

SENIOR CAPSTONE REVIEW

Art 4134

INSTRUCTOR: DAN MAY

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EDITED BY PROFESSORS MAY, STOUT, AND WATERFIELD ON 1/27/10

COURSE DESCRIPTION: The work of the students throughout their career will be evaluated by faculty for exhibition and compared with professional standards designed to prepare them for a career in the art and design community.

PURPOSE:

To refine and “package” your body of work in a professional format (portfolio) which will be individually assessed and geared towards a specific career track. This presentation of your work should also serve as evidence of the Learning Goals within the Department of Art and Design. Competence and standards of professionalism will be emphasized and evaluated by the entire SAU Art Faculty. Art professionals, outside the University, may also be invited to participate in this process. At the end of the term a form of public exhibition and presentation will be required.

SECONDARY PURPOSE:

The same student portfolios that are assessed by our entire art faculty are also an assessment of strengths and weaknesses within the curriculum of the SAU Department of Art and Design. If we see patterns of need, our faculty will make changes to the program to better serve our future graduates.

INSTRUCTIONAL TEXT:

the Practical Handbook for Emerging Artists- 2nd Edition by Margaret R. Lazzari

Online Research and Journals

Online assignments (BlackBoard):

1. Identifying and defining your body of work in terms of media, concepts, and audience.
2. Writing Critiques about the work of other students and posting them on our Discussion Board.
3. Exploring Art Careers
 - 3.1. Research various sources to identify careers that require artist/designer skills
 - 3.2. Develop questionnaires for phone and e-mail interviews with industries
 - 3.3. Interview alums, directors, human resources, and agencies of the art industries
 - Goals- Organize this data to be used for:
 - a. Art majors in developing professional portfolios
 - b. Recruiting material that broadens the definition of art careers
 - c. Printed and online lists of specific skills needed for specific art professions
4. Developing contacts for a program advisory board and for future internships.
5. Exploring museums, art galleries, and other venues for selling art.
6. Assessment of Departmental learning goals and curriculum.
7. Writing for art publications
8. Researching the creative thought process of famous artists/designers
9. Marketing strategies of successful artists.
10. Finding Studio space
11. Artist insurance for equipment, property, and liability
12. Become a member of a professional organization
13. Applying for Grants and other financial support

STUDENT ASSESSMENT/EVALUATION:

FOR EACH ASSIGNMENT:

Meeting the deadline:	0-10
Quantity and quality of research:	0-10
Organization and presentation of findings:	0-10
	30pts

DEPARTMENTAL LEARNING GOALS:

CRITERIA FOR STUDIO MAJORS:

DEPARTMENTAL GOALS: COMPETENCY/

Disposition % based on 100

Goal 1. Problem Solving:

develop students' evaluative and problem solving skills to foster self-awareness, thus allowing for the exploration, development, and heightening of individual creativity. There should be evidence of a developing thought process behind a minimum of six of the pieces. This may include preliminary sketches, journal entries, maquettes, etc

Goal 2. Communication:

Enable students to effectively communicate visually, verbally and through written form by focusing on the critical and analytical visual arts skills of their work and the work of others. The studio major will present an oral presentation to the committee about his or her work. The student needs to exhibit a coherent body of work of no less than five pieces.

Goal 3. Historical Perspective:

Work with students in developing an informed historical perspective, an appreciation of other cultures, and openness to new ideas through the study of how progressive art movements have influenced successive generations and civilizations. Student will be able to articulate the influences and compare their own body of work in reference to issues, media, process, and technique of other artists throughout history.

Goal 4. Practical and Theoretical Knowledge:

Provide students with a solid foundation in the visual arts; practical and theoretical knowledge, technical skills, and dispositions required to make the transition to the professional art world. a. The criteria for the final portfolio will include competency in handling a variety of media, with emphasis on the mastery of at least one, i.e. printmaking, painting, ceramics, etc. b. The portfolio will contain between 12-15 pieces and may be in the form of flatwork, CD- ROM, and/or color photographs. The format may vary but must maintain a professional level of presentation. c. The senior exhibition may be held in the Brinson Fine Art Gallery or off campus with committee approval. No more than five students may exhibit in the same space at the same time. The exhibit will be assessed based on the quality of the pieces themselves, as well as how they are presented (lighting, space, and arrangement.)

Must average at least 70%

CRITERIA FOR GRAPHIC DESIGN MAJORS

DEPARTMENTAL GOALS: COMPETENCY/

Disposition % based on 100

Goal 1. Problem Solving: develop students' evaluative and problem solving skills to foster self-awareness, thus allowing for the exploration, development, and heightening of individual creativity.

a. The collection of work in the portfolio will show a unique, original, and creative approach to problem solving. This will be evident not only in the final pieces but also in the thumbnail sketches that document the process and extent of creative thinking.

b. The student may be asked to provide an on-the-spot demonstration of his/her capacity as an artist in the use of technology.

c. The student can solve a problem with a minimum amount of explanation.

d. Familiarity with current trends, (standards) and also working forward beyond trends.

