

ARTS
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FALL / 2022
Exhibition Topics

Studio Six / ARTS 545.801 85767 Virgil Scott

COURSE SYLLABUS

E-mail

Virgil.Scott@tamuc.edu

E-mail should be used for **brief** verbal communication only.

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

Individual Appointment Meetings:

(by confirmed e-mail, Zoom appointment with 24 hour notice)

Monday: 11:00 A.M.–4:00 P.M.

CLASS INFORMATION

Credit hours: 3.0

Meeting times: Monday 6:30 p.m. till 10:30p.m.

CLASS DELIVERY METHOD

This class's primary teaching methodology will be in person, or synchronous teaching through Zoom.

SUGGESTED TEXT BOOKS AND RESOURCES

1. Book: *Change by Design* (Revised and Updated) by Tim Brown (Harper Business)
 2. Book: *Think in Systems* by Zoe McKey
 3. Book: Bielenberg, Burn, Galle, Dickenson. *Think Wrong* Instigator paperback edition, San Francisco; Instigator Press 2016
 4. Academic texts, peer-reviewed articles, scholarly papers, sourced either through brick-and-mortar libraries or online in scholarly databases, such as JSTOR. (TAMUC research librarians will help with your needs in Veronica's Class)
 5. Other major design university's MFA archives / repositories (SVA, VCU, Stanford D-School)
- Note: Not all design school thesis topics may be "design-centric" research based, or deal with social issues.
6. TAMUC past thesis exhibitions. AIGA archives, Sappi Ideas that Matter, IDEO
 7. Periodical's: Communication Arts Magazine, I.D. Magazine, Fast Company Magazine and others
 8. Media: **npr** National Public Radio, and news sources of all stripes, newspapers, magazines
 9. Anywhere, and anything that is relevant to your developed topics (*recorded interviews, ethnography, etc.*)
 10. TED Talks via YouTube, NPR (Sunday nights, or any time) or TED.com
 11. Various sources identified through the student's individual research, or sources suggested by their instructors germane to the progress and direction of the thesis topics research and exhibition agenda.

COURSE DESCRIPTION

This course is designed to provide you with enlightenment, direction, feedback and focus as you embark on your exhibition topic discovery process. This class will function primarily as a critique based think-tank dedicated to defining, examining, refining and furthering the ideas that you bring to the table each week. (*That's right, it's your show*) By week eight all of you will land on four viable, "design-centric" research-based topics with developed abstracts, preliminary ideation and preliminary exhibition look-and-feel assets. On week twelve, November 21st, these four topics will be presented to the Thesis Review Committee Panel resulting in critique and feedback that will inform, or endorse your final thesis direction.

Further, this class will be more demanding in outside time as YOU are bringing in the class content every week. In short, time and effort spent outside of this class in terms of exploration and research that informs and supports your topics will yield invaluable capital going forward into your final exhibition topic development. **Trust me on this.**

COURSE OBJECTIVES

1. Through examination, research and discovery what a relevant and viable "design-centric" exhibition topic is – or isn't
2. Learn the importance of in depth "design-centric" critical analysis academic research that informs your topics
3. Understand the **difference** in this research driven ideation process verses the more linear creative process that we are familiar with
4. Expand and develop a wide-range of possible design exhibition directions through informed class discussion driven by your research methods and research topic substantiation
5. Develop abstracts for multiple thesis directions
6. Prepare and present your thesis topic packets to the Thesis Review Committee Panel for examination and feedback
7. Explore multiple thesis exhibition product and process directions through ideation and critique
8. Be prepared to begin the design-build creative phase of your thesis exhibition

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COURSE SYLLABUS

COURSE STRUCTURE

This class will be a combination of mini-lecture/discussion and critiques with both in class, and outside class assignments. A commitment to the outside class work will be necessary to achieve the goals for this class and its completion. Class team based participation & collaboration will be a key component to a productive class dynamic and a positive outcome.

