**Senior Projects T/R 2-3:50pm SP14**

Professor Samantha Fields

Office Hours: T/R 4:00-5:30pm, call advisement to make an appointment.

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**Prerequisite:** Senior-standing. Co-requisite: ART 438L. Projects which afford students the opportunity to assess their training, summarize their achievements, and analyze their place in the visual arts. Some sections of this course may offer a community service opportunity with activities relating to concepts and theories presented. Check the schedule of classes for the CS designation.

**Course Objectives:** This course will also focus on the role of artists, art educators, and art historians within a larger societal context. Students will learn about other disciplines within the arts, and learn to articulate their practice and the practices of others. Students will develop a handbook for post-graduation career development that includes: networking, talking about their work, written correspondence, interview skills, resourcefulness, and critical thinking within discourse.

**Attendance:** Attendance & participation is required. On your third absence, your grade will be reduced by one step. For example, if you have earned at 90%, that is an A-. If you missed 3 classes, your A- would be lowered to a B+. Failure to fully participate during group projects will result in a lower grade. Each project in this class, including participation, is work approximately 10% of your overall grade. Failure to complete any one project will lower your grade significantly. It is impossible to earn an “A” grade without completing ALL projects assigned.

**Grading:** Grades are on the university +/- standard. Projects are graded as following:

These projects will be graded in class:

Project Points

Area Presentation 100

Debate Team 50

Interview 50

These projects will be included in your Survival Kit Handbook:

Project Points

Elevator Pitch 50

Career Model 100

Templates 100 (4 @ 25 points each)

Resource List (group project) 50

Annotated Bibliography 100

Action Plan A & B 100

Worksheets 100 (5 @ 20 points each)

Handbook/Survival Kit:

This compilation will serve as your final project. As stated above, you can make improvements to projects completed over the course of the semester. You should also include relevant material from other courses completed during your time at CSUN. See handout for details.

Project Points

Handbook 100

Participation: I will evaluate each one of you for a participation grade. Many of the projects in this class are based on group discussion and collaboration. I will be observing and evaluating your participation over the course of the semester.

Project Points

Participation 100

TOTAL POSSIBLE: 1000

**Classroom Policies:** No cell phones, texting, or social media may be used in class. Phones and push alerts should be set to mute. We may use your computer or table in class, in fact, I encourage you to do so. However, I will deduct participation points if I see you doing anything other than coursework during class time. Students are expected to adhere to the CSUN student code of conduct.

**Fine Print:** For this class we’re experimenting with some new content and instructional approaches. It’s likely that there will be changes to topics covered, the schedule, and the instructional modalities used.

**Expanded Course Calendar**

Basic Format of the class: Monday: lecture/discussion/videos-----Wednesday: activity

**Week 1 What Do I need to Know?**

1/21 Overview of syllabus, introduction of long-term projects. Discussion with students about the “gaps” in their studies at CSUN. What did they want/need to learn that either wasn’t covered, or was somehow missed? I will also cover who I am, and why I am teaching this course.

Worksheet #1 Activity: Top 5 things you wanted to learn but haven’t. Top 5 things you want to know about life after graduation.

11/23 Introduce Area Presentations **Project: Due Week 3**

Lab Activity: Area Presentations

Students break into groups by areas. For example, all the graphics people are in one group, all the painters, in another (smaller areas can be grouped together, larger areas can be split into multiple groups).

Worksheet #2 Activity: Describe your area

Presentation #1: Describe Your Area

Describe your area--its aims and methods. What are common misconceptions? How do we differentiate between good work and bad work? What are the invisible rules?

**Week 2 What do I do?**

1/28 Lecture: Talking About Your Work: When talking to others and prospective employers, etc. it’s helpful to be able to describe your positive qualities and traits.

How do you talk about yourself?

How do you talk about your work?

How do you talk about your discipline?

How do you talk about art in general?

How do you talk about your aspirations?

How do you talk about the future?

1/30 Lab Activity: Elevator Pitch

Worksheet #3 Activity: Complete a worksheet/forum on professional character/qualities.

