, in addition to the above. This includes the UNT Policy 18.1.16, which includes submitting work from others/other courses or before the course, submitting false documentation, research, copying/plagiarism, using AI and work of others without acknowledgement/citations, etc.*

INCOMPLETE GRADES

An Incomplete Grade ("I") is a non-punitive grade given only during the last one-fourth of a term/semester and only if a student (1) is passing the course and (2) has a justifiable and documented reason, beyond the control of the student (such as serious illness or military service), for not completing the work on schedule. In consultation with the instructor, complete a request for an Incomplete Grade. This form can be found on the department website and must be turned into the department chair prior to the last day of classes (not the exam date). Note: A grade of Incomplete is not automatically assigned to students.

SEXUAL DISCRIMINATION, HARASSMENT & ASSAULT

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. UNT's Dean of Students' website offers a range of on-campus and off campus resources to help support survivors, depending on their unique

needs: http://deanofstudents.unt.edu/resources_0. UNT's Student Advocate she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565- 2648. You are not alone. We are here to help.

EMERGENCY NOTIFICATION & PROCEDURES

UNT Emergency Guide: <https://emergency.unt.edu/about-us>

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to the course management system for contingency plans for covering course materials.

STUDENT EVALUATION ADMINISTRATION DATES

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13 and 14 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the spot website at www.spot.unt.edu or email spot@unt.edu.

STUDENT SUPPORT SERVICES

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- Student Health and Wellness Center
(<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- Counseling and Testing Services
(<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- UNT Care Team (<https://studentaffairs.unt.edu/care>)

- UNT Psychiatric Services
(<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- Individual Counseling
(<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

Other student support services offered by UNT include:

- Registrar (<https://registrar.unt.edu/registration>)
 - Financial Aid (<https://financialaid.unt.edu/>)
 - Student Legal Services
(<https://studentaffairs.unt.edu/student-legal-services>)
 - Career Center (<https://studentaffairs.unt.edu/career-center>)
 - Counseling and Testing Services
(<https://studentaffairs.unt.edu/counseling-and-testing-services>)
 - UNT Food Pantry (<https://deanofstudents.unt.edu/resources/food-pantry>)
- Academic Support Services
- Academic Resource Center
(<https://clear.unt.edu/canvas/student-resources>)
 - Academic Success Center (<https://success.unt.edu/asc>)
 - UNT Libraries (<https://library.unt.edu/>)
 - Writing Lab ([link here](#))
 - MathLab ([link here](#))

STUDENT SYLLABUS ACKNOWLEDGMENT

ART 3030: Digital Communication For Art And Creative Entrepreneurship

Professor: Kyla Crawford

I _____ acknowledge that I have read the course syllabus for **ART 3030: Digital Communication For Art And Creative Entrepreneurship** I understand the course structure, grading, attendance policies, as well as the risk factor rating. I hereby agree to the syllabus and its provisions.

STUDENT NAME: (Please print)

STUDENT SIGNATURE:

DATE: _____

NOTE: this syllabus acknowledgement may be completed online in the course Canvas. A link will be provided in the relevant module.

Course Schedule & Calendar

ART 3030: Digital Communication for Art and Creative Entrepreneurship (Spring 2025) Hybrid

University of North Texas, College of Visual Arts & Design

Room 338 and UNT Canvas

Instructor: Kyla Crawford

COURSE CONTENT & SCHEDULE

The course schedule reflects expected class progress in course subject matter and is considered tentative. The course schedule is subject to change in content and scope at the Course Instructor's discretion. Any changes will be announced in class and via canvas.

WEEK	MODULE	CONTENT	ASSIGNMENTS	DUE DATES /NOTES
Week 1 <i>Mon</i> 8/18 <i>In Class 8/18</i> *Last Day to Add 1/17	Introducti on Module	Course Introduction Discussion Post and Course Forms, Intro to Creative Identity and self branding, mindmapping <i>In Class Meeting Syllabus and Assignment Introduction 8/18</i>	Intro Discussion Post & Course Forms	Due Sun
Week 2 <i>Tues</i> 8/25 <i>In Class 8/27</i> *Last Day to Drop without W 8/29	Module Design Thinking and Personal Branding	Design Thinking & Personal Branding for Creative Entrepreneurship Creative Identity Statement, Identity Concept Board, Personal Branding <i>In Class Meeting In Progress Critique and intro for next week 8/27</i>	Week 2 Discussion Creative ID Project Checkpoint	Due Thurs <i>(comments by Sun)</i> Due Sun
Week 3 <i>Mon</i> 9/1 <i>In Class 9/3</i>	Module Business or Design Concept & Virtual Guest	Design Thinking & Personal Branding for Creative Entrepreneurship <i>Virtual Guest Lecture by Creative Michael Malowanczyk (SENSITIVE)</i> Design/Business/Exhibit Concept Proposal & Design/Business/Exhibit Concept Board	Week 3 Discussion Guest Speaker Design/Business Concept Project Checkpoint	Due Thurs (comments by Sun) Due Sun