Goal 2. Communication: Enable students to effectively communicate visually, verbally and through written form by focusing on the critical and analytical visual arts skills of their work and the work of others.

a. Each piece included in the portfolio should also exhibit a clear understanding of basic elements and principles of design and how to utilize them to communicate effectively.

b. Text within this collection will exhibit typographical competency directed toward layout, scale, appropriate font choice, readability, correct leading and kerning.

c. Students will develop a resume, letter of introduction, and undergo mock interview process that may later be used in their postgraduate pursuits. Assessed on quality of writing and professionalism.

d. The graphic design portfolio will include works that are self-explanatory where the message is communicated clearly and directly.

Goal 3. Historical Perspective: Work with students in developing an informed historical perspective, an appreciation of other cultures, and an openness to new ideas through the study of how progressive art movements have influenced successive generations and civilizations. a. The student is able to discuss the historical development of graphic design: pervading styles of recent decades, current trends, and non-western influences.

Goal 4. Practical and Theoretical Knowledge: Provide students with a solid foundation in the visual arts; practical and theoretical knowledge, skills, and dispositions required to make the transition to the professional art environment.

a. The works within the final portfolio will illustrate competency in software knowledge (InDesign, Photoshop and Illustrator).

b. Final portfolio will contain between 12-15 pieces. Format may consist of website, CD-Rom, board-mounted and loose with in a box-type container, or in a book form (preferred). Items within may include actual printed material from art internships, corporate identity campaign, logo creation and development, letterhead, outdoor signage and newspaper/magazine layout and photography.

c. The graphic design student will also portray abilities in hand illustration, i.e. pen and ink, watercolor, architectural renderings, etc.

d. Professional presentation of portfolio quality i.e. print/image quality, mounting, protective overlay.

Must average at least 70%

APPOINTMENTS:

All appointments must be scheduled in advance. 870-235-4242
Email address is dgmay@saumag.edu

GRADES: PORTFOLIO

Summative assessment of all Art Faculty- must score a minimum of 70% in this category to pass the course. If your average score is 68, then you have earned an "F". The rubric used by the faculty is the exact rubric posted above.

I look at our experience in the sense that I am to be used in an advisory or technical capacity. If what you need is outside my level of expertise, then it up to you to find these professionals to assist you. By this time in your career, you should know what your best work is. Organize it to market your strongest skills for a chosen profession. Also, select and organize pieces that will best illustrate that you have acquired competencies in each of our four Learning Goals.

Formative assessment: The student submits what he or she considers being their best works to the review committee made up of art faculty. The faculty identifies areas of strengths and weaknesses and familiarizes the student with the format and rubric for the final review. The faculty advises the student on what they will need to see by the end of the course. Professional artists, outside the university, may also be invited to offer feedback as well.

Summative Assessment: The student undergoes the Final Capstone Committee Review. The student must receive a minimum of 70% in order to pass this course and qualify for graduation. If the student does not pass the review, the faculty will document which areas need to be strengthened. The student may attempt the review process up to four times.

If the student has a double major (Graphic Design and Studio), then he or she must participate in the review process for each area separately and no more than 15% of the student's work may be re-used in each of the two portfolios. This course is not required for a minor in art.

CRITIQUES

Obligatory critique by your peers will still be used as a way of refinement of HOW YOU WILL PACKAGE your work. Each student will present their body of work for review at the beginning of the semester. A critique by the class will determine what may be included in your exhibition or if any refinement's should be made. The students will devote class time to critique and present iterations of the progress they are making in relation to their exhibition and or "packaging."

PORTFOLIO CONTENTS:

For all students...

An identity package encased, packaged or otherwise presented in some attractive format (portfolio, digest or catalog of your choice along with a list of career accomplishments) will be created. This work is designed to be used as a mailer, or leave behind for prospective galleries or employers.

Each student will create an artist statement, letter of introduction, resume/cv, academic record, which will include references.

Other pieces created may include business cards, logo, interactive CD (PDF format.) depending on the needs of your career path.

All items will be created along with the refinements of their individual pieces.

This is designed to give you a jump start on the necessary pathway towards employment. Associations, affiliations and related career paths will be explored and researched.

FINALLY

an exhibition of the students' most scholarly and/or aesthetically pleasing work will be required at the end of the term in a manner consistent with the student's "voice," (which should have been developed through the course of study.) You will be required to publicly present your work (verbally and with any other means you feel necessary: PowerPoint, performance, interactive, etc)

Upon completion of the Senior Capstone Review, each student is required to leave a digital copy of their portfolio and forwarding contact information so that we can conduct follow-up questionnaires, documenting the job-finding process, and posting the success of our graduates. We also will post your most successful works on our Departmental website as student success.