Assignment: Using information from your worksheet, write a 1-2 sentence “pitch” that describes their work. This project is designed to answer questions like:

“What kind of work do you make?”

“What do you do?”

“What is your area of expertise?”

“Why did you choose animation, art history, etc.?”

**Week 3 What is my Discourse?**

2/4 Area Presentations

2/6 Area Presentations

**Week 4**

2/11 Meet with Areas: Animation (2-3pm) and Art History (3-3:45pm)

2/13 Meet with Areas: Studio (2-3pm) and Graphic Design (3-3:45pm)

**Week 5**  **Where am I?**

2/18 Lecture: The CSU Master Plan for Education. Networks & Networking

Lab Activity: Networks & Networking

Networks versus Networking

Who you know.

Network is what you are, networking is what you do.

CSUN is a network (leitmotif tie-in)

It’s good to remember that you are already part of a network, look at the community you already have. How can you expand it?

When you network you are either somebody that wants something, or somebody who wants something from someone else. This dynamic usually fails because everyone is annoyed, suspicious, and nervous.

When you are part of a network, everyone involved is invested. (community)

Real connections versus forced connections.

Examples: Womens Caucus for Art, Boom!, AIGA, American Society of Illustrators, Artist Collectives,

Worksheet #4 Activity: What networks do you already belong to? Are there others you can join? List 5 contacts that you currently have.

2/20 **Models, Myths, and Scams**

Lecture: We all look to other professionals in our field as models for what we aspire to be. In every field, there are myths about what it means to be a success. What popular myths about art and artists permeate our culture? Scams are a common way that myths and models can be exploited, manipulating your desire for success and recognition for personal/financial gain. This lecture addresses these tricky issues and presents some real-life art world models, myths, and scams.

Lab Activity

Assignment: Career Model Due 3/4

Students will identify a professional in their field that serves as a model for their own career path. Using Google, the Library/Jstor, and even personal correspondence, chart the career path of your chosen professional. You will create a dossier of your professional where you will answer the following:

Who is your professional and why did you choose them?

Did your subject go to school? If so, where? What did they study? Which degrees to they hold?

Where does your subject live?

Where does your subject work? Are they self-employed?

How did your subject come to be in their current position?

Did your subject deviate from their “chosen” profession? How? What purpose did it serve?

If possible, include quotes from your subject.

Include examples of your subjects work/writing.

Include your subjects professional materials: resume/statement/website etc.

Did you learn anything new about your subject through this process? What was it?

**Week 6 Miss Sams Charm School: Manners, Social Media, & Professional Correspondence**

**2/25** Lecture: Interactions and correspondence are a crucial part of any career in the arts or otherwise. This lecture will cover when it is appropriate to use email, facebook, or snail mail when corresponding professionally, introductory emails, thank you notes, follow ups and letters of recommendation. We will also discuss social media, and it’s relationship to professional life. Examples: Bad emails, when to lie, salutations, thank you notes.

**2/27** Lab Activity

Assignment: Templates Due: 3/18

Students will create several templates for future use, including:

Introductory email: You may need to introduce yourself for a variety of reasons: inquiring about a job opportunity, contacting other professionals for exhibitions, peer reviews, interviews, comments, etc. How do you approach someone, in writing, whom you have never met?

Thank You note: When someone does something for you, it is always a good idea to send a thank you note via snail mail.

Follow up emails: You interviewed for a job, or send images to a curator, or submitted an article for consideration. How do you ask for an update without seeming needy, pushy, or overly aggressive?

Letter of recommendation: Not only will you have to ask for these, you will also need to eventually write them! The best way to practice is to write one for yourself!

**Week 7 Resourcefulness**

**3/4 CAREER MODEL ASSIGNMENT IS DUE**

Lecture: When in school, you depend on your professors and advisors to tell you what steps to take next. Post-graduation, it helps to be able to pull together your own resources. What does it mean to be resourceful? How do you find information? How can you determine what information is useful, and what isn’t? Demonstrate Google Drive.

