

ART 309 VIDEO FOR VISUAL ARTISTS
Mon/Wed, 11:00am-1:45pm

Spring 2021
CANVAS + ZOOM

Instructor:

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Email:

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Office Hours + Location:

Wednesday, 10:00am-11:00am via ZOOM

CATALOG DESCRIPTION

ART 309 (Video for Visual Artists) explores the relationship between visual art and video/moving images. Students create short video explorations to study the camera, movement, composition, color, and editing.

ART DEPARTMENT STUDENT LEARNING OUTCOMES

1. Students will acquire competent knowledge and skills in various art media, concepts, and methodologies.
2. Students will produce a competent body of individual and collaborative work suitable for a liberal arts degree, for the local, national, and global marketplace.
3. Students will solve visual problems at a competent level, including understanding and applying the elements of art and principles of design.
4. Students will utilize and apply critical thinking skills to communicate ideas for their intended audience at a competent level in visual, oral, and written formats.
5. Students will acquire historical and contemporary knowledge of diverse cultural and aesthetic contexts, including political, visual, and material culture.

COURSE STUDENT LEARNING OUTCOMES

1. Students will demonstrate competent knowledge in the use of the camera (or other recording device), a clear understanding of the basic principles of videography, and proficiency in the use of various editing and post-production software applications.
2. Students will produce a competent body of video work with clearly developed technical, aesthetic, and conceptual skills suitable for a liberal arts degree, for the local, national, and global marketplace.
3. Students will be able to understand, analyze, and apply video's relationship to fundamental concepts in art, such as objectivity, interpretation, representation, abstraction, and gesture, in order to create unique video content.
4. Students will exhibit an understanding of their own interests and abilities in visual art and how they can be expressed visually through video as well as in verbal and written formats.
5. Students will exhibit an understanding of video art's historical trajectory through a variety of contextual lenses.

COURSE OVERVIEW

The presence of video is ubiquitous in everyday life. It is experienced through film, broadcast television, and online streaming services; shared through home movies and vacation mementos of family and friends; encountered in public spaces through systems of observation and surveillance; and keeps us connected through FaceTime, Zoom, and social media. As a medium for artistic expression, video presents unique opportunities for creative exploration that encompasses a broad range of possibilities in the realm of performance, abstraction, documentary, social justice, conceptual inquiry, and narrative storytelling. The aim of this class is to provide a foundation to understand the technology of digital video and the application of those means to artistic endeavors through the following topics and activities:

History of Video Art. Readings, lectures, and weekly discussions will provide a broad overview of the history of video art and, by extension, avant-garde experimental film. This knowledge will not only help place the works seen and discussed in a historical and critical context but also inspire and inform your own creative practice.

Videography and Post-Production. Demos, tutorials, and skills labs covering the basic principles of videography (lighting, composition, camera angles, movements, etc.) as well as Adobe Premiere Pro's essential editing and post-production techniques will provide a strong technical foundation for creating unique video content.

Video Arts Presentation. Readings, lectures, and weekly discussions covering video installation, projection, social media platforms, websites, etc. will provide a broad overview of video arts presentation. This knowledge will help determine which method of display is most appropriate for your unique video content.

Criticism and Feedback. Group critiques, peer reviews, self-assessments, and individual meetings with me will provide opportunities for constructive criticism and feedback throughout the semester. These experiences will help identify strengths and areas for improvement in your technical and conceptual development.

COMMUNICATION

Canvas. All course content can be found on Canvas. Log in with your CSUN user ID and password at <https://www.csun.edu/it/canvas>.

Weekly Zoom Meetings. Log in with your CSUN user ID and password at <https://csun.zoom.us/>. Check Canvas for scheduled dates, times, and the meeting link.

Email. All email communication must take place with official CSUN email. If you have any questions, comments, or concerns, send me a message at curtis.ames@csun.edu. I typically respond to student emails within 24 hours. Check email daily as I send updates regularly.

Zoom Office Hours. Sign-up via Canvas Appointments or email me to schedule a meeting.

COURSE STRUCTURE

The majority of course content will be available for you to complete via Canvas. As you move through the course, you will be introduced to new techniques and concepts. Weekly Zoom Meetings, which will include interactive activities such as discussions, video screenings, peer reviews, lectures, demos, etc., are a great place for you to ask questions and get feedback as we dig deeper into and further explore how these new skills and ideas can be applied to your own video work.

There will be four Projects to complete over the course of the semester. Each Project will address specific topics and themes. Projects will be comprised of the following components:

Discussions. Discussions will be posted to Canvas weekly. Writing prompts will include readings, podcasts, Art21 episodes, and contemporary art videos related to each Project's specific topic and theme.