This is a **FULL** class with limited time for each student to present and receive feedback. **Please be cognisant of the need for concise, targeted feedback so that others can comment. (No stories, or going around the block to make your point)**

ASSIGNMENTS (*Touch-point assignments are subject to change based upon the needs and progress of the class*)

- | | |
|------------------------------------------------------------------------------------------------------------|-------|
| 1. Round 1: Preliminary topic ideation (6 directions with ideation mind-map thumbnails and mimi-abstracts) | 16.6% |
| 2. Round 2: Submit 5 NEW directions (with ideation thumbnails and mini-abstracts) | 16.6% |
| 3. Round 3: Present 5-6 new topics with tighter Phase 2 ideation and mini-abstracts | 16.6% |
| 4. Rounds 4-8: Development w/new directions and narrow to 4 strong topics | 16.6% |
| 5. Thesis topic packets and pre-presentation run through, and panel presentation | 16.6% |
| 6. Attendance and Participation Grade | 16.6% |

WHAT TO BRING TO CLASS (as needed)

- Bienfang 50 or 100 sheet Graphics 360 pad. 14"x17" or, whatever form you prefer for a sketch book style of layout ideation, and documentation of week-to-week progress
- Writing implements (*pencils, sharpies, dry-erase markers, crayons, etc.- You call here as what you feel comfortable with*).
- (These are for White Board critique ideation and for TAKING Notes)
- 2.5" to 3" black binder for research/process/ handouts, etc.
- An open and informed mind, a thick skin, and the gift of "informed" gab

ATTENDANCE

- Attendance will be taken at the beginning start time of each class
- Three tardy's of 15 minutes or more 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 most likely result in failing the class.**
- Please let the instructor know in advance if you have an issue that will result in a class absence.

GRADE EVALUATION

- 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-**Minimum class grade**)
- D 60 to 69 points: Below Average (below class average expectations)
- F 50 to 59 points: Poor (inferior work and attitude)

Your final grade will be based on an average of all "touch-point" assignments, week to week sketch book style documentation, attendance and your participation grade.

The participation grade is based on: dedication to methodology application, conceptual thinking ability, daily class Involvement and contributions to your classmates, as well as both a desire and capacity to show progress and meet deadlines. Vigorous contributions to class discussions is a requirement necessary to pass this class. Grades will be discussed on an individual basis outside of class by appointment, or by Zoom appt. only-not in class.

CLASS ETIQUETTE

Using Computers, Cell-phones and or Texting during class during lectures, presentations, or critiques is NOT a good idea.

Remember... We can see you.

COURSE SYLLABUS

WORDS TO-THE-WISE

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

IF YOU FALL BEHIND—RUN LIKE HELL TO CATCH UP

Remember, I am here to help.

SYLLABUS CHANGE POLICY

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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.

Student Guidebook.

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquett>

STUDENTS WITH DISABILITIES

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@tamuc.edu

CAMPUS CONCEALED CARRY STATEMENT

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02. R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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 refer the 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.

COURSE SYLLABUS

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

IMPORTANT HEALTH & SAFETY ISSUE

While the online manual covers specific issues related to the Department of Art, Texas A&M University-Commerce policies must also be followed. All users of Department of Art (DOA) classrooms and facilities are required to follow the health and safety guidelines outlined in this manual at all times. Report any safety issues IMMEDIATELY to your instructor(s), Teaching Laboratory Specialist, or to the DOA Health and Safety Liaison. Each course instructor will discuss their area's inherent risks, procedures and policies to provide the student with informed consent. These will be reviewed verbally at the start of each semester.

A link to the online Handbook: <http://sites.tamuc.edu/art/resources/healthandsafety/>

Students that meet in face-to-face Department of Art courses must complete the online form for each course they attend.

A link to the online form: <http://dms.tamuc.edu/Forms/ArtLabPolicy>

*This must be completed on-campus while using the University wifi or ethernet connections.

