

## Syllabus

### COURSE DETAILS

**NO.** ARTS 2326  
**LEVEL** Undergraduate  
**PREREQ.** ART 4301  
**TERM** Spring 2025  
**TIMES** TTH, 2-4:45  
**ROOM** Classroom Hall 105

### INSTRUCTOR

Sarah Fox  
[sfox@tamusa.edu](mailto:sfox@tamusa.edu)  
Office Hours:  
TTH  
By Appointment

## COURSE OVERVIEW

This is an advanced studio course that guides students towards making a final cohesive body of work. Students will learn how to apply research to their making, and how to write a professional artist statement. Students will discover where their work fits within a historical and contemporary art field.

### STUDENT LEARNING OBJECTIVES

By the end of the class students are able to:

- Take an idea and develop it into a cohesive body of work.
- Talk about their work in a historical art context.
- Talk about their work within a contemporary art context.
- To articulate your ideas about your work and that of others.
- Thrive within a professional art setting with a website, CV, portfolio and artist statement.

### COURSE STRUCTURE

This course begins with exercises to build ideas, community, and begin to see our work in the larger art world. Then students will create an idea for a complete body of work (between 3-5 objects, paintings, photographs, etc.). This body of work will have a research component that will grow alongside the physical making of the project. The end of the class will educate students on the professional practices of the art world, including photographing work, building a website, creating a CV and writing an artist statement.

Part 1: Warm-up activities, presentations, artist family tree

Part 2: Portfolio

Part 3: Professional Practices

### ASSESSMENTS

The final course grade will be calculated as follows:

- 15% Part 1: Warm-ups
- 65% Part 2: Portfolio
- 20% Part 3: Professional Practices

### GRADING CRITERIA

- **Warm-ups** are evaluated based on the student's ability to be experiment, participate, and respond to different prompts design to build community, charge the artist's voice, and generate ideas.
- **Portfolios** are graded based on completion. They will be graded based on the student's ability to stick to their written plans. Portfolios will be based on the thoroughness of the research, and the students' ability to show that research in the work. Craftsmanship, quality and consistency are also important in portfolios
- **Professional Practice** grades will be based on completion, professionalism and clarity.

### GRADING SCALE

- **A** = 100–90% (Outstanding work, perfect documentation, not only fills the requirements of the project, but pushes past expectations.)
- **B** = 89.99–80% (Good work meeting the minimum requirements. Student demonstrates an average understanding of techniques, materials and relevant concepts, and puts forth considerable effort. Strong work ethic, average documentation of work.)
- **C** = 79.99–70% (Average work not meeting the minimum requirements of the project. Adequate understanding of techniques, materials and relevant concepts. Underdeveloped technical skills and minimum innovation, poor documentation and effort.)
- **D** = 69.99–60% (Poor work. Requirements barely met. Student's work shows little understanding of techniques, materials and relevant concepts. Studio time is not used effectively and student puts forth little effort.)

- **F = below 60%** (Unacceptable work. Requirements for the course are not met; a majority of work has not been completed. Student's work shows minimal or no understanding of techniques, materials and relevant concepts; little or no regard shown for in-class and out-of-class assignments.)

#### **REQUIRED MATERIALS:**

- **Sketchbook**
- **Drawing supplies**
- **Supplies needed for the portfolio of work**

#### **COURSE POLICIES**

##### **EMAIL**

When contacting me through email make sure that you provide all the necessary information. Provide me with your name, and the specific about name of the assignment or material that you have questions about so that I can accurately answer your questions.

##### **ATTENDANCE**

###### **I TAKE ATTENDANCE EVERY DAY DURING THE FIRST 5 MINUTES OF CLASS.**

- You will be able to accrue 3 absences without penalty in this class. These absences will not alter due dates. Please talk with your classmates about missed work, or check on blackboard to keep up with any missed content.
- The 4th absence will lower your course grade one full letter grade. Each additional absence will also lower your course grade by one full letter grade.
- Students who accumulate 7 or more absences are strongly advised to drop this course.
- Arriving late 3 times or leaving class early 3 times counts as an absence. If you are late, check in with me to make sure your attendance is recorded.
- Arriving to class unprepared is considered as absent.
- Working on other class materials or not actively participating is considered an absence.
- Attendance is calculated for each day of class meetings. Students enrolling after the first class day are counted absent for the days missed prior to enrollment.

##### **LATE WORK POLICY**

If your project is not completed for critique, you will not receive full credit for your critique grade. Projects 1 class period late get a one letter grade deduction (Highest grade of a B), after 2 class periods late the highest grade is a C, and so on. All hands-on activities will be **due at the start of class** on their specified due date.

In extreme cases or under extenuating circumstance I may— at my discretion— offer an extension on an assignment. You will only be granted an extension if you contact me **before its due date**. Be sure to contact me as soon as possible when situations arise that affect your coursework. Early and transparent communication is always valued.