**3/6** Lab Activity

Assignment: Resource List DUE: 4/1

Students will work in groups by area to develop a shared resource list. Students should create a shared document in Moodle to work from:

Job Search

Grants/Funding

Residencies/Retreats

Professional Organizations

Finances: Tax Professionals, Bookkeeping

Relevant Publications

For Studio: Exhibition Venues, both commercial and non-profit

For Design: Firms every designer should know

For Art History: Publications for Peer Review Articles, Publishers, Museums and Curation Opportunities

For Art Education: Publications for Peer Review Articles, California State Standards for K-12, Museum Education Programs

Graduate Programs

Post-Bac Programs

Fulbright Information

**Week 8 Success & Failure or “You don’t always get what you want.”**

**3/11**  Lecture: In any field, failure is part of the game. What happens when you get rejected? What do you do when you don’t get the job? Is there a formula for success? What is failure? What are the benefits of failure? What is success? Can you recognize the difference? Examples: Dale Carnegie, How-to Guides, Scams (again)

**3/13** Lab Activity: Success & Failure

Worksheet #5 Activity:Write one paragraph that defines for you, what failure is. Write another that defines your idea of success. Complete a worksheet that outlines skills, qualifications, and interests.

Assignment: Plan A Plan B DUE: 4/22

Using the resources and discussions from the last few weeks as well as your worksheet, write a personal plan for the future that addresses job, voice, community. Create an action plan A for post-graduation and a plan B as a back-up. You should put BOTH plans into action so that if one falls through, you have a second path.

**Week 9 Create an Annotated Bibliography**

**3/18 TEMPLATES ASSIGNMENT IS DUE**

Lecture: Research and resources

**3/20** Lab Activity

Assignment: Annotated Bibliography DUE: 4/19

Create an annotated bibliography that relates to your work. In the annotations, give a brief synopsis of the article/film/book/website and explain its connection to your work.

**Week 10 Debate Team**

**3/25** Lecture/Discussion: What is debate? Form teams, review rules. (flesh out rules, timing etc.)

Hand out assigned readings on various topics

**3/27** Presentation #2 Debate Team: Having chosen from a list of topics covered in class, student teams are paired to debate opposing viewpoints. Ultimately, students have to choose the perspective they believe, effectively defend those beliefs, or attempt to reconcile opposing viewpoints.

**Week 11 Survival Kit/Handbook**

**4/1 RESOURCE LIST ASSIGNMENT IS DUE**

Lecture: This “Kit”, or Handbook, will serve as a guide for you to use post-graduation. In it, you will compile the exercises we have completed in class, as well as additional professional tools completed in your area of concentration.

Assignment: Begin to collate material from this class as well as material from other classes for your post-graduation handbook. This will be due at the end of term as your final project. Items may include, but are not limited to:

From this class:

All worksheets

Elevator Pitch

Annotated Bibliography

Correspondence Templates

Action Plans A & B

Resources List

Graduate School Information & Research (if applicable)

From other courses:

Portfolio, reel, collected writings, lesson plans

CV

Statement (if needed)

**4/3** Lab Activity: Individual Meetings with Instructor to discuss handbook.

**Week 12 SPRING BREAK**

**Week 13 Interview**

**4/15** View artist films, read artists interviews, discuss how to interview someone and how to be interviewed. The mock interview is a subject in which students can learn why some answers are better than others and how politics work.

Sample Interviews: MFA interview, Job Interview, Publicity Interview

**4/17** Lab Activity: Choose partners and discuss interview format.

Assignment: In pairs, students will create and interview for a peer to be conducted next week. Students can choose: Job, MFA, or Publicity formats.

**Week 14 Mock Interviews**

**4/22 PLAN A PLAN B IS DUE**

Conduct mock interviews in class (flesh out timing, format)

**4/24** Conduct mock interviews in class (flesh out timing, format)

**Week 15 Graduate School**

**4/29 ANNOTATED BIBLIOGRAPHY IS DUE**

Lecture: At some point, you may decide on graduate school. This talk covers what graduate school is, what purpose it serves, how to research programs, examples of programs including CSUNs, and how to apply.

**5/1** Lab Activity: Individual Meetings with instructor.

**Week 16 Fin**

**5/6: Last day of formal instruction**

DUE: SURVIVIAL KIT/HANDBOOKS