PROFESSIONAL ART PRACTICES
Fall 2023
Course Reference: ART 3306
Class Hours: 12:00-1:20 PM Tuesday/Thursday
Class Location: Fox Fine Arts Center - Art A349A

INSTRUCTOR CONTACT INFORMATION
Faculty: Haydee Alonso
Office: Graham Hall 205
Office Phone: 747-7667  Department Phone: 747-5462
Email: shalonso@utep.edu
Office Hours: By appointment – Available M-F, times vary

INSTRUCTOR BIO
Haydee Alonso is a multidisciplinary artist and educator with a strong focus in jewelry and object making. She pursued her education in the field of arts, completing her Bachelor of Fine Arts (BFA) with a concentration in Metals and Sculpture from the University of Texas at El Paso (UTEP). She honed her craft by pursuing a Master of Fine Arts (MFA) degree in Jewelry and Metal at the esteemed Royal College of Art, known worldwide for its excellence in the field.

Haydee's artistic endeavors have gained recognition both nationally and internationally. Her works have been exhibited in prominent events and institutions, including the Texas Biennial, New York City Jewelry Week, Munich Jewellery Week, Museo de Arte de Ciudad Juárez and Kunsthall KAdE in the Netherlands. Her art work was also featured in exhibitions at The Pitt Rivers Museum in Oxford, Craft Contemporary in Los Angeles, the Women’s Museum in Dallas, and 516 Arts in Albuquerque, among others. She has been invited to showcase her work and give lectures at various institutions, such as the Universidad Autónoma de Baja California, New Mexico State University, and Wave Pool: A Contemporary Art Fulfillment Center in Cincinnati, OH.

Currently, Haydee is exhibiting at the Rubin Center for the Visual Arts in El Paso, TX, Reeves House Visual Arts Center in Woodstock, Georgia and at El Centro de Las Fronteras in Ciudad Juárez. Concurrently, she is working on new bodies of artwork for an upcoming solo exhibition in Azul Arena in Ciudad Juárez, CHIH in 2024.

COURSE PREREQUISITES
This course is for art students that have completed all foundation level studio courses and a minimum of five courses in their major area of studio art study.

COURSE DESCRIPTION
This course is intended for graduating studio majors in the Department of Art. You will actively participate in the creation of professional goals, the development of an artistic profile, the study of basic business and marketing practices and set the groundwork for the development of a creative life, in ways that are relevant to your particular path as a creative professional.

LEARNING OUTCOMES
Upon successful completion of the course students will have:
- Created a concrete set of professional goals, a basic portfolio including a resume, an artist statement and professional quality images of work produced during their student career
- Identified a variety of resources for sustaining and furthering both their creative life and their professional career
- Gained experience persuasively and coherently presenting their artistic vision in both written and spoken formats.
• Develop an active understanding of the skills and knowledge to negotiate the business aspect of art.

REQUIRED TEXTS
“Getting Your Sh*t Together: A Professional Practices Manual for Artists” by Karen Atkinson & Gyst Ink and “Get your Sh*t Together” by Sarah Knight. Most of your readings will be drawn from these books. These will be supplemented with other readings that complement topics discussed.

COURSE REQUIREMENTS:
Course Attendance
You are expected to attend class regularly, and to have done the homework and readings that will allow you to participate fully. You will be allowed 3 unexcused absences for the semester. Any unexcused absence after that point will result in the loss of 1/2 a final letter grade. Excused absences must be accompanied by a doctor’s note or similar documentation. If you anticipate any special circumstances that will affect your class attendance during the semester, please see me or communicate with me by email as early as possible, preferably before the absences occur. Should you miss a class, you are still responsible for everything that is covered in that class. Missing class or being late is no excuse for missing a due date or misunderstanding an assignment. Therefore, you will want to contact a classmate, not the instructor, to find out what you missed.

Course participation
The creativity, integrity and commitment that you bring to this class will not only impact your final grade, but will also be indicative of how you will conduct yourself as an arts professional in the future. Engage. Push yourself. Make it count. For yourself and the other artists who are in this class with you.

This is a class based on collaborative discourse. As such, being prepared to participate in discussions is a course requirement. Ask questions. Share ideas. Be curious. Share your perspectives and experiences in a productive and supportive manner. Your thoughts and questions will provide the starting point for our discussions. If you’re reluctant to speak up, please talk to me and we’ll figure out a way for you to participate.

As in all university classes, events and extracurricular activities, students should observe the university code of conduct during discussions by being respectful of other students, their opinions, and by contributing to an atmosphere of collegial and collaborative learning in the classroom.

Student Conduct: [From the Handbook of Operating Procedures: Student Affairs]: Each student is responsible for notice of and compliance with the provisions of the Regents Rules and Regulations, which are available for inspection electronically at http://www.utsystem.edu/bor/rules/homepage.htm.

