**RI Senior Seminar for B.A Studio Arts**

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Fall 2017

ART 4954 Sec1: 4 Credit hours

Classroom: ED112

Meeting time: W, F 12:00-1:50pm

Professor Julie Ward

Email: wardj@fau.edu

Office Hours: W 2:00-3:00pm or by appointment

Office Address: VA107A

Phone Number: 561-297-3870

**Prerequisites: Departmental permission.** Students must be in their final semester of their senior year. Prerequisites vary by studio concentration. Please check individual major worksheets to determine your eligibility for this course.

**Course Description**

This is a research intensive (RI) course that prepares student for careers in the arts through writing assignments, presentations, examination of current opportunities and directions in the art field, and the assembling of an effective portfolio representative of the student's work. Required for all B.A. Art majors.

**Course Objectives**

-Develop a portfolio of professional work and relevant materials

-Develop advanced technical, conceptual and aesthetic skill in your chosen medium

-Produce well written artist statements

-Build professional practice skills

-Enhance knowledge of critical theory

-Build experience developing a high-quality body of work

-Develop an understand the role of art in society and place personal work in a larger context

**Course Content**

-BA Online Student Exhibition located at [www.fau-ba.com](http://www.fau-ba.com).\*

-Professional Packet-this will include: artist statement, cover letter, résumé, portfolio

-Art Presentation-learn the basics of discussing your professional practice and research

-Knowledge of Critical Theory Through History-Weekly assigned readings paired with written response and class discussion

-Exhibition Applications-Learn about and complete application for exhibitions

-Body of Work-Continue Developing a cohesive body of artwork

-Critical Writing-Complete research paper

-Museums, Galleries and Artist Talks- Attend a selection of them paired with written response

**Methods for Learning Outcomes**

-Group and individual critiques of studio work with peers, professors and graduate students

-Writing projects to improve communication skills and as a component of the creative process

-Oral presentations to improve verbal communication and public speaking skills

**Research Intensive Course Content**

This course contains an assignment or multiple assignments designed to help students conduct research and inquiry at an intensive level.  If this class is selected to participate in the university-wide assessment program, students will be asked to complete a consent form and submit electronically some of their research assignments for review.  Visit the Office of Undergraduate Research and Inquiry (OURI) for additional opportunities and information at <http://www.fau.edu/ouri>.

**Student Learning Outcomes and Research Intensive Criteria**

The Bachelor of Arts (BA) Senior Seminar serves a cohort of students that have taken part in a formal portfolio review, generally between the sophomore and junior stages of their undergraduate academic careers, and it is distinct from the Bachelor of Fine Arts (BFA) Senior Seminar. The BA Senior Seminar also serves as the department’s primary vehicle for student assessment in the major for this cohort, and it satisfies the four components of the state’s learning compacts – content knowledge, skill in oral presentation, skill in writing, and collaborative work process.

The BA Senior Seminar is the culminating course in the sequence that requires students to work on creative projects individually and together to compose an online public exhibition towards the end of the semester, which showcases the work of the student artists and also provides potential employers an opportunity to survey promising talent in the visual arts.

