

ART 525/625 | ADV./STUDIO PROBLEMS: PRINTMAKING

SPRING 2021 | ONLINE

Instructor: Michelle Rozic | michelle.rozic@csun.edu

Office hours: Tuesday 9-10:30am

To schedule: www.calendly.com/michelle-rozic/office-hour

Zoom office hours/individual meetings link: <https://csun.zoom.us/j/87239322529>

Zoom group meetings link:

<https://csun.zoom.us/j/88004736665?pwd=T3AzSTFHbIRINGI rSmtxVVVhpRktMZz09>

passcode: Printing

Course website: www.canvas.csun.edu

CATALOG DESCRIPTION

Prerequisites: Classified graduate standing; Instructor consent. Investigation of artistic problems in printmaking, exploration leading to resolution in artistic statements. Problems of increasing complexity and evidence of greater depth of artistic concept required in the sequence of course work. 1 hour per week in seminar; 5 hours per week in supervised studio work.

COURSE DESCRIPTION DETAIL

This class focuses on developing your creative work and critiquing the work within the historical and contemporary contexts of printmaking and of the larger art world. Projects include developing a cohesive body of work with participation in three mandatory group critiques. While you aren't required to work in traditional printmaking media, students choosing to may do so in a traditional or expanded printmaking practice. Printmaking at its most basic level involves creating a matrix and transferring the matrix onto another surface. Printmaking is the creation of multiples and repetition. All students should explore the relationship of content to the materials and processes used.

Additional projects include applying to an art opportunity, short exercises, readings/discussions/presentations, attending virtual printmaking symposiums, and visiting speakers. Tuesday sessions will focus on lecture or discussion, while Thursday sessions will focus on studio work time and individual meetings.

Professionalism, a dedication to studio practice, and commitment to engaging with peers is essential.

SCHEDULE AND CLASS WORK

The class will combine synchronous individual and group meetings with asynchronous, independent work. All assignments will be submitted through Canvas, with instructions given weekly. Emailed submissions will not be accepted.

CLASS ACTIVITIES

Together we will create an individualized schedule geared towards your personalized projects. What this means for each of you will be different. Those with common interests will be encouraged to work together. Once everyone's goals are set, we will work on the class calendar of events.

12+ hours of out of class work time per week is expected in order to complete projects on time, with a high level of achievement.

Artwork

Artwork proposals will include research, experimentation, and the production of a body of creative works.

Critique: Finished, in progress, and/or experimental work will be shown for each critique, including the final critique. You will be evaluated based on the quantity of output, progress throughout the semester and developed understanding of your studio practice. You will not be penalized for failures, as they are integral to experimentation and growth. The class critiques will include work created for this course and not critiqued in other courses. An artist statement is required at each crit.

Artist Statement: Your artist statement will evolve over the semester and can encompass your entire body of work.

Portfolios: A virtual portfolio is due each critique with work professionally documented, along with an artist statement and image list including the title, dimensions, and media. Unprofessional photos – blurry, skewed, distorted, distracting background – will not be accepted. Submit images at least 2000 pixels on the shortest dimension. Label your files Last Name_First Name_Title.extension (i.e. Rozic_Michelle_Tidelands.jpg).

Discussions

Online community will be a cornerstone of the semester. Synchronous and asynchronous class discussions will take place to foster community and support artwork and professional practice.

Our class community will become an accountability group. At the beginning of the semester we will set individualized goal/s and each week the group will support each other in reaching them.

Art Opportunity

Each of you will research and apply to/create at least one art opportunity by the semester's end. Opportunities may include, but are not limited to: virtual/physical exhibitions, proposed conference workshops/presentations, grants, residencies, graduate program applications, teaching or art related jobs.

Workshops

The class will discuss which workshops are most relevant to the art opportunity goals. Possibilities include:

- **Artist statements and graduate project abstract**
- **Photographing work and retouching images**
- **Marketing:** website, business cards, social media, CV, artist statement
- **Teaching packets:** Decoding job calls, teaching philosophy, artist statement, CV, images of work and student work, sample syllabus
- **Gallery packets:** Image documentation, gallery and show opportunity research, letters of interest, applying or submitting materials to at least one opportunity
- **Public speaking:** artist talk, elevator pitch
- Other TBD

Virtual Printmaking Symposium/Guest Speakers

The class will participate in the Self-Help Graphics virtual printmaking symposium. Visiting artists will be invited for artist talks and possibly for studio visits.

Citizenship

Basic consideration for the instructor, guests and fellow students. This means submitting work with proper file names, submitting to proper modules, participating with courtesy in discussions, professionalism with communications, etc. Most students are good citizens.

