



Art & Archaeology Department

Adapted Syllabus for Hybrid Learning

THE BUSINESS OF ART: ARTS 469

Preparation for Capstone Exhibitions and life as an artist

Instructor: Gary Cuddington

Studio/Classroom: TA19

Course day/time: Monday and Wednesday, 2:00-3:15pm

Instructor's Office: TA236

COURSE DESCRIPTION

Covers the essentials of managing a small art business and the development of concepts in preparation for the capstone exhibition. Each artist will begin to develop their art business and visual identity, learn about taxes, record keeping, develop PR materials, document their creative process, assemble an artists' portfolio, and begin to create a body of work for their senior exhibition.

Hybrid Course Structure and Credits

This is a 3-credit hybrid course, that includes both regularly scheduled on-site classroom meetings, and significant online out-of-classroom components, that replace a second weekly regularly scheduled class meeting time. This course is delivered both in person and online via Blackboard, where you will interact with your classmates and instructor; approximately 51% face-to-face synchronous and 49% online asynchronous.

- **In class**, you will meet for two hours each week (Tuesdays, 2-4pm), where you will engage in hands-on studio exercises, and take part in brief discussions with your instructor and classmates. The instructor will give short lectures paired with technical demonstrations.
- **Online in Blackboard**, you will interact with the course content, your peers and instructor for approximately of two hours each week, where you will look over course related documents, PowerPoints and Keynotes, videos with an array of drawing techniques, and explore links to artists and art resources.
 - **Zoom link**, set up for any online asynchronous or synchronous discussions.
 - **Concept Journal**, for images of sketchbook work, drawing exercises/experiments and images of progress made on your extended project (there are four extended projects). The *Journal*, is reserved for individual, student-to-instructor interaction. The instructor looks over your work and gives feedback.
 - **Online Classroom**, for asynchronous discussions and conceptual exercises, including group critiques for completed projects. Occasionally students will be asked to share *Journal* images on the *Blog* for group discussions.
 - **Discussion Boards**, for topic focused discussions.

- **Out of class studio work**, includes technical and conceptual exercises (In your sketchbook or loose paper) and continual progress on extended projects. Time spent on studio work will vary but can at times equal the *In Class* and *Online Blackboard* time (approximately 2-4 hours per week).

Required Readings

Course materials will be supplied as digital documents, PowerPoints/Keynotes and links. You are not required to purchase a book for this course.

OBJECTIVES

- I. Examine ideas and philosophies to stimulate increased awareness of self and individual thinking, leading to the ability to express an honest personal aesthetic statement in their chosen medium in preparation for their senior exhibition.
- II. Develop skills for critical writing about artwork
- III. Actively participate in objective evaluation of their personal artwork and respect and evaluate the personal work of others
- IV. Build a deeper understanding of the business skills needed to produce and market personal artwork.
- V. Develop marketing skills in preparation for a career as an artist by creating a visual identity for their launch as an artist/business.
- VI. Research and work on poster, postcard and business card design. Start designing the publicity for their *Senior Exhibition*.
- VII. Research and begin developing a portfolio site; prepare portfolio with a detailed resume, artist statement, artist biographical statement, and documentation (images) of artwork and studio process.
- VIII. Learn about and practice developing various types of production plans (for their studio practice).
- IX. Use a physical journal and an online journal (through Blackboard) to record ideas, inspiration, and techniques to use in their creative process.
- X. Although the following documents will go through a development process; students will work on a resume, artist statement, biographical statement, press release, poster, post card, prototypes of artwork for their senior exhibition, and the documentation process. A portfolio will be presented at the final critique of ARTS 469 on the last day of class.
- XI. Create examples of the technique, process, inspiration and the direction of the artwork for their senior exhibition; present a clear thesis/topic, of the idea communicated in their series of artwork.

CLASS FORMAT

Classes will be a blend of lecture, demonstration, discussion, critical review, and hands on experience. Students will find this course demanding of time and thought.

Information received in class and through required readings is designed to provide the knowledge, skill and confidence necessary to create a body of work for the senior exhibition and on to a professional environment.

This course will allow students time to develop artist paperwork, and build the concept for a series of artwork, through sketches, colors roughs, maquettes and critical discussion.

The course is divided between a face-to-face meeting on Monday's, from 2-3:15 and various research materials and exercise delivered through Blackboard. Some of the Blackboard tools we will utilize during the semester include, the *Journal*, *Blog* and *Discussion Boards*.

