

ART352-EL course proposal

Check here if you agree to submit an Experiential Learning Course Proposal True

Effective catalog term:

Department:

Course Number:

Course title (official title for catalog):

Abbreviated course title for class schedule (limit 26 spaces)

How many credits is this course worth?

When you click submit, a copy of your submission will be automatically emailed to you. Please include your full email address here:

Please enter your department chair's email here:

Today's Date:

Instructor(s):

Course Title:

Is this a NEW course?

Semester and year this course will first be offered:

every term

annually (Fall)

Frequency course will be offered: annually (Spring)

alternate years (fill in terms below)

if offered in alternate years - terms to be offered:

Will reassignment of current faculty cover this course?	yes
Cost and brief description of needed additions to library/media resources:	None
Cost and brief description of needed additional computer software and/or hardware:	None
Cost and brief description of needed additional equipment and/or instrumentation:	None
Unusual classroom or space needs for this course, if any:	Galleries at the BAC and Art Center
List all other Common Curriculum designations applied for and received:	None
List all other Common Curriculum designations applied for but not yet received:	None
Are there any prerequisites for this course?	yes
If YES, please list all prerequisites:	Art 351 (Senior Studio Thesis Part I) and all required courses for art majors.
a. What prior knowledge and skills will students be asked to apply? This prior work typically comes from academic work done in another course. In some cases the prior knowledge is a shared prerequisite course.	<p>In Sophomore Topics (Art 248) and Senior Studio Thesis Part I (Art 351):</p> <ul style="list-style-type: none"> •Write resume and artist statement •Mat, frame, prepare artwork for public exhibit •Document artwork for archival purposes and portfolio •Study exhibition space and display methods from galleries and museums •Exhibit work in gallery and other settings •Present artist talk •Research different possibilities with careers in art •Show knowledge of past and contemporary artists and their work in written and oral presentations.

In all studio art courses:

- Give and receive critiques with instructor and peers
 - Study past and current artists and their work
 - Apply newly acquired skills and techniques in individual and group projects
 - Problem solving in art projects
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b. Where/how will the experiential learning take place?

In classrooms, exhibition spaces, and artist studios the following will take place:

- Critique process with faculty and peers takes place in the midst of creating thesis work
 - Each student works one-on-one with faculty mentor(s)
 - Class as a group designs and prints postcards and works on other publicity efforts, such as news releases and social media
 - Group plans reception and orders refreshments
 - Student practices writing undergraduate grant to help with exhibition costs
 - Class plans gallery design with gallery manager and her staff, taking into consideration other each other's artworks in the group show
 - Each student prepares and displays artwork following professional standards in the gallery
 - Each student prepares and delivers artist talk to the public at the opening of the show
 - Each student prepares an artist statement, to be printed and displayed in the gallery
 - Each student receives faculty feedback while his or her artwork is on display
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c. How does the experiential learning encourage students to exercise initiative, responsibility, and judgment so that they actively shape the learning for themselves?

Outside of class meetings students will be immersed in a self-directed creative process:

- Work independently to create a well articulated and cohesive body of work
- Manage their own time and schedule to meet deadlines and expectations
- Discover techniques and find their own voice

As an option, students may seek out and engage in conversations with faculty mentor(s) to find ways to clarify concepts, improve techniques, and overcome obstacles.

They will work with each other to come up with a theme and title for their thesis show.

They will promote their thesis exhibition to faculty, staff, peers, family, and friends as well as the wider public by postcards and social media.

d. What assignment(s) will you use to judge the degree to which students are able to integrate and apply the old knowledge in a new setting? What key questions will you be asking students to know whether they have met the learning goals? What format will you use for assessment (ex. Short essay, long essay, test, presentation)?

The thesis show will be the culminating goal. It includes a finished body of work and its presentation in the gallery, a written artist statement, and an oral presentation to the public.

Students will be asked to consider the following in their conversations with faculty and classmates (adapted from departmental assessment plan for art majors):

- How am I applying the acquired skills and techniques and demonstrating growth in my particular media?
- How well am I verbally articulating ideas and concepts as they relate to the production and/or viewing of my artwork?
- How well am I generating the subject matter and meaning in the production of my artwork?
- How well am I showing my understanding of and applying the principles and elements of design?
- Am I showing progress in my understanding of my creative process (i.e. problem solving, engagement in feedback process, following through and utilization of resources)?

The faculty will assess student works based on the above criteria by using an established rubric.

a. The Course Description calls for “a structured, formally evaluated written reflection on the connection between that practice and their prior learning.” What assignment will students complete to meet this goal? How will you evaluate it?

Students write an artist statement that helps the audience to understand the idea and motivation behind the artwork and the materials and techniques used. The statement should also show each student’s understanding of art movements and historical context, and artists and their work both in the past or present.