ACADEMIC DISHONESTY COULD RESULT IN EXPULSION FROM THE UNIVERSITY

ACADEMIC INTEGRITY

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

<Undergraduate Academic Dishonesty 13.99.99.R0.03>

<<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>>

<Graduate Student Academic Dishonesty 13.99.99.R0.10>

<<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>>

<<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>>

TAMUC ATTENDANCE

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

<<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>>

<<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>>

COURSE SYLLABUS

NONDISCRIMINATION NOTICE

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

PANDEMIC RESPONSE STATEMENTS

A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.

Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments

Please, access the following link to access A&M-Commerce Covid 19 Information,
<https://new.tamuc.edu/coronavirus/>

TECHNOLOGY REQUIREMENTS

LMS All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course.

If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner.

Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement The instructor's communication response time and feedback on assessments are stated clearly.

A&M-COMMERCE SUPPORTS STUDENTS' MENTAL HEALTH

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please <visit www.tamuc.edu/counsel>

COURSE SCHEDULE / ASSIGNMENTS

Week 1: August 29th

1. General discussion of what makes a “design-centric” thesis topic viable
(*academic, worthwhile, relevant, new knowledge and moving-the-needle*)
2. Discuss “design-centric” critical analysis research that informs exhibitions
(More on specific academic research sources and methods in Veronica’s Studio 5 companion class.)
3. Discuss examples of successful thesis exhibitions from previous semesters
4. Intro sketchbook, format and weekly expectations for topic thumbnail ideation and abstracts
5. Assignment for week 2 (Handouts–*Design Centric, The 5 Whats, Examples*)

Week 2: September 5th (Labor Day Holiday)

Week 3: September 12th

ROUND 1: Preliminary topic ideation (Six topic directions with ideation thumbnails and mini-abstracts)
CRITIQUE: Crit and assign new six topic directions as needed, based on critique

Week 4: September 19th

ROUND 2: Five preliminary topic directions from Week 3 with suggested revisions
CRITIQUE: Crit and assign new six topic directions as needed, based on critique

Week 5: September 26th

ROUND 3: Submit six NEW directions (with ideation thumbnails and mini-abstracts)
CRITIQUE: Assign new topic directions as needed, based on critique

Week 6: October 3rd

ROUND 4: Six NEW and revised topics from Week 5 with suggested revisions
CRITIQUE: Assign new topic directions as needed, based on critique
TOPIC ASSESSMENT: Narrow topics to five for Round 5, or assign new topics based on progress

Week 7: October 10th

ROUND 5: Present 5 topics with tighter Phase 2 ideation and mini-abstracts
CRITIQUE: Assign revisions, or assign new topics based on progress

Week 8: October 17th

ROUND 5–version 2: Present 5 topics with tighter Phase 2 ideation and mini-abstracts
CRITIQUE: Assign revisions, or assign new topics based on progress

Week 9: October 31st

CRITIQUE: 5 topics-version 2 and abstracts from Week 8 with deeper design-centric exploration.
Assign elementary exhibit look-and-feel
NARROW TOPICS TO 4, WITH ABSTRACTS
Discuss presentation format and presentation packet

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COURSE SCHEDULE / ASSIGNMENTS

Week 10: November 7th

REHEARSE: Preliminary run-through of topic presentations and presentation packets
CRITIQUE: 4 topics, abstracts and elementary exhibit look-and-feel from Week 9,
with suggested revisions based on presentation

Week 11: November 14th

REHEARSE: Final run-through of topic presentations and presentation packets

Week 12: November 21st (Thanksgiving Holiday Nov. 24-25th)

Topic Presentation to Panel

Week 13: November 28th

Breath and discuss Preso. Break topic down into a critical analysis from a design POD
(semantics, typography, imagery, color, etc.)

Week 14: December 5th (Option based on Thesis Proposals in Veronica's Class)

Exhibition directions, informed by current research findings to-date

Week 15: December 12th

Last Class