Research and creative activity takes place at several levels. First students create new artwork that is presented in the online exhibition (**SLO 1 - Knowledge**). Generally this includes work created during the semester of enrollment in the BA Senior Seminar, but it can include work that the student has created in prior semesters. Awareness of the theoretical contextualization of the work is developed through classroom discussion and selected readings. Work selected for the online exhibition is vetted and sponsored by qualified instructional faculty, and no work involves the reproduction of prior artwork or artwork by other individuals (**SLO 5 – Ethical Conduct**; n.b., issues of ethics in the arts are addressed also in classroom sessions during the course of the semester, including discussion of larger issues of the artist's role in our culture, the responsibilities an artist has to the viewers, and the impact (positive or negative) of individual works of art; on a more pragmatic level, discussion covers, also, copyright, appropriation, authorship, group work, reproduction, and even the question of whether or not to serve alcohol at an exhibition opening). Each student must compose two artist’s statements that address larger themes of the creative work and the student’s artistic enterprise (**SLO 4 – Critical Thinking**). This document is a synthetic often poetic overview that reflects the student’s internal maturity as an artist, and it is reviewed both by the instructor of the course and by the group of students and revised in a series of drafts (**SLO 2 – Formulate Questions**). Students also produce a packet for state compacts, which includes a *curriculum vitae*, a letter to a prospective employer, a corrected writing sample from a previous course, and an unofficial academic transcript. Students work together to compose a professional website and participate in the online exhibition, which includes each student’s display area and the design of the show overall (**SLO 3 – Plan of Action**). This in itself constitutes research and creative activity, and the publicity surrounding the on-line show is also the responsibility of the students (**SLO 6 – Communication**).

**Requirements and Individual Assignments**

1. Studio Project (Art work a day for 2 weeks=10 pieces) Due Week 3

2. 1st Oral Presentation

3. 1,000 word Artist Statement

4. Short Artist Statement

5. Cover Letter and C.V.

6. Artist Presentation--2nd Oral Assignment

7. Research and Create Professional Webpage with minimum of 10 images

8. Submission to 2 Juried Exhibitions-print out proof

9. Documentation of Senior Work and professional package

10. Critical Theory Reading and Discussion (throughout the semester)

**Grading**

Attendance/Participation---10

Written assignments including: Artist Statement, Cover Letter, C.V.—10

Artist Presentations/Lectures---10

Studio Work and BA Online Exhibition Participation---40

Critical Essay---10

Online Exhibition Committee---20

Total:100

**Grade Scale**

|  |  |  |
| --- | --- | --- |
| A A- B+B B- C+ CC- | (93-100) (90-92) (87-89)(83-86) (80-82) (77-79) (73-76) (70-72) | work of exceptional quality: student excels at verbalizing ideas, assignments are of exceptional qualitywork of very high quality: student excels at verbalizing ideas, assignments are of very high qualitywork of high quality, which reflects higher than average abilities: student has a high level of participation during discussion, assignments are of high qualityvery good work that satisfies goals of the course: student has a very good level of participation during discussion, assignmentsare of very good qualityslightly above average work that satisfies the goals of the course: student has a very good level of participation during discussion, assignments are of good qualityaverage work, which reflects an understanding of course material:student has an average level of participation during discussion, assignments are of an average qualityadequate work; passable: student has a less than average level of participation during discussion, assignments are of an adequate qualitypassing work but below good academic standing: student has aless than average level of participation during discussion, assignments are of a less than adequate quality |
| D+ DF | (67-69) (60-66) | below average work: student has a below average level of participation during discussion, assignments are below average qualitywell below average work: student has a well below average level of participation during discussion, assignments are well below average qualityFail |

**Calendar**

Week 1: Course intro and Project-a-day intro

Week 2: Reading discussion: Artist statements

Week 3: Project-a-day critique. Topics for oral presentations discussed

Week 4: introduction to professional practices. Web site discussion

Week 5: Artist Statement draft due. Website wireframes discussed

Week 6: First oral presentation

Week 7: Website mockups due. Photographing artwork demo

Week 8: Exploring exhibition calls and application best practices

Week 9: Reading discussion. Website selection,

Week 10: Website construction committee formed.

Week 11: Reduced artist statements due. Critical documents for professionals

Week 12: Second Oral Presentation: Artist presentation

Week 13: Cover letters/CV/statements due. reading discussion

Week 14: Class website uploaded. Show application proof due (copy of submission receipt)

Week 15: Professional packets due. Class website live and functional

**Academic Integrity**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty.

For more information, see University Regulation 4

**Student Accessibility Services**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-

3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) —and follow all

SAS procedures.

