**ART 307: CORE ART STUDIO**

Instructor: Curtis Taylor

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Pronouns: he/him/his

**Synchronous Class Meetings (Tuesday)**

* **2:00 PM - 4:45 PM**

Student Hour Meetings: Thursdays

* 2:00 PM - 3:00 PM

Course website: canvas.csun.edu

**Catalog Description:**

This course is an introduction to upper-division art department concentrations, goals, and expectations. The focus is on studio exploration of technology in art and its relationship to contemporary art practice and theory.

**Course background/description:**

This class is a discussion-based seminar that will expose you to various ways of thinking about art, careers, and what it means to study in an art program. It’s designed to help you avoid common misconceptions about art. This course should be useful whether you are studying studio art (e.g. Painting, Sculpture), applied art (e.g. Animation, Illustration, Graphic Design, etc.), art education, or art history. Each class typically has students from a variety of concentrations including students just beginning their upper-division studies and graduating seniors.

**Art Depart SLOs**

* Acquire a basic knowledge, theories, and concepts about art; develop a foundation of art skills and a high level of craft; communicate ideas and concepts through writing, speaking, and art-making; acquire a competency with the tools and technologies associated with the visual arts.
* Develop an understanding of the theoretical, cultural, and historical contexts of art.
* Apply processes of generating and solving problems in art; analyze, interpret, and question traditional methodologies and preconceived notions of art and art-making.
* Develop an appreciation and tolerance of diverse perspectives dealing with art, culture teaching, and learning.
* Develop a career path for an art profession or an art-related field; develop an  
  understanding of the demands and expectations of that area of art profession or art field

**Course student learning outcomes**

* Develop an assessment portfolio. Articulate interests, strengths, and weaknesses and know how to tailor upper-division class choices accordingly.
* Acquire knowledge of paths of study, instructional approaches, expectations, advisement options, and career possibilities for various Art Department concentrations.
* Demonstrate an understanding of the nature of art discourses.

**GOALS OF THE COURSE**

* Cultivate an understanding of and mutual respect for the various concentrations in the department, especially by examining language and conceptual assumptions.
* Help students to address important, but unvoiced assumptions that guide their thinking about art practice and careers.
* Help students gain a broader context for their work.
* Dispel stereotypes about artists and designers.
* Link art practice to meaningful language so that students can gain access to larger communities of thought and practice.
* Help students gain personal authority by reducing apparent contradictions between what they say and do.
* Help students understand, voice, and reconcile their relationship to institutional power.
* Give students an opportunity to listen to the views and experiences of other students.
* By drawing from an instructor’s background and experience, lead productive discussions that help students to generate satisfactory answers to tough questions.

**Attendance & Grading**

* Grades can include +/-
* You can get an A in this class if you complete the projects on time and don’t miss any scheduled class meetings.
* Attendance: With only 15 or 16 class meetings, attendance at each class is required for a full understanding of the course content.
* I will be using ZOOM's powerful attendance and attention reports to track course participation and attendance.
* Canvas Discussions: You must answer the discussion questions before class to fully participate in class meetings. You are an essential part of the course content and the discussions will be more meaningful with your experiences represented.
* You are expected to finish work on time (watching the assigned videos, reading the assigned chapters, finishing the assigned writings). The whole point is to have something to discuss/present in class. However, all work can be submitted for ½ credit if turned in after the due date/time (11:59 PM)
* Any assignment submitted after 11:59 PM will be given 1/2 credit.
* Late assignments can be submitted up to the end of our last class meeting.
* It is my priority is to grade most assignments before the start of the next class
* Grades and comments will be visible on the Canvas Gradebook
* I do make mistakes, so if you believe the grade is inaccurate, feel free to email me about the status of your grade.

**Tentative Meeting Routines:**

* Part 1: The opening of the class will be spent discussing readings and responses.
* Break
* Part 2: The discussion will connect supplemental readings/videos to course content.
* Break
* Part 3. The discussions will s: continue the discussion or do an in-class project

**Approach:**

* For most classes, you will have several days to read a PDF document and respond to the study questions/prompts in an online forum. You must submit your responses by 11:59 PM on the due date - usually Friday night.  You may submit earlier if you like. This gives me time to carefully review everyone’s submissions before class and make comments on your submissions. In class, we’ll discuss the reading(s) and your responses.
* **Course topics and activities subject to change. Review Canvas modules for specific details.**
* **Note:** Some of the readings have links to videos and other related materials.

# Required Text and Supplies

Everyone Likes Flying Paint [PDF chapters to be downloaded from Canvas. FREE].  
You need to be able to access the internet (e.g. Canvas) outside class hours.

How to Find Fulfilling Work by Roman Krznaric, 2013. About $10-15. Available on Amazon! You can buy it used for about $7 including shipping but order now because it takes awhile. You can also get it immediately as a Kindle text.

Watch Twister (1996)-Available on Netflix, Oviatt Media, Amazon, Public Libraries.

Watch The Hunger Games (2012) <https://digitalcampus.swankmp.net/csun301626/watch?token=793EFD17A2E91664>

**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 mail to forward to your preferred email account.

**Plagiarism**

We will discuss the difference between appropriation (this syllabus) and plagiarism. All work created in this course must be original content, both written and visual. Please review the CSUN policy on plagiarism.