CSUN student code of conduct:

www.csun.edu/studentaffairs/pdfs/standards__student__conduct.pdf

Text

Information will be given through handouts, lectures and demonstrations.

Required Materials and Supplies

Additional materials and supplies determined by course proposal and goals.

Device to access internet

You need bandwidth sufficient to watch short videos, download and upload files, and video chat. If you don't have a suitable computer or reliable internet you can borrow a laptop and/or hotspot from CSUN.

<https://www.csun.edu/it/device-loaner-program>

External hard drive or cloud storage

An external hard drive or cloud storage. CSUN student's are automatically provided with a myCSUNbox cloud storage account.

<https://www.csun.edu/it/mycsunbox>

Digital camera

Such as a cell phone camera.

Home Studio

A dedicated space will be vital to creating artwork for this course. This will look different depending on your home situation. For some, it will be a space that can be left setup for the duration of the semester, such as a desk or table. For others, it will be a container to store course materials, with an agreed upon time to use a shared space such as the coffee table, or a utility table in a garage. The most convenient, luxury option is to have a dedicated space that can be left as is for as long as you need it setup.

Home studios are best used with materials low in toxicity. I recommend keeping food handling tools separate from art tools. If a kitchen table is used, before beginning work fully clear the table, while working cover the table, and once finished, clean the table thoroughly before using again for food handling. The same procedure should be applied for kitchen counters and sinks.

- **Flat work surface:** table, desk, floor
- **Sink:** kitchen, bathroom, utility
- **Art supply storage:** container, shelves
- **In progress artwork storage:** shelves, drying rack, mail sorter

For more tips on setting up your space, view the *Setting up a Home Studio* slide lecture.

TIME MANAGEMENT

Online courses require greater personal responsibility of time management, especially if you are balancing a full schedule of online courses with variable deadlines, work, or other personal responsibilities. If it isn't already part of your daily practice, set up a weekly planner. Some prefer a pocket-sized weekly planner or a large calendar pinned to the wall. Others prefer virtual so the calendar can sync across devices and be shared with others. I use google calendar exclusively and like that I can access it from anywhere from multiple devices. I color code calendars so work, personal, and family are easy to see. Recurring obligations are blocked in, such as classes I teach. Personal time is blocked in, such as lunch. Some calendars are shared to ease scheduling of group events, such as my family calendar.

Set aside dedicated blocks of time each week for this class, and write in the work to be completed. Note due dates. This will afford you the time to complete assignments each week. If you finish a task early, enjoy your free time before your next event begins.

Working at home, show up prepared. Do your best to ensure you have materials to work at the start of each work day, including technology and art materials, an internet connection, and some kind of phone or other device to access online course content.

Read this short article for additional time management tips:
<https://www.copper.com/blog/google-calendar-planning>

GRADING

Grades will be given on the standard point system with +/- grading

- A: Outstanding achievement, above requirements with extra time and effort
- B: Requirements met with very good achievement and clear understanding of objectives
- C: Requirements met with average effort and work
- D: Requirements met with minimum effort and careless work, barely passing
- F: Failure, minimum requirements not met, inadequate understanding of course material
- Incompletes given only in documented emergency circumstances

As graduate students it is expected that you will comply with all rules and exceed your obligations. Requirements include the understanding/application of the concepts, materials, and processes/techniques covered, as well as creativity, concept development, and execution of projects. Class participation, deportment and citizenship are considered for the final grade. Attendance affects final grade.

Grading Percentages

- 25% First third of the semester: artwork, statement, portfolio, meetings, critique participation
- 25% Middle third: artwork, statement, portfolio, meetings, critique participation
- 25% Last third: artwork, statement, portfolio, meetings, critique participation
- 10% Accountability group and discussions
- 15% Art Opportunity, citizenship, guest speaker and workshop participation

Late Work

This is a graduate level course, as such, late assignments will not be accepted. Missed critiques cannot be made up. All work must be completed before class or critique begins. Exceptions made in extreme circumstances, such as illness or death in the family, with proper documentation.

Revised Work

As this is a graduate level course, no revised work will be accepted.

Plagiarism

All work created in this course must be original content. Please review the CSUN policy on plagiarism.

Attendance

As a graduate class it is expected that you will be on time each class, stay the entire time and will not miss class. Excessive tardies and absences (more than 3) will affect your final grade.

Please keep me informed of anything I need to know about the evolution of your health or situation just like you would during face-to-face classes. The schedule is based on keeping us on track to complete work, but it will consider disruptions as we are still in the midst of a pandemic and difficulties it may bring.

GENERAL FEEDBACK AND EMAIL RESPONSES

When is the instructor available?