	Lecture	<i>Mon no class Labor Day 9/1</i> <i>In Class Meeting In Progress Critique and intro for next week 9/3</i>		
Week 4 Mon 9/8 <i>In Class 9/10</i>	Module Audience Research and Professional Writing	Design Thinking & Personal Branding for Creative Entrepreneurship Audience and Site Research, Artist/Designer/Mission Statement, Bio, and Resume/CV <i>In Class Meeting In Progress Critique and intro for next week 9/10</i>	Week 4 Discussion Audience Research Project and Professional Writing Checkpoint	Due Thurs (comments by Sun) Due Sun
Week 5 Mon 9/15 <i>In Class 9/17</i>	Module Branding and Brand Identity	Design Thinking & Personal Branding for Creative Entrepreneurship Branding & Brand Identity (Brand Book): Logos, Brandmarks, Tagline, Color Scheme, Typography, Photography/Imagery, Icons, Patterns, etc <i>In Class Meeting Assignment introduction and intro for next week 9/17</i>	Week 5 Discussion Module Brand Book Project Checkpoint	Due Thurs (comments by Sun) Due Sun
Week 6 Mon 9/22 <i>In Class 9/24</i>	Module Print Marketing and Business Cards	Comm. Design and Design Marketing for Art & Creative Entrepreneurship (print, still) Business Cards, Postcards, Poster, T-Shirts, Flyers, & begin Digital Platforms (Instagram, Behance, Adobe Portfolio, Website Design/Mock-Up, Art/Design Portfolio Images/Files) and Midterm presentation. <i>In Class Meeting In Progress Critique and intro for next week 9/24</i>	Week 6 Discussion Business Card and Merch Design Project Checkpoint	Due Thurs (comments by Sun) Due Sun
Week 7 Mon 9/29 <i>In Class 10/1</i>	Module Still Digital Marketing Materials	Comm. Design and Design Marketing for Art & Creative Entrepreneurship (virtual, still) design marketing for Social Media & Digital Platforms (Instagram, Behance, Facebook, etc), website platform research <i>In Class Meeting Thursday In Progress Critique and intro for next week 10/1</i>	Week 7 Discussion Still Digital Marketing and Copy Project Checkpoint	Due Thurs (comments by Sun) Due Sun
Week 8	Module:	Midterm: Online Portfolio First Draft and Digital Presentation	Week 8 Discussion	Sun (critique discussion)

<p>Mon 10/6</p> <p>In Class 10/8</p>	<p>Midterm</p>	<p>Online Portfolio: website/online portfolio for your creative work & brand Digital Presentation: PDF presentation of works from this semester (ppt) <i>Include your Revised Resume/CV, Bio/About & Creative Statement</i></p> <p><i>In Class Meeting In Progress Critique 10/8</i></p>	<p>Module Midterm Submission of Online Portfolios & Digital Presentation</p>	<p>Sun (Midterm Portfolio & Presentations Due)</p>
<p>Week 9 Mon 10/13</p> <p>In Class 10/15</p>	<p>Module 3D/AI Prototyping/ Mockup/ Gallery Layout/ Interior Space/ Architecture</p>	<p>Digital Prototyping for Fabrication & Creative Practice AI & Emerging Media for Digital Communication, Art & Entrepreneurship Create and design a digital artwork and prototype for fabrication (can be made physical using digital tools at CVAD FabLab & UNT Maker/Spark Spaces, but is not required to create actual physical production). This artwork and prototype should be for your professional portfolio and may be based on AI. AI & creative use: Experiment with AI tools and software, exploring their potential use in Digital Communication, Design, Art and Prototyping. Will be used as the basis for Prototypes. <i>(Midjourney, Adobe Express, Adobe Suite AI, Canva, Chatgpt, Copy AI, Grammarly, Notion, Craft.do, Coda, Google Docs, Canva Docs, Lex, etc.)</i></p> <p><i>In Class Meeting Assignment introduction 10/13</i></p>	<p>Week 9 Discussion</p>	<p>Thurs (comments by Sun) Sun</p>
<p>Week 10 Mon 10/20</p> <p>In Class 10/22</p>	<p>Module 3D/AI Prototyping/ Mockup/ Gallery Layout/ Interior Space/ Architecture</p>	<p>Digital Prototyping for Fabrication & Creative Practice AI & Emerging Media for Digital Communication, Art & Entrepreneurship Finish the Hi-Fidelity prototype started last week</p> <p><i>In Class Meeting In Progress Critique 10/22</i></p>	<p>Week 10 Discussion</p> <p>Submission of Hi-Fidelity and Low-Fidelity Prototypes</p>	<p>Thurs (comments by Sun) Sun</p>
<p>Week 11 Mon 10/27</p> <p>In Class 10/27</p>	<p>Module Video/ Moving Image Marketing</p>	<p>Digital Communication for Advocacy Ad(moving image) Storyboard, Idea/Concept Development & Script for Advocacy Ad After Effects, Premiere Pro, Rush, Spark, Express, Video Editing Software</p> <p><i>In Class Meeting Assignment introduction and software demo 10/27</i></p>	<p>Week 11 Discussion Treatment Plan, Storyboard and Script Project Submission Bi-weekly Check in After effects and Video</p>	<p>Thurs (comments by</p>