ASSIGNMENTS AND GRADING
ALL ASSIGNMENTS ARE DUE ON TUESDAY, UNLESS OTHERWISE STATED. Detailed instructions regarding your assignments will be available on a week-by-week basis. I try to provide as much information as possible with each assignment, but please don’t be shy about contacting me via email if you find that anything is not clear. While I will try to share deadlines well in advance, please note that any changes in deadlines or class meetings will be noted on Blackboard and through the Blackboard “Announcement” feature or through email.

Following is a list of the topics that will be explored and the problems that will be assigned for the semester

A. The Business of Art
The topics in this section include pricing your work, billing and collecting, art contracts, gallery representation, and art commissions. We will also be discussing juried competitions, exhibitions, grant funding and applications, residency programs and internships.

B. Artist statement and Final Portfolio
You will have multiple activities that help you develop your final packet and presentation. You will have graded drafts of your artist statement, resume, and images. This final packet will be due during finals week. We will do final presentations during the final exam period scheduled for our class which will include a 15 minute slide presentation of personal work and influences, plus a five minute question/answer session to follow. Students are expected to participate in question/answer sessions of fellow classmates. Your final project should show evidence that you have incorporated both direct feedback and general concepts learned in the course into a final version of your work.

C. Class participation
Throughout the semester your learning, and the learning of the artist cohort who is taking the class with you, will depend greatly on your participation in class discussions (I’ll count on you to be both a good listener as well as a responsive and articulate member of the group) and on a variety of informal exercises, writing assignments and conversations that will take place in class as we explore different ideas. I will be watching and listening, and will also ask you for a written justification of your participation grade at the end of the semester. We all have different roles to play when we are in a group situation, I don’t give points for being the loudest or talking the most, in this class I am more interested to see you seriously considering your own future and supporting the contributions and aspirations of your peers, in a critical and constructive way.

Core assignments
- Introductory Presentation 10
- Artist Statement - 200 words typed 20
- Resume- typed 20
- Work Samples/Photography- 10 images representing your work 20
- Application 10
- Final Portfolio 20
Total 100

COURSE EVALUATION
Your grade will be based on the quality of the completed assigned problems and meeting scheduled deadlines.

Grading Scale:
Final grades will be given according to the student’s demonstrated level of mastery of the subject matter as determined by assignments, class discussion, and attendance. The assignments for this course are based on a scale of 100 points. Letter grades will be assigned according to the following scale:

(A): 90-100  (B): 80-89  (C): 70-79  (D): 60-69  (F): 0-59

EXTRA CREDIT/MAKEUP WORK
I will receive up to but no more than three extra-credit assignments per student. I will announce extra credit opportunities in class and on Blackboard.

COURSE POLICIES
Cheating and Plagiarism
Cheating is unethical and unacceptable. Work done for this course should be done by you and by you alone. Plagiarism, which is the use of information or original wording in a paper without giving credit to the source of that information or wording, is not acceptable. Students should not submit work that 1) was not completed by the student him/herself or 2) that was created for another class. Cheating and plagiarizing, you will be subject to disciplinary action, per UTEP policy. Refer to: http://www.utep.edu/dos/acadintg.htm for further information. Any instances of cheating or plagiarism will be reported to the Dean of Students who will initiate disciplinary proceedings.
**Usage of Artificial Intelligence:**
Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all work submitted in this course must be your own and completed in accordance with the UTEP Handbook of Operating Procedures Chapter 1 Section 1.2.3. AI generated submissions that use ChatGPT, Grammarly, Chegg or other AI composition software is prohibited, will be treated as cheating, and reported to the Dean of Students.

**Late work**
Late work will be accepted without penalty only in the case of a pre-excused or appropriately documented absence (ie, doctor’s note, accident report, etc). All other late assignments will lose 25% if turned in by the 1st class period after the assignment is due, 50% if turned in by the second class period after the assignment is due, and 25% from that point until the end of the semester.

**Incompletes, Withdrawals, Pass/Fail**
Incompletes will be considered for students completing satisfactory or better work and having serious legitimate situations beyond their control requiring additional time to complete the course requirements. All “I” grades are at the discretion of the instructor and the approval of the Department of Art chair. Students hold the full responsibility for withdrawing from this course. Withdrawals must be completed on or before the final date to drop a course with a W. Students missing this deadline will be issued a grade for their performance in the course. This class is not available for audit or pass/fail.

**STUDENT RESOURCES:**
*The Center for Accommodation and Support Services is located* at Union Building East Room 106. It is open Monday thru Friday 8:00a.m.-5:00p.m. Phone:(915) 747-5148 cass@utep.edu.

