

ARTS
54
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Exhibition Development
SPRING 2015

Course Syllabus: ARTS 548, Exhibition Development, *Spring 2015*, Virgil Scott

E-mail

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E-mail should be used for brief verbal communications only.

If your e-mail is longer than 55 words, I suggest some face-time.

Office Hours (*by appointment*)

Monday 3:30–4:30

Tuesday 3:30–4:30

Wednesday 2:30–5:30

Office # 314

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Class information

Credit hours: 3.0

Meeting times: Tuesday 6:00 p.m. to 9:30p.m.

Meeting location: 1910 Pacific 3rd Floor

Suggested text books and resources

1. Various sources identified through the student's individual research, or sources suggested by thesis committee members germane to the progress and direction of the thesis research and exhibition agenda.
2. Other major design university's MFA archives / repositories (SVA, VCU, Stanford D-school, etc.)
3. Research in real libraries / journals / library loan and electronic research data banks
4. AIGA archives
5. Periodical's: *Print Magazine*, *Communication Arts Magazine*, *I.D. Magazine*, *Fast Company Magazine*
6. Media: National Public Radio, 90.1 and news sources of all stripes
7. Anywhere, and anything that is relevant to this topic (interviews, ethnography, etc.)

Course Description

The Thesis Exhibition Development class is set up to facilitate the crating of your final thesis paper in conjunction with your thesis committee's feedback through weekly scheduled benchmarks and peer critique. You will be guided through the design, strategy, planning and execution phase of your thesis exhibition through ideation roughs, class critiques and 3D mock-ups in preparation for the exhibition build process in Summer 1.

Course Structure

This class will be a combination of in class and outside class meetings with your thesis committee major advisor and committee members. A commitment to the research and weekly progress will be necessary to achieve the goals for this class and its completion. A willingness to participate, collaborate and expand your research will be a key component in a productive and positive outcome for each student. It is the job of the student to set the schedule and adhere to it on a weekly basis using the provided benchmark schedule as a guide. The role of the professor and your fellow classmates is to respond to the work that is brought in weekly, and comment, direct, expand on, and suggest possible areas for further research, as well as comment on exhibition planning.

It is the student's responsibility to meet with your committee members, as well as your peers and bring their comments along with your research to your weekly meetings for discussion. In addition, it is the student's sole responsibility to proof all materials for spelling and proper syntax (Employ a proofreader). Any and all materials produced must meet the high mark of standards set forth in this program, as well as, the academic standards for a terminal degree in the field of Visual Communication.

All students must engage in critiques. You are expected to “cover the walls” with ideas for discussion each week presenting new or furthered directions. Please, do not bring in the same work as the previous week and expect to achieve a high level of outcome, be prepared to execute your thesis, and or pass this class.

Weekly assignments / progress and meetings will be directed and assigned per each student's individual research agenda, and may vary from student to student.

Student Learning Outcomes

1. Final research, input and feedback from your major professor and committee towards the conclusion of your final thesis paper
2. Develop a workable weekly schedule based on your individual thesis direction
3. Explore and expand your current thesis research through a scholarly literature review, which will support your questions, etc.
4. Complete your IRB protocol and receive the necessary approvals to move forward – if applicable
5. Develop and execute your vehicle to collect the feedback to prove/ support the problem that you have set up
4. Receive guidance in facilitating your exhibition with respect to your direction, venue, budget and final execution
5. Finalize a realistic thesis exhibition strategy, plan, schematic and 3D model with a step-by-step completion procedure
6. Be prepared to execute your thesis exhibition and write a well crafted thesis paper using the prescribed format incorporating your exhibition process, and study's results
7. Receive the necessary approvals to move forward to the exhibition build stage
8. Start the exhibition build stage
9. Receive the necessary approvals for your final thesis paper submission
10. Preparation for graduation

Grade Evaluation

Your final grade will be based on your week-by-week benchmark progress, attendance and commitment to your research and success of your final thesis exhibition and paper. In addition, it is your responsibility to meet with your committee members throughout the semester and bring their comments to your weekly meetings for discussion. You must present quantitative and qualitative data that satisfies and or proves your statement of the problem and addresses the specific goals of your study. Grades will be discussed on an individual basis by office appointment only—not in class.

Grade Scale

- A** 90 to 100 points: Excellent (superior effort and results above and beyond)
- B** 80 to 89 points: Good (significant effort and hard work)
- C** 70 to 79 points: Average (minimal class requirements met)
- D** 60 to 69 points: Below Average (below class average expectations)
- F** 50 to 59 points: Poor (inferior work and attitude)

Attendance Policy

- Attendance will be taken by sign in sheet. (Signing in for a classmate is NOT acceptable)
- Two tardies to class of 20 minutes or more equals one absence.
- Arriving to class 60 minutes late or more equals one absence.
- Returning from break 10 minutes late or more two times equals one absence
- Sleeping, dozing or nodding off in class—besides being very rude to all concerned—will be counted as a tardy the first time and an absence the second time and any subsequent occurrences.
- You may be absent from class twice. (Absent is absent, unexcused or excused)
- Three absences will result in failing the class.
- On your first absence you will receive an e-mail warning from your instructor that will be copied to Lee Whitmarsh and filed.
- On your second absence you will receive an e-mail warning from your instructor that will be copied to Lee Whitmarsh and filed.
- If a student is OVER 10 MINUTES late for the final, a full grade will be deducted from his or her final grade.
- If a student does not show up for the final they automatically fail the class.

Statement on Student Behavior

All students enrolled at the University shall follow the tenet of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide Handbook, Policies and Procedures, Conduct)

All students must show respect toward the instructor and the instructor's syllabus, presentations, assignments, and point of view. Students should respect each others' differences. If the instructor determines that a student is not being respectful towards other students or the instructor, it is the instructor's prerogative to ask the student to leave, to rethe student to the department head, and to consider referring the student to the Dean of Students who may consider requiring the student to drop the course. Please refer to pages 42 – 46 of the Texas A&M University-commerce Student guidebook's Codes of Conduct for details.

Student Conduct / Citizenship

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook). Students are expected, at all times, to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time and effort toward the educational process.

Class Policy

Cell-phones, e-mailing, texting, head-phones, or unauthorized computer use in class with result in a one-point deduction from the current assignment.

Disabilities Accommodation

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.ed

Words to-the-wise

Be here because you want to be. It's STILL your show.

IF YOU FALL BEHIND–RUN LIKE HELL TO CATCH UP

Helping your classmates is helping yourself

Scholastic Dishonesty

SCHOLASTIC DISHONESTY WILL NOT BE TOLERATED IN ANY CLASS-RELATED ACTIVITY.

Scholastic dishonesty includes, but is not limited to, the submission of someone else's materials as one's own work. Scholastic dishonesty may involve one or more of the following acts: cheating, plagiarism, or collusion.

PLAGIARISM is the use of an author's words or ideas as if they were one's own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation. Cite your references.

CHEATING is the willful giving or receiving of information in an unauthorized manner during an examination, illicitly obtaining examination questions in advance, copying computer or Internet files, using someone else's work for assignments as if it were one's own, or any other dishonest means of attempting to fulfill the requirements of a course.

COLLUSION is intentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, providing a paper or project to another student, providing an inappropriate level of assistance, communicating answers to a classmate during an examination, removing tests or answer sheets from a test site, and allowing a classmate to copy answers.

ACADEMIC DISHONESTY COULD RESULT IN EXPULSION FROM THE UNIVERSITY