			Editing Samples	
Week 12 Mon 11/3 *Last Day to Drop with a W 11/7	Module Video/ Moving Image Marketing & Virtual Guest Lecture	Digital Communication for Art Promotion & Moving Image Virtual Guest Lecture by Visiting Creatives & Content Creators (Biancardi) (moving image, video) Create the content and footage for a 2-3 minute Advocacy AdVideo based on your storyboard and script and for 2-3 short from moving image works for reels/shorts, live-action or animation. After Effects, Premiere Pro, Rush, Spark, Express, Video Editing Software	Week 12 Discussion Guest Speaker	Due Thurs (comments by Sun) Due Sun
Week 13 Mon 11/10 <i>In Class 11/12</i>	Module Video/ Moving Image Marketing	Digital Communication Design:Art Promotion & Social Media (moving image, video) Edit, create and add audio and transitions, finalize and format your final 2-3 minute promotional marketing video to upload to video web platform of choice (long= youtube, vimeo,) <i>After Effects, Premiere Pro, Rush, Spark, Express, Video Editing Software</i> And Create a series of 2-3 short moving image works/videos/reels/shorts for video-based social and web platforms (Tik-Tok, Reels, Youtube, Behance, etc.) <i>In Class Meeting In Progress Critique and assignment intro 11/15</i>	Week 13 Discussion Long form videos and copy Project Submission Bi-weekly Check in	Due Thurs (comments by Sun)
Week 14 Mon 11/17 <i>In Class 11/19</i>	Module Video/ Moving Image Marketing	Digital Communication Design:Art Promotion & Social Media (moving image, video) Create a series of 2-3 short moving image works/videos/reels/shorts for video-based social and web platforms (Tik-Tok, Reels, Youtube, Behance, etc.) <i>After Effects, Premiere Pro, Rush, Spark, Express, Video Editing Software</i> <i>In Class Meeting In Progress Critique 4/24</i>	Week 14 Discussion Short form videos or motion graphics and copy Project Submission	Due Thurs (comments by Sun) Due 12/1
Thanksgiving Break 11/24 - 11/28	NO CLASS	No Class Thanksgiving Break	No Class	No Class
Week 15 Mon 12/1	Module FINAL Portfolio and	Final Presentation & Portfolio Revisions and Submissions (Peer Review feedback) Online Portfolio: website/online portfolio for your creative work & identity	Week 15: Peer Review Feedback	Peer Review Feedback is due Wednesday 12/3 Final Presentation &

<p><i>In Class 12/3</i></p> <p>*Reading day = 12/5 (no new material 12/5 and after)</p>	<p>Presentation</p>	<p>Digital Presentation: PDF presentation of works from this semester (ppt) Include your Resume/CV, Bio/About & Creative Statement</p> <p>Module 14 (Optional) Discussion Post: share your finished online portfolio (website) with your peers in an open discussion</p> <p><i>In Class Meeting Thursday In Progress Critique 12/3</i></p>	<p>Module: Final Project Presentation & Portfolio Submission</p> <p>Module Final (Optional) Discussion Post: share your finished website</p>	<p>Portfolio Submissions are due Monday 12/8</p> <p>Optional Discussion post, open through end of semester</p>
<p>Week 16 Mon 12/8 FINALS</p>	<p>FINALS WEEK</p>	<p>There is no final exam for this course beyond the submission of your final portfolio and presentation.</p> <p>Last Day to turn any work or resubmit is 12/8 by Midnight</p>	<p><i>Final online portfolios and digital presentations may be submitted with revisions through the end of the semester (12/8)</i></p>	<p><i>Final online portfolios and digital presentations may be re-submitted with revisions through the end of the semester (12/8)</i></p>