Video Reviews. Each Project will contain a Video Library, a curated collection of contemporary art videos related to each Project's specific topic and theme. Videos in the Video Library are available for you to review and analyze through a series of writing prompts.

Video. The video component is the most important element of each Project. Ranging from 30 seconds to several minutes in duration, these audio/visual explorations allow you to demonstrate a clear understanding of topics and themes introduced in each Project.

Artist Statement. A brief written description of your video component, the artist statement is designed to explain your creative process and ideas to the viewer. It can be used to justify your intentions and contextualize your video work in relationship to art history, theory, and your experiences.

Peer Reviews. Each student will review Videos of their peers. Peer Reviews will provide an opportunity to receive constructive criticism and feedback regarding your work.

Self-Evaluation. A personal assessment of your progress and development.

GRADING

Determined by evaluations of your technical, formal, and conceptual progress as demonstrated in your completed Projects, your overall course grade is based on the following points system:

A = 100 – 94, **A minus** = 93 – 90

B plus = 89 – 87, **B** = 86 – 83, **B minus** = 82 – 80

C plus = 79 – 77, **C** = 76 – 73, **C minus** = 72 – 70

D plus = 69 – 67, **D** = 66 – 63, **D minus** = 62 – 60

F = 59 – 0

Project grades are based on the following points system:

Project 1 (The Basics)

<input type="checkbox"/>	Discussions	3pts
<input type="checkbox"/>	Video Reviews	3pts
<input type="checkbox"/>	Video	10pts
<input type="checkbox"/>	Artist Statement	3pts
<input type="checkbox"/>	Peer Reviews	3pts
<input type="checkbox"/>	Self-Evaluation	3pts
<input type="checkbox"/>	Total Points	25pts

Project 2 (Video as Performance)

<input type="checkbox"/>	Discussions	3pts
<input type="checkbox"/>	Video Reviews	3pts
<input type="checkbox"/>	Video	10pts
<input type="checkbox"/>	Artist Statement	3pts
<input type="checkbox"/>	Peer Reviews	3pts
<input type="checkbox"/>	Self-Evaluation	3pts
<input type="checkbox"/>	Total Points	25pts

Project 3 (Abstraction in Video)

<input type="checkbox"/>	Discussions	3pts
<input type="checkbox"/>	Video Reviews	3pts
<input type="checkbox"/>	Video	10pts
<input type="checkbox"/>	Artist Statement	3pts
<input type="checkbox"/>	Peer Reviews	3pts
<input type="checkbox"/>	Self-Evaluation	3pts
<input type="checkbox"/>	Total Points	25pts

Final Project (Curatorial Proposal Presentation)

<input type="checkbox"/>	Curatorial Proposal Presentation Draft	2pts
<input type="checkbox"/>	Video	10pts
<input type="checkbox"/>	Curatorial Proposal Presentation	10pts
<input type="checkbox"/>	Peer Reviews	3pts
<input type="checkbox"/>	Total Points	25pts

Total Points per Project	25pts
4 Projects @ 25pts each	100pts

Rubrics describing Project component assessment criteria will be posted on Canvas. All Project grades and feedback will be returned within one week of submission.

IMPORTANT DATES

1/25/21. Classes begin.

2/19/21. Last day to withdraw (without formal request).

2/22/21. Project 1 due.

3/15/21 – 3/19/21. Spring Break. No instruction.

3/24/21. Project 2 due.

3/31/21. Cesar Chavez Holiday. No instruction.

4/14/21. Project 3 due.

5/12/21. Final Project due. Last day of instruction.

PARTICIPATION AND ATTENDANCE

This class is a lab. As such, active participation in all scheduled activities is critical to your success. You are allowed three (3) absences without penalty. Additional absences (excused or unexcused) will reduce your final grade up to 10 points. Six (6) or more absences will result in failure of this course. Late arrival, early departure, overlong breaks equals 1/2 of an absence. Information missed due to tardiness or absence will be the responsibility of the student.

LATE AND REVISED WORK

Late work results in smaller, less involved classroom critiques and discussions, and affects the entire class. Due to the nature of this class and studio assignments, it is imperative that all work be completed on time and submitted for group critique. Late work will not be accepted.

REQUIRED TEXT AND SUPPLIES

No textbook required. All course content will be made available on Canvas. Students are encouraged to use LinkedIn Learning for Adobe Premiere Pro software tutorials. To access the course library for free, visit <https://www.csun.edu/it/linkedin-learning>. If you have any technical difficulties accessing site materials, email me or contact CSUN IT at (818) 677-1400. CSUN IT hours are Monday-Friday from 8:00am-5:00pm.