I will check email and Canvas periodically M-F between 9am-5pm and respond typically within 48 hours. I will inform you if I am unavailable during the normal workweek. Tuesday mornings I will be available for scheduled 30 minute individual office hour appointments, which can be booked back to back if you require additional time. If you have questions or are struggling please contact me to talk so I can help, either through email, or by signing up for an appointment.

To schedule please visit: www.calendly.com/michelle-rozic/office-hour

How will you receive feedback on your work?

Each assignment will be submitted and graded through Canvas. Feedback will be given either asynchronously through Canvas or synchronously through individual or group discussion. If this is your first time using Canvas, please visit <https://www.csun.edu/it/canvas> for tutorials. While online learning is different from face to face learning in many ways, do not hesitate to ask any questions you would normally ask so you don't get behind if you need additional information or feedback. It is up to you to reach out just like you would speak up in the classroom.

Email

CSUN considers your CSUN email account to be the official means of contacting you. This means that if the University or I send something to this address, we will assume that you received the information and you are consequently responsible for it. If you regularly use another account, please set your CSUN email to forward to your preferred email account.

Before sending an email please check the syllabus or Canvas to see if you can find the answer there. In your email, include the class number, 525/625, in the subject line along with what the message is about. Keep your message professional and concise, using a salutation (opening) and valediction (closing). Please grammar and spell check. Emails will be returned within one to two business days.

Emergencies

If you have an emergency, please email me with the word EMERGENCY in the subject line as soon as you are safely able to do so.

Resources on Health and Safety Related to Covid-19

Please see the official University Covid-19 updates page:
<https://www.csun.edu/covid-19>

Check this page frequently, along with your CSUN email, to stay up to date on advisories and expectations. Faculty will follow advisories posted on this page in the administration of course work.

ZOOM ETIQUETTE

1. (Group Zoom) **Mute microphone:** Unmute only when talking. The microphone icon is in the lower left corner.
2. **External microphone:** If you have a lot of online courses, you may want to use an external microphone headset for highest hearing and speaking quality.
3. **Video:** When possible, keep video on. Turn off your video if you are talking to someone else, eating, or anything else that may be distracting to other attendees. Contact me if you have concerns.
4. **Use your real name:** A waiting room will be used for zoom meetings. Use your real first and last name so I know who you are to let you into the meeting. Please include your preferred pronouns (i.e. she/her/hers, he/him/his, they/them).
5. **Be on time:** Arrive a few minutes early to test out equipment and get setup.
6. **Chat:** Keep chats related to the course. Remember they are public and a record may be kept.
7. **Raise hand:** Use the raise hand feature if you have a question, or physically raise your hand if your video is on. Once called on, unmute the microphone.
8. **Sign-offs:** If you are speaking, sign-off by saying something like: "I'm done." "Thank you." or "That's all." This will let everyone know you are finished with your comment or question.
9. **Professional attire:** Consider any course zoom or office hour meeting to be a professional meeting and dress as you would for an in person professional meeting. Clothing is required.
10. **Background:** When possible, log into your meeting from a distraction free, quiet environment. Natural day light from the side is flattering. Avoid backlit situations. Scan your space to ensure everything in frame is acceptable for a professional meeting. If you are unable to adjust your space, consider using a virtual background to create a more neutral environment.
11. **Coworkers:** If needed, coworkers (pets, siblings, children, partners, roommates) can attend!

CSUN SUPPORT SERVICES FOR STUDENTS

CSUN has a range of resources to support your academic goals, engagement with campus activities and physical and mental health. I encourage you to browse the links below throughout the semester and the rest of your time at CSUN.

www.csun.edu/dres/student-services/csun_resources.php

Students with Disabilities

The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. If you have a disability and need extra assistance or accommodations with aspects of this course, please register with the Disability Resources and Educational Services (DRES) office or the National Center on Deafness (NCOD). The DRES office is located in Bayramian Hall, room 110 and can be reached at (818) 677-2684. NCOD is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2611. If you would like to discuss your approved accommodation with me, please contact me to set up an appointment.

ART DEPARTMENT GOALS ADDRESSED IN THIS COURSE

Basic Skills Developing a foundation of art knowledge, theories, skills, craftsmanship and technologies, where ideas and concepts are communicated in writing, speaking and art making.

Art Knowledge Broadening knowledge of ancient through contemporary art and to develop an understanding of art within theoretical, cultural, and historical contexts.

Critical Thinking Analyzing, interpreting, and questioning traditional methodologies and pre-conceived notions of art and art making through the process of generating and solving problems.