In the future, as an SAU Alum, you will become a very important member of the Department of Art and Design Advisory Board. Once you are out in the field and working as a professional, we need your feedback on how we can better prepare our graduates for an ever-changing industry.

We want to know our strengths and weaknesses once you have put your skills and knowledge to test.

ATTENDANCE AND MAKE-UP/LATE ASSIGNMENTS:

A student's academic program should be regarded as an obligation. Regular and punctual class attendance is expected from each student. The student is responsible for all information given in class.

An individual who is absent from a class must contact the instructor no later than the start of the next class period to make arrangements for makeup work. The student is responsible for notifying the instructor prior to a scheduled absence(s) so that an alternate assignment/ deadline may be given. If the absence is found to be acceptable the instructor may arrange for the student to make up work missed or postpone the deadline.

Assignment deadlines are at the beginning of the period for which they are due. Any test, quiz, critique, presentation, etc missed because of an unexcused absence will receive an "F" for that grade. No late assignments will be accepted: meeting deadlines is crucial to becoming a professional.

Once the student has missed the equivalence of 1 week of class (2X), an absence report will be filed with the Associate Dean of Students; refer to Student Handbook.

If the student has missed the equivalence of 2 weeks of class (4X), the student will be dropped and receive a "WF" grade, or an "F" grade for the course.

Tardies: two (2) tardies will be counted as one (1) absence.

Your attendance may also be required at any guest lecture or special events outside of class time that the instructor deems relevant to the course.

Cell Phones and Personal Music Devices (iPods, mp3, etc) are to be turned off before you walk into class and will not be used in anyway unless given special permission from the instructor. The classroom/studio dynamics that occurs between you and your peers is a very important part of the learning experience. What you have to offer benefits others and this exchange between you and your colleagues is required for participation. Any device that distracts you from hearing the professor's comments or isolates you from peer interaction is equivalent to being absent and therefore, will be recorded as such.

*If your cell phone, iPod, or another device is visible during a test or a colleague's presentation, you will receive an "F" grade as well as an absence for that day.

ACADEMIC INTEGRITY POLICY

The mission of Southern Arkansas University empowers all members of the University community to develop and encourage learning environments that create, expand, acquire, share, evaluate and communicate knowledge. Academic integrity at SAU is an organizational and individual responsibility to honesty in all learning experiences. Students, faculty and staff share responsibility for maintaining the highest standards for academic integrity in course-related work, its basis and context is applicable to all.

Any act of dishonesty in academic work constitutes academic misconduct and is subject to disciplinary action. Acts of dishonesty include, but are not limited to, plagiarism and cheating.

DISABILITY SUPPORT SERVICES

It is the policy of SAU to accommodate students with disabilities pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who may require special accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact the Office of Disability Support Services, which is located in Room 216 Reynolds Center, Telephone 235-4145

1st Week:

Introduction of Deliverables.

Arrange Schedules. Define Goals, and Discuss Artist Statements.

Define Portfolios. look at examples. define an exhibition. look at examples.

2nd Week:

What is an artist? What is an arts organization? What qualifies me to work as an artist?

- Day 1)
- Defining the road to a successful career as an artist.
 - How to survive the kick in the teeth ahead.
 - Define your voice.
 - Arrange to call prospective employers, galleries, and agents.
 - What to ask for? Where to look? What to do (...what to do?)
 - Report findings in a presentation format for class to evaluate next week.
 - Use Powerpoint or Adobe Acrobat to create bullet pointed ideas on what you gleaned from your interviews or readings.

Day 2) After presentations: Mapping a career plan
Define strengths and weaknesses as an Artist
For next class: Write an artist statement.

Day 3) Critique work done

Week 3

Day 1) Defining Voice from Artist Statement
How to Build a Good Portfolio
For next class bring in best work.

Day 2) Creating the 'Book'
Examples of Great Portfolios and what apps to use to create them
Next class: Bring in a cover page and an example of a page spread

Day 3) Critique

Week 4

Day 1) Creating an identity to carry through your work
Defining ID
For next class: Create logos by hand and ID Materials (find examples to bring into class)

Day 2) Examples of great ID, In class development

Day 3) Critique of work

Week 5

Day 1) Web Presence : Is it necessary?
expanding ID In a digital world
examples of digital portfolios
creating quick sites

Day 2) In class development: down and dirty
creating indesign websites and flash portfolios

Day 3) Critique of work
Bring in Best work for next class

Week 6

Day 1) Evaluate work, talk about changes if necessary...
photographing the piece: in class demo

Day 2) In class development: Photo workshop
saving for page and web layouts

Day 3) Critique of work
for Monday be prepared for preliminary assessments

Week 7

Day 1) Exhibition techniques
Gallery prep
evaluations

Day 2) Resume writing

Day 3) Critiques