

# Professional Practices

## PROFESSIONAL PRACTICES

**Instructor:** John Dunn

**Email:** Please use Blackboard Messaging System for all course related correspondence.

**Office Hours:** Thursday 10:45 – 11:45

***Posting of this content constitutes student acknowledgment and full understanding of course requirements as set forth and consent to meet all the requirements and conditions for successful completion of the course.***

### Introduction

For successful completion of this course you will need to be inspired, sift through this inspiration, and work toward identifying a **personal creative point of view**, both in your work and in writing.

You will have to have an **opinion** about art / graphic design and about your work most specifically.

The emphasis of this course shifts beyond preparing a resume or artist statements; **to social engagement as a means to growing as an art professional and a process for self-promotion.**

It has been my experience from teaching this course in the past, that students typically have very few (if any) significant items to include in a resume. Equally, artist statements are difficult if not impossible to write, because the art work is not yet focused.

Nevertheless, the structure of the course will launch a mechanism for you to stockpile content—images and written content related to what you do, as well as the work and others.

Most importantly, this mechanism will **fuel you as an artist**, keep your **focused** and **productive**,

and **get your work out** there.

Class time will take on the setting of a Workshop. Students and the instructor will work in a collaborative learning environment.

## **Think and Respond Creatively**

You will be asked to think and respond creatively. There are specific assignments, however these assignments do not include detailed instructions. It is your job to complete the assignments, finding the specific solution most appropriate to your professional work.

## **Why am I taking this approach?**

Typically students work to meet the “requirements” of an assignment and little more, merely filling in the blanks with non-specific content. This approach has no value. You will be required to identify your own requirements.

## **Course Objectives**

- Focused and articulated personal creative point of view, as demonstrated in critical writing and photographic documentation.
- Social media presence as an avenue to gain an audience for individual work and community engagement.

## **Course Outcomes**

- Collection of online visual research and documentation of personal work and the work of related professionals.
- Photo documentation of personal work.
- Artist / Professional statement.
- Creative blog.
- Social media presence.
- Pecha Kucha experience.

## **Required Reading**

*Steal Like an Artist: 10 Things Nobody Told You About Being Creative* by Austin Kleon, Workman

Publishing.

*Show Your Work!: 10 Ways to Share Your Creativity and Get Discovered* by Austin Kleon,  
Workman Publishing.

Both texts are available in the UTEP Bookstore

## Core Assignments

1. Required Reading Presentation (Group Project)
2. Online Visual Research and Documentation (Pinterest)
3. Creative Blog (Google +)
4. Photo Documentation of Work (Flickr)
5. Artist / Professional Statement
6. Pecha Kucha "Presentation"

The 6 assignments above will constitute 85% of your final grade. Prior to working on assignments, you will prepare a rubric (a guide listing specific categories for grading academic projects) with a list of 4 items by which you will evaluate your assignment submission. I will reference this rubric during the grading process.

## Independent Project

The final 15 percent of your grade will be based upon an independent project. This project is self-directed.

Prior to working each assignment you will prepare a rubric (a guide listing specific categories for grading academic projects) with a list of 3 items by which you will evaluate your assignment submission. I will reference this rubric during my grading process.

Each assignment is worth up to 75 points.

**Note:** No assignments will be accepted after the assigned due date and time, except for a documented serious personal illness or death in the immediate family.

## Evaluation Standards

## **Critical Thinking and Problem Solving**

Students will use critical thinking skills to research and identify essential assignment related instruction, manage assignment development, and exhaustively work to solve problems they may encounter, and in advance of requesting instructor help.

Students will demonstrate a resistance for premature assignment completion as exhibited through repeated attempts to rework and improve upon solutions.

## **What you should expect from me as the Instructor**

1. I will do all I can to ensure your success in this class.
2. I will provide graded feedback on your performance in a timely manner.
3. I will leave myself open to suggestions for improvement of the class.
4. If any changes in the course are to be implemented, I will ensure that the class is notified in a timely manner.

## **Attendance Policy**

Each student is permitted two absences during the term without penalty. Information missed during an absence is the sole responsibility of the student. Students with more than two class absences should consider dropping the course and retaking it at a time when the student can commit proper attention to the course.

Excused absences are defined as documented serious illness, death in the immediate family, or university sanctioned events with prior approval.

Absences after the first two can be excused only if the first two absences are excused. Each unexcused absence after two will result in the final class grade being lowered a full letter grade. Consequently, a final grade of "A" becomes a "B" with three absences, a "C" with four absences, a "D" with five absences, an "F" with six absences.

Coming to class unprepared or attending class and not participating is regarded and recorded as being absent. Coming late to class and returning late from a break will be recorded as a full absence.

If a student's cell phone rings or is otherwise "monitored" during class, an absence will be recorded for the day. (If you anticipate an emergency phone call bring this to my attention at the start of

class.)

Instant messaging and personal web browsing during class time is prohibited. If a student is found to be violating this prohibition, a full absence will be recorded for the day.

## Grading

A final letter grade will be assigned at the end of the term, based upon the total possible points according to the following scale:

### **A 90-100 Superior**

Represents outstanding work reflective of effort and performance of exceptional ability and absolute quality.

### **B 80-89.99 Above Average**

Represents effort and performance beyond the merely adequate.

### **C 70-79.99 Average**

Represents adequate work that meets requirements and expectations.

### **D 60-69.99 Below Average**

Represents inadequate work that falls below requirements and expectations.

### **F Below 60**

Unacceptable performance, no credit given.

If at anytime a student would like to discuss a grade on an individual assignment, they must send a statement via the Blackboard Messaging System to me explaining in detail the concern and proposed solution. The student must wait 24 hours after the grade has been delivered before sending this email. The instructor will respond within 48 hours, Monday – Friday.

*I am here to help you! If you find yourself falling behind at any time, or need assistance, contact me immediately.*

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## **Plagiarism/ Academic Dishonesty Statement**

Cheating/Plagiarism: Cheating is unethical and not acceptable. Plagiarism is using imagery, information or original wording without giving credit to the source of that imagery, information or wording: it is also not acceptable. Do not submit work under your name that you did not do yourself. You may not submit work for this class that you did for another class, or that was done by another student. If you are found to be cheating or plagiarizing, you will be subject to disciplinary action, per UTEP policy.

## **Disabilities Statement**

I will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please contact me in the first week of class to discuss any special needs you might have.

If you have a documented disability and require specific accommodations, you will need to contact the Disabled Student Services Office in the East Union Bldg., Room 106 within the first two weeks of classes.

The Disabled Student Services Office can also be reached in the following ways:

Web: <http://sa.utep.edu/cass>

Phone: (915) 747-5148

E-Mail: [cass@utep.edu](mailto:cass@utep.edu)

This content is subject to change with prior notice.

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