**Attendance and Class Assignment Policies**

Attendance is required, all absences are recorded and there is no distinction made between “excused” and “unexcused” absences. Missing more than 2 classes will result in having your final grade reduced by half a letter grade for each subsequent absence. Arriving to class late 3 times will equal one absence.

Perfect attendance or missing zero classes will be rewarded with 2 points added to your final grade and a higher participation grade.

Special exceptions, including religious observances and other exceptions that are officially recognized by the University, must be discussed and accommodated in advance on an individual basis with me. Only properly documented university approved activities, cases of documented illness, and observance of religious holidays will be accommodated. In the event

of any absence, you are responsible for all material covered during the missed class period and any assignments that are given during your absence. It is your responsibility to read over the assignments/projects thoroughly (project sheets will be posted on Canvas), research the artists noted, and ask any questions you have about the assignment in a timely manner.

Assignments are due at the beginning of class. Late assignments are penalized a full letter grade for each day late and will not be accepted after three days have passed. The final project will

not be accepted late. If your assignment is not prepared, you are still required to be present for the group critique. Failing to be present on a due date will hurt both your project grade and your participation grade. Critique days provide an opportunity for you to gain feedback and insight from your classmates and instructor. Likewise it denies your peers your valuable voice and opinion if you are absent.

•Please note: Missing 6 classes (three weeks) throughout the semester will result in automatic failure of the course.

**Classroom Etiquette**

•Phones need to be shut off or on vibrate for the duration of the class period.

•Be considerate of your neighbors, and respect other’s property – this includes their work

I expect you to be sensitive to other students, aware of your voice level, and respectful of the classroom atmosphere. Participation and attendance ask that your mind is present as well as your physical self; doing work for other classes or producing little work during class will affect your grade negatively.

**Sketchboo**k

•You will need an 8 ½ by 11” unlined sketchbook.

•Bring your sketchbook to all class meetings. An artist’s sketchbook can be her/his most important tool. The sketchbook is where ideas are recorded and have the opportunity to grow.

•Write down all ideas and sketch anything you find interesting, collect images from magazines, the

Internet, etc. This activity will inform the works you create and help you build an indispensable resource as well as being an integral part of the creative process.

•Use any medium you feel most comfortable working with – pencil, marker, charcoal, etc.

•Syllabus, handouts, sketches, ideas, researched information, notes from demonstrations, slide talks, workshops, gallery visits/reports and lectures as well as written assignments are to be maintained in your sketchbook.

**Other policies**

Student participation in class **must be interactive.** To this end, I encourage an open atmosphere where back-and-forth communication is the norm. Students are free to speak up when they need clarification or wish to make observations. Always let me know if you are having difficulties mastering a technique presented in class and I will endeavor to help you. Plus, you will be expected to work several hours outside of class time each week.

**Recommended Texts**

Why Art Cannot Be Taught: A Handbook for Art Students by James Elkins

101 Things to Learn in Art School by Kit White

Letters to a Young Artist edited by Peter Nesbett, Sarah Andress and Shelly Bancroft Diaries of a Young Artist edited by Peter Nesbett, Sarah Andress and Shelly Bancroft Taking the Leap by Cay Lang

Seven Days in the Art World by Sarah Thornton

ART/WORK: Everything You Need to Know (and Do) As You Pursue Your Art Career by Heather

Darcy

Bhandari and Jonathan Melber

Living and Sustaining a Creative Life: Essays by 40 Working Artists The Critique Handbook by Kendall Buster and Paula Crawford Research books applicable to projects

**Required Supplies/Tex**t

Student must provide personal memory card 8GB or higher, flash drive and/or external hard

drive, and a journal/notebook dedicated solely to this course. Other supplies will be required based on the path you choose to take with the assigned projects. There is no required text; readings will be uploaded to our class Canvas site.

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Syllabus and calendar is subject to change at instructor’s discretion.

\*\* The BA does not have a formal exhibition, but instead, hosts an online exhibition and attendant social media. The exhibition will be housed in a URL maintained by the department which will also maintain an archive of previous exhibitions.