# Support Services

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. Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and various state laws prohibit such discrimination. If you need extra assistance with aspects of this course, please contact the [Disability Resources and Educational Services (DRES)Links to an external site.](https://www.csun.edu/dres) or the [National Center on Deafness (NCOD)Links to an external site.](https://www.csun.edu/ncod). Reasonable and effective accommodations and services will be provided to students if the requests are made in a timely manner and with appropriate documentation in accordance with federal, state, and university guidelines. Please let me know if you need further information or assistance from me in order to facilitate your learning experience. If you would like to discuss your approved accommodation with me, please let me know and we can set up a virtual appointment.

# ****Additional Campus Resources and Support****

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. Please let me know if you would like additional information on any of the resources below. These links are also included on the Canvas site.

## **Academic and Technical Resources**

* [Oviatt LibraryLinks to an external site.](https://library.csun.edu/) for browsing of books, articles, media, and additional academic resources.
* [Learning Resource CenterLinks to an external site.](https://www.csun.edu/undergraduate-studies/learning-resource-center) offers tutoring, a writing center, & more.
* [Disabilities Resource Educational Services (DRES)Links to an external site.](https://www.csun.edu/dres) for assistance with accommodations.
* [CSUN Information Technology (IT)Links to an external site.](https://www.csun.edu/it/need-help) for technology support with Canvas and software related issues. Their office is open for calls/chat M-F from 8am-5pm PST.
* [CSUN's Accessibility PolicyLinks to an external site.](https://www.csun.edu/universal-design-center/accessibility-statement) for more information on CSUN’s goal to ensure that campus communication and information technology is accessible to everyone.
* [Oviatt Library Open Educational Resources (OER)Links to an external site.](https://libguides.csun.edu/affordable-learning-solutions/find-affordable-resources/what-are-oer) for affordable Health Science textbooks and educational resources.

## **Additional Campus and Community Resources**

### **Clubs and Campus Facilities**

* [Oasis Wellness CenterLinks to an external site.](https://www.csun.edu/oasis) for a welcoming destination where students can find serenity and relaxation, including meditation, massages, and workshops focused on managing stress.
* [Klotz Student Health CenterLinks to an external site.](https://www.csun.edu/shc) offers medical services, including Telehealth appointments.
* [Student Recreation Center (SRC)Links to an external site.](https://www.csun.edu/src) for exercise and leisure activity that promotes wellness.
* [Career CenterLinks to an external site.](https://www.csun.edu/career) for career, internship and job resources, resume writing, interview help & more.
* [USULinks to an external site.](https://www.csun.edu/usu) for a variety of services including lactation space, veterans’ resources, and more.
* [Associated StudentsLinks to an external site.](https://www.csun.edu/as) providing programs designed to enhance the campus environment.
* [Financial Aid & ScholarshipsLinks to an external site.](https://www.csun.edu/financialaid) offers aid for applications.

### **Additional Resources**

* [CSUN with A HEARTLinks to an external site.](https://www.csun.edu/heart) for valuable information that will connect you to various resources regarding the basic needs of students in the CSUN campus community.
* [Food Pantry at CSUNLinks to an external site.](https://www.csun.edu/mic/csun-food-pantry) providing food and toiletries for CSUN students in need.
* [University Counseling CenterLinks to an external site.](https://www.csun.edu/counseling) offering free short term counseling services to students, including individual counseling, crisis intervention, group and workshops, and more.
* [Pride CenterLinks to an external site.](https://www.csun.edu/pride) supporting LGBTQIA+ students through programming and outreach.
* [Office of Equity and DiversityLinks to an external site.](https://www.csun.edu/eqd) supporting CSUN’s commitment to maintaining an environment where no member of the campus community is subjected to any form of prohibited discrimination in any University program or activity.
* [HelplinesLinks to an external site.](https://www.csun.edu/helpline) (after hours when the University Counseling is closed) for numerous topics/needs including suicide, drug help, rape or sexual assault, other crisis or urgent concerns and more.

• [Emergency MataCare grantsLinks to an external site.](https://www.csun.edu/financialaid/matacare-emergency-grant), one-time grants to prevent evictions, urgent childcare issues, etc.

**Food or Housing Insecurities**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

**Mutual Respect in the Classroom**

The dynamic relationship between a college student and a teacher occurs when this relationship is effective and honored. Students, parents, the institution itself, and the public desire the best learning outcomes. When mutual respect is present in the classroom, the following expectations are fulfilled:

* CSUN student code of conduct: [www.csun.edu/studentaffairs/pdfs/standards\_student\_conduct.pdfLinks to an external site.](http://www.csun.edu/studentaffairs/pdfs/standards_student_conduct.pdf)

**Gender Inclusive**

This is a gender inclusive class and is open and welcoming to all. Both students and instructors may exhibit varying levels of prior experience engaging with topics related to gender identity and expression. For those who lack experience, it may seem unclear how to ask others about their gender pronouns in a respectful manner or how to intervene when someone has been misgendered. While the following link was written for faculty it is applicable to all and offers several tips for respecting an individual's’ gender identity and expression requests. Among these tips is a [Pronoun Etiquette Sheet](https://cft.vanderbilt.edu/wp-content/uploads/sites/59/Pronoun-Etiquette-Sheet.pdf) that instructor can use in discussions about gender identity and expression.

If this resource needs updating please let me know and we can revise it together.