USEFUL RESOURCES

Practical Art Criticism, by Edmund Burke Feldman

Art/Work, by Heather Darcy Bhandari and Jonathan Melber

COURSE REQUIREMENTS and GRADE PERCENTAGE BREAKDOWN

1. ATTENDANCE/CLASS EXERCISES (Face-to-face and online)

- a. Attendance and Class Participation
- b. Critical Writing and Classroom Exercises
- c. Discussions on Blackboard

2. VISUAL IDENTITY

- a. Portfolio Site Design
- b. Poster
- c. Postcard
- d. Business Card

3. STUDIO WORK

- a. Concept Development
- b. Composition Analysis
- c. Sketchbook/Concept Journal and all preparatory work, including, sketches, colors roughs, maquettes, and other experimentation and exploration towards artwork for the *Senior Exhibition*

4. ARTIST PAPERWORK

- a. Resume
- b. Artist Biographical Statement
- c. Artist Statement

5. EXHIBITION SUPPORT MATERIAL

- a. Gallery Talk (Discuss and research)
- b. Budget and Production Plan (Discuss and rough out a preliminary estimate)
- c. Press release (Discuss)

6. REVIEW OF SEMESTER'S MATERIAL - PORTFOLIO

Requirements / Grading Breakdown		Points
Attendance and Participation Face-to-face & Online	Attendance and Class Participation Critical Writing and Classroom Exercises Discussions on Blackboard	15
Artist Paperwork	Resume Artist Biographical Statement Artist Statement	15
Visual Identity	Poster Postcard Business Card Portfolio Site Design	20
Studio Work	Concept Development Composition Analysis Sketchbook/Concept Journal and all preparatory work, including, sketches, colors roughs, maquettes, and other experimentation and exploration towards artwork for the <i>Senior Exhibition</i>	20
Exhibition Support Material	Gallery Talk (Discuss and research) Budget and Production Plan (Discuss and rough out a preliminary estimate) Press release (Discuss)	15
Review	Digital images of the semesters work/materials (Portfolio)	15
Total points		100

GUIDELINES FOR GRADING

- Evidence of search and investigation
- Recognition and demonstration of issues addressed in the course and students chosen medium
- Evidence of growth in resources, ideas and work methods
- Interest and involvement in group/participation
- Generosity in exploration towards the concept and technical development for the Senior Exhibition (in range and quantity).

**Examples of exploration: Sketches, maquettes, photographs, juxtaposition of materials, notes, color roughs, collaged images, etc. There needs to be experimentation and investigation in order to communicate beyond surface level.*

LETTER GRADE DESIGNATION

- A Mastery of course objectives, exceptional knowledge and understanding of subject matter and demonstrated excellence in the application of theory and technique on assigned projects, outstanding craftsmanship
- B Assimilation of course objectives, above average knowledge and understanding of subject matter, and above average, above average craftsmanship
- C Conceptual comprehension of course objectives, acceptable knowledge and understanding of subject matter, application of theory and technique on assigned projects, acceptable craftsmanship
- D Less than acceptable knowledge and understanding of subject matter, less than acceptable application of theory and technique on assigned projects, unacceptable craftsmanship.
- F Failing: Lack of knowledge and understanding of subject matter; severely limited perception and/or originality. Failure to attend class.

***Note:** This course is set up on Blackboard and as a hybrid course we will use several Blackboard tools. I will post class agendas, announcements, handouts, discussion topics, exercises and study information, so please visit Blackboard often and make sure the email you use is the one used by Blackboard to send announcements.

Guidelines for a Productive Hybrid Course

Students are expected to conduct themselves in the course (for example, in the classroom, on discussion boards and in email) in compliance with the college's regulations and Netiquette.

All communications for this course should be conducted constructively, civilly, and respectfully.

Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this hybrid course, paying particular attention to the following:

- Unless indicated otherwise, please review the readings and other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Makeup Due Dates/Critique Participation

Makeup due dates and missing the required participation in project critiques will be given only for

missed deadlines excused in advance by the instructor. Extensions will generally not be given after the absence has occurred, except under very unusual circumstances.

GRADING

Deadlines for class work are to be taken seriously. Late work will be penalized by 10% if a deadline is missed and an additional 10% for each additional class the assignment is late.

ATTENDANCE POLICY

Students are expected to attend every class session and to arrive promptly. A late arrival of more than 15 minutes is considered an absence.

Four unexcused absences will result in a full letter grade reduction for the course. A full letter grade will be taken off your grade with every additional absence.