Interdisciplinary Connections Exploring and engaging in interdisciplinary forms of art making.

Global Perspectives Promoting an appreciation and tolerance of diverse perspectives dealing with art, culture, teaching and learning.

Collaboration Encouraging both individual and collaborative art experiences among students, faculty, and community.

Professional Preparation Developing career paths for various art professions and an understanding of the demands and expectations of those areas.

COURSE STUDENT LEARNING OUTCOMES

Students will learn to understand and speak eloquently about multiple modes of art/art-making through readings, discussions/critiques, and field trips.

Students will develop professional level studio practice as demonstrated through the work they produce.

Students will apply critical thinking and problem solving to successfully work through concepts from inception to completion, with a superior understanding of the relationship of form and content.

Students will demonstrate safe working practices with the materials and equipment used.

RECOMMENDED HEALTH AND SAFETY

1. Wear appropriate protective clothing and equipment.

- Wear an apron or work shirt.
- Keep long hair tied back. No scarves or dangling items.
- Wear close-toed shoes to protect your feet from injury.
- Wear gloves when using inks/solvents/acids.

2. Use solvents safely.

- Seek out non-toxic approaches first. Both oil based and water soluble printing inks can be cleaned with a combination of vegetable oil, dish soap, 50% white vinegar/50% water, windex, and rubbing or isopropyl alcohol.
- No solvents in the sink or down the drains.
- Only use solvents in a well-ventilated area.
- If solvents are used, use the LEAST amount that will do the job.

3. Wash hands thoroughly before eating. Avoid eating while working.

- Foods absorb toxic substances from the air and dirty hands carry particles directly into your system.

The three routes toxic substances enter the body are inhalation, ingestion, and absorption.

INHALATION of airborne chemicals can affect the nose, upper respiratory tract, and lungs. Upon entering the bloodstream, they affect the blood, bone, heart, brain, and liver.

INGESTION can result in an exposure to most of the internal organs and local action on the stomach wall.

ABSORPTION (skin contact) causes chemicals to enter through skin into the bloodstream thus affecting some of the most sensitive areas of the body. It also causes allergic reactions and dermatitis from loss of protective skin oils.

Know the health risks of the materials you work with. Each product has a Material Safety Data Sheet, or MSDS, which includes product safety information. These should be reviewed before a product is used.

ACCOUNTABILITY GROUP

Changing habits, or starting new ones, can be challenging to complete independently. Often, answering to others makes it much easier to achieve goals that may be difficult to reach on our own. This semester the class will form an accountability group to help each of you achieve your individualized goals. Think of the overarching goal you hope to achieve in your studio practice, then consider how to break it down into attainable weekly steps.

Listen to this podcast on building good habits and breaking bad ones.

<https://hiddenbrain.org/podcast/creatures-of-habit/>

Weekly Checkins

We will begin each Tuesday with a 15-30 minute checkin, with three rounds. Prepare your thoughts before the start of class.

Round 1 – Each member checks in with 3-5 words that describe their current emotional state.

Round 2 – Each member states what last week's goal was, whether they accomplished it or not and whether they need help, in 2 minutes or less. Other members can offer to help, but they should discuss the details between the two of them after class, not during.

Round 3 – Each member states their goal for next week. As a closing, members can offer to connect outside of the group to discuss anything else.

The checkins will move quickly. You are encouraged to discuss ideas, offers for help, and anything else outside of class. The idea is to host a fast-moving check-in that hits on accountability rather than a deep dive into one artist's obstacles. Canvas Discussions or Thursday's optional Zoom peer studio visits can be used for additional checkins. Both successes and struggles can be shared. Though progress is the goal, much can be learned from both success and failure.

SMART Goals

Ideally, goals will fit the following criteria:

S – Specific. A goal like “make more art” is too vague and is challenging to track. What kind of art? Get specific! Fill in the details. “Draw each day” is much more specific.

M – Measurable. How will you know when you've met your goal? Further, clarify the goal by stating a unit of measurement such as “Draw 15 minutes each day.”

A – Achievable. Make sure the goal is attainable. If you regularly draw 30 minutes each day, setting a goal of 2 hours per day might be too aggressive. Stretch yourself, but make it possible.

R – Relevant. Keep the goal relevant to your long-term plans. You're trying to draw more each day, so maybe this isn't the time to start casting bronze. Stay focused.

T – Time-Bound. When will you achieve this goal? Do you want to complete a certain number of drawings each week? For how long?

A SMART goal for our example would be “draw 15 minutes each day the entire spring semester,” which is much more specific than “make more art.” Big goals can be set for the semester, and the weekly-goals can help make progress towards the larger goal through discrete, measurable chunks.