##### **DISRUPTIVE BEHAVIOR**

- Students are expected refrain from disruptive behavior. This encompasses several things including: Making / taking phone calls during Lectures, Demos, Critiques and Group Work
- Texting during Lectures, Demos, Critiques and Group Work
- Insulting or threatening others in face-to-face or remote discussions, lectures, small group work or during open studio time
- Studying for another class during Lectures, Demos, Critiques and Group Work
- Acting erratic, under the influence, and not staying focused on class work during Lectures, Demos, Critiques and Group Work

- Not participating in class activities
- Listening to music without headphones during open studio time

If a student is exhibiting disruptive behavior the instructor will:

- Give the student a warning: Asking the student to stop the disruptive behavior.
- If the disruptive behavior continues the student will be asked to leave the class.
- If the student refuses to leave the classroom the instructor may call campus police to help resolve the issue.

### **STUDIO CLEAN UP**

You are responsible for cleaning up messes you make and required to participate in all-class clean up sessions. Put away tools and materials, clean your area and sweep the floor. We will start clean-up 20 minutes before class ends. Points will be deducted from your projects for leaving messes.

### **BLACKBOARD**

I will use Blackboard to provide you with copies of the syllabus, calendar, and other course materials. This will also be where the most up-to-date grading information will be shared with you. Make sure you regularly check Blackboard for updates.

If you require technical support with your Blackboard account please contact Academic Technologies. Resources for Blackboard help can be found online at: [http://www.tamusa.edu/its/student\\_resources/BlackboardStudentHelp/BbStudentHelp.html](http://www.tamusa.edu/its/student_resources/BlackboardStudentHelp/BbStudentHelp.html)

### **ACADEMIC INTEGRITY**

Students should be familiar with the Texas State Academic Honor Code and know that the general rules and student rights therein apply to this class. A copy of the Code's passages on plagiarism and cheating are available in the Student Handbook or online. You must adhere to these policies. Any violation of the honor code, no matter how slight, will result in the notification of five disciplinary officials.

### **CLASSROOM ACCOMMODATIONS**

All persons with disabilities are welcome in the classroom and will be provided reasonable accommodation. Students are asked to contact the Office of Disability Services for classroom accommodations within the first two weeks of class.

### **TEACHING PHILOSOPHY**

Texas A&M believes that freedom of thought, innovation and creativity are fundamental characteristics of a community of scholars. To promote such a learning environment, the university has a special responsibility to seek diversity, to instill a global perspective in its students, and to nurture sensitivity, tolerance and mutual respect. Discrimination against or harassment of individuals on the basis of race, color, national origin, religion, sex, sexual orientation, age, or disability are inconsistent with the purposes of the university.

### **STATEMENT ON CIVILITY AND COMPLIANCE IN THE CLASSROOM**

Civility in the classroom is very important for the educational process and it is everyone's responsibility. If you have questions about appropriate behavior in a particular class, please address them with your instructor first. Disciplinary procedures may be implemented for refusing to follow an instructor's directive, refusing to leave the classroom, not complying with social distancing or sneeze and cough etiquette, and refusing to implement other health and safety measures as required by the university. Additionally, the instructor, in consultation with the department chair/school director, may refer the student to the Office of the Dean of Students for

further disciplinary review. Such reviews may result in consequences ranging from warnings to sanctions from the university.

## Course Calendar | SPRING 2025 (Course Calendar is subject to change)

### **Week 1 | 1/21: Intro**

#### **Tuesday:**

- Syllabus Introduction;
- Presentations on Work

#### **Thursday:**

- Presentations

### **Week 2 | 1/28: Part 1**

#### **Tuesday:**

- Presentations
- Artist's family tree assignment

#### **Thursday:**

- Senses Drawings
- Family Tree Check-In

### **Week 3 | 2/4: Part 2**

#### **Tuesday:**

- Lecture: Research and Work

#### **Thursday**

- One on One Meetings about Project Idea and Research

### **Week 4 | 2/11: Part 2**

#### **Tuesday:**

- Timelines due; Workday

#### **Thursday:**

- Workday

### **Week 5 | 2/18: Part 2**

#### **Tuesday:**

- Workday

#### **Thursday:**

- Workday

### **Week 6 | 2/25: Part 2**

#### **Tuesday:**

- Workday

#### **Thursday:**

- Workday

## **Week 7 | 3/4: Part 2**

### **Tuesday:**

- Workday

### **Thursday:**

- Critique #1

## **Week 8 | 3/11: SPRING BREAK**

### **Tuesday:**

- Spring Break

### **Thursday:**

- Spring Break

## **Week 9 | 3/18: Part 2**

### **Tuesday:**

- Workday

### **Thursday:**

- Workday

## **Week 10 | 3/25: Part 2**

### **Tuesday:**

- Workday

### **Thursday:**

- Workday

## **Week 10 | 4/1: Part 2**

### **Tuesday:**

- Workday

### **Thursday:**

- Workday

## **Week 11 | 4/8: Part 2 & 3**

- Critique #2

### **Thursday:**

- Intro to Writing an Artist statement
- Photographing work

## **Week 12 | 4/15: Part 3 (The Remainder of the Semester will meet on-line)**

### **Tuesday:**

- Photograph Work
- Work on Artist Statement

**Thursday:**

- Portfolios due
- Work on Artist Statement

**Week 13 | 4/22: Part 3**

**Tuesday:**

- Intro to CV

**Thursday:**

- Individual Meetings with me for Artist Statements

**Week 14 | 4/29: Part 3**

**Tuesday:**

- Individual Meetings with me for Artist Statements

**Thursday:**

- Artist Statements and CVs Due

**Week 15 | 5/8: FINAL DAY TO TURN WORK IN**