Laptop. This class requires students to have personal and continuous access to a laptop/computer that meets the Art Department requirements at <https://www.csun.edu/mike-curb-arts-media-communication/art/laptop>. If you have questions, please contact the Art Department at (818) 677-2242. CSUN offers currently enrolled students the option to borrow devices such as computers and internet hotspots through its [Device Loaner Program](#).

Camera. Access to a digital video camera or other digital video recording device, preferably with HD capabilities.

External Hard Drive. Portable USB 2.0 500 GB+ drive, such as LaCie Rugged External HD.

ZOOM NETIQUETTE POLICIES

Please adhere to the following Zoom Netiquette policies:

Screen Name. Always use your full name during official class Zoom Meetings.

Attire. Even though you may be alone at home, your professor and classmates can SEE you! While attending class in your pajama bottoms is a tempting option, you'll want to make sure that you are presenting yourself in the best possible light.

Background. We can also see BEHIND you. Make sure that there is nothing in the background that may distract from the class. While it's not necessarily the best choice to attend class from your messy bedroom, it may be the only place you can find peace and quiet away from roommates or family members. If that's the case, you can employ a Virtual Background to hide what you don't want seen.

Mute. Once you log in to the virtual classroom, be sure to mute your microphone. This will help to eliminate background noise that could distract others.

Raise your hand. To ask a question or contribute to the conversation, use the "Raise Hand" button. Once the teacher calls on you, unmute yourself and begin speaking. When you have finished speaking, indicate you are done by saying something like "That's all" or "Thank you" and then mute your microphone again.

Chat. The Zoom chat feature is a tool to make comments and ask questions without interrupting the speaker but be aware that your comments are public and are recorded in the minutes of the session.

PLAGIARISM AND ACADEMIC DISHONESTY

The maintenance of academic integrity and quality education is the responsibility of each student within this University and the CSU system. Cheating or plagiarism in connection with an academic program at a CSU campus is listed in Section 41301, Title 5, California Code of Regulations as an offense for which a student may be expelled, suspended or given a less severe disciplinary sanction. Academic dishonesty is an especially serious offense and diminishes the quality of scholarship and defrauds those who depend on the integrity of the University's programs. PLEASE be aware that if you turn in another person's artwork and claim that it is your own OR if you turn in the same artwork to more than one class for credit without the explicit permission of both instructors, this is PLAGIARISM/CHEATING, and you will be held accountable for the consequences. Visit <https://catalog.csun.edu/policies/academic-dishonesty/> for more information.

SPECIAL NEEDS AND ACCOMMODATIONS

Students with disabilities must register with Disability Resources and Educational Services (DRES) in order to receive accommodations. If you feel that you qualify for the services provided by DRES contact them at (818) 677-2684 or stop by the office located in Bayramian Hall (BH 110). Faculty cannot provide accommodations for students unless they have disability documentation and are registered with DRES. If you need an accommodation based on the impact of a disability, contact me to discuss your specific needs. Visit <https://www.csun.edu/dres> for more information.

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.

Academic and Technical Resources:

[University Library](#) for browsing of books, articles, media and additional academic resources.
[Learning Resource Center](#) offers tutoring, a writing center, and more.
[CSUN IT Help](#) for technology support with Canvas and software related issues.
[CSUN's Accessibility Policy](#) for more information on communication and IT accessibility.
[University Library \(OER\)](#) for affordable Health Science textbooks and educational resources.

Campus and Community Resources:

[Oasis Wellness Center](#) offering stress-management and relaxation services.
[Klotz Student Health Center](#) offering medical services, including Telehealth appointments.
[Student Recreation Center \(SRC\)](#) for exercise and leisure activity that promotes wellness.
[Career Center](#) for career, internship and job resources, resume writing, interview help & more.
[USU](#) for a variety of services including lactation space, veterans' resources, and more.
[Associated Students](#) providing programs designed to enhance the campus environment.
[Financial Aid & Scholarships](#) offers aid for applications.
[CSUN with A HEART](#) for resources helping CSUN students meet their basic needs.
[Food Pantry at CSUN](#) providing food and toiletries for CSUN students in need.
[University Counseling Center](#) offering free short-term counseling services to students.
[Helpline](#) after-hours crisis intervention and support.
[Pride Center](#) supporting LGBTQIA+ students through programming and outreach.
[Office of Equity and Diversity](#) 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.
[Emergency MataCare](#) are one-time grants to prevent evictions, urgent childcare issues, etc.

Subject to Change: The course syllabus provides a general plan for the course. Deviations may be necessary, and notification of any changes to the syllabus and/or the aspects within it will be discussed in class, via email, and posted on Canvas for your reference.