Academic Honor Code

All Hood undergraduates affirm on each class assignment that they “have neither given nor received any unauthorized aid.” Cheating or plagiarism—any unacknowledged use of another person’s language or ideas—is thus both an affront to the general standards of conduct on which an intellectual community depends and a specific violation of the Honor Code. As such, these offenses are treated seriously and may lead to severe disciplinary action, including dismissal from the College. For a full description of the policies and procedures of the Honor Code, contact the dean of students.

Students wishing advice on the proper use and acknowledgment of scholarly materials should consult their individual instructors, the library staff and any of the several reliable guides to scholarly writing that these sources may recommend.

Copyright Statement: Hood College affirms the obligation of its faculty, staff, and students to comply with all Federal copyright laws (Title 17, United States Code). Copyright law gives copyright holders (writers, publishers, artists, etc.) exclusive rights to distribute, copy, perform, or publicly display, their own original works. The College recognizes its obligation to promote the rights and responsibilities granted under this law. Hood College assumes that any questions regarding copyright, as they apply to materials for instructional or other College use, will be resolved prior to the use of those materials on College-owned equipment or in College-sanctioned activities.

As members of an institution with an established Honor System emphasizing intellectual integrity, the Hood College community should recognize their responsibility to follow the law and to model it for others. All members of the College community are responsible for complying with College guidelines regarding the legal use of copyrighted materials, regardless of their format or the purpose for which they are used, and for complying with the requirements of copyright law, including obtaining required permissions to use copyrighted materials. Members of the Hood community who willfully disregard copyright law do so at their own risk and assume any liability, which may include criminal, and/or civil penalties. In addition, disciplinary action may be taken as outlined a) for students, in the Bylaws of the Student Government Association (Judicial System), b) for faculty, in the Faculty Code (Termination or Sanctions for Cause), and c) for staff, in the Staff Handbook (Section 405.3).

Peer-to-Peer File Sharing: Uploading or downloading works protected by copyright without the permission of the copyright owner is an infringement of the copyright owner’s exclusive rights of reproduction and/or distribution. Anyone found to have infringed a copyrighted work may be liable for statutory damages up to \$30,000 for each work infringed and, if willful infringement is proven, liability may be increased up to \$150,000 for each work infringed. An infringer of a work may also be liable for the attorney’s fees incurred by the copyright owner to enforce his or her rights. The files distributed

over peer-to-peer networks are primarily copyrighted works, and there is a risk of liability for downloading material from these networks. There are currently many “authorized” services on the Internet that allow consumers to purchase copyrighted works online, whether they be music, e-books, or motion pictures. By purchasing works through authorized services, consumers can avoid the risks of infringement liability.

The Digital Millennium Copyright Act: The DMCA is a response to concerns regarding the pirating and distribution of digital materials, and it helps to clarify how copyright relates to those materials. The DMCA criminalizes the development of technologies intended to circumvent devices (such as passwords or encryption) that limit access to copyrighted material, and it also criminalizes the act of circumvention itself. Institutions of higher education that act as Internet Service Providers (such as Hood College) are granted limited liability for copyright infringement involving the use of their networks if they take steps to designate a local agent to receive notices regarding instances of infringement over the local network and for effecting a “take-down” of the infringing material. The Library Director will provide contact information for Hood’s Take-Down Officer.

Center for Academic Achievement and Retention (CAAR):

The CAAR office is located on the third floor of Rosenstock Hall and provides a wide range of academic supports for all students. Services range from math and writing tutoring to individualized one-on-one meetings to discuss any barriers that might prevent you from reaching your full academic potential. If you ever need help, feel free to stop by. We won’t always have all the answers, but we will definitely work with you to try to help you find the supports that you need.

Accessibility Services:

The Accessibility Services office provides academic support for students with disabilities. Examples of disabilities include, but are not limited to, mobility impairments, blindness/low vision, psychiatric conditions, recurring medical conditions, ADHD, Autism Spectrum Disorders, and others. The following are examples of academic accommodations:

- Extended time on exams
- Note-taking support
- Textbooks in alternative formats (electronic, audio, etc.)
- ASL interpreting services

If you have a documented disability and are interested in finding out more about academic accommodations, please contact Lauren Reis, the Disability Services Coordinator, by e-mail at reis@hood.edu, by phone at (301) 696-3421, or by visiting CAAR.

Instructor reserves the right to alter the timeline and presentation of topics.