On average, 350 students with disabilities attend classes at UTEP each semester. Each student will have a unique set of abilities and disabilities requiring unique accommodations. These accommodations may include but are not limited to:

- Extended time on examinations and quizzes
- Note-taking assistance and/or copies of notes
- Use of tape recorder in class
- Preferential seating in the classroom
- Alternative text in Braille or e-text format
- Alternate testing format, (i.e., oral vs. written)
- Sign Language Interpreter
- Scribes/Readers for tests
- Large print material
- Assistive Listening Device
- The freedom to change positions or take breaks in class
- Computer use in class
If you have a disability, illness, or special need that you feel would benefit from one of the above accommodations or services, please be sure to visit the Center early in the semester. Do not hesitate to make an appointment to speak to me about your concerns, share any special needs or get assistance in connecting with this office or any other university Services.

**Course Resources:**

UTEP provides a variety of student services and support: Technology Resources
- **Help Desk:** Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources
- **UTEP Library:** Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- **University Writing Center (UWC):** Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources. **
- **Military Student Success Center:** Assists personnel in any branch of service to reach their educational goals.
- **Center for Accommodations and Support Services:** Assists students with ADA-related accommodations for coursework, housing, and internships.
- **Counseling and Psychological Services:** Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

**University Writing Center**

Your grades in this class are heavily dependent on written assignments. It is important that your papers are well organized and well written, and that they contain the appropriate citations and documentation. The University Writing Center (UWC) is an excellent resource for improving the effectiveness of your writing and the quality of your writing assignments. I highly encourage its use during the semester. The UWC provides individualized online and face-to-face writing assistance to all UTEP students, from freshman to graduate and among other things can help you:

- decide on the appropriate format for your writing
- brainstorm ideas and organize your thoughts
- find the right words to express yourself
- decide on the best way to revise your drafts
- learn how to correct grammatical errors
- document your sources

Their services are free for all UTEP students. They are located in the Library, room 227. You can call them at (915) 747-5112 or go to their website (http://academics.utep.edu/Default.aspx?tabid=47508) which has their hours and satellite locations, along with a wide variety of writing resources of all kinds.

**COVID-19 PRECAUTION STATEMENT**

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.
The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

COPYRIGHT STATEMENT FOR COURSE MATERIALS:

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Please SILENCE cell phones before class and NO TEXT MESSAGING and/or Facebooking, Snapchatting, Tweeting, BeReal, etc. during class!!!

ALL ASSIGNMENTS ARE DUE ON TUESDAY, UNLESS OTHERWISE STATED.

COURSE CALENDAR

<table>
<thead>
<tr>
<th>Week 1 – Aug 29 and 31</th>
<th>Course Overview &amp; Introductory presentation</th>
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<tbody>
<tr>
<td><strong>Learning Objectives / Outcomes:</strong></td>
<td>Brief overview of the parameters of the course and introductory presentation.</td>
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<tr>
<td><strong>Reading(s):</strong></td>
<td>Just Let Gen Z Make Reels in Art Museums by Ria Chopra.</td>
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<tr>
<td><strong>Discussion:</strong></td>
<td>This is a class based on collaborative discourse. Please be prepared to engage in a discussion regarding the reading material for this week.</td>
</tr>
<tr>
<td><strong>Homework:</strong></td>
<td>Intro Presentation and Artist Survey: See if You Have Your Sh*t Together.</td>
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<tr>
<td><strong>Resources:</strong></td>
<td>• Free GYST Professional Practices for Artists Resources: Ethics</td>
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<tr>
<th>Week 2 – Sept 5 and 7</th>
<th>Introductory presentations</th>
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<tbody>
<tr>
<td><strong>Learning Objectives / Outcomes:</strong></td>
<td>Introductory presentations due. Fill out presentation evaluation forms</td>
</tr>
<tr>
<td><strong>Reading(s):</strong></td>
<td>None.</td>
</tr>
<tr>
<td><strong>Discussion:</strong></td>
<td>Connect and communicate with fellow artists in your class to engage in conversations about their presentations.</td>
</tr>
<tr>
<td><strong>Homework:</strong></td>
<td>None.</td>
</tr>
<tr>
<td><strong>Resources:</strong></td>
<td>• Karen Atkinson on Presenting Yourself Pgs. 161-164</td>
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<tr>
<td></td>
<td>• Free GYST Professional Practices for Artists Resources: Elevator Speech</td>
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<tr>
<td><strong>Assignment due:</strong></td>
<td>Introductory presentation and Artist Survey.</td>
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<tr>
<th>Week 3 – Sept 12 and 14</th>
<th>Artist statement Pt. 1</th>
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<tbody>
<tr>
<td><strong>Learning Objectives / Learning Outcomes:</strong></td>
<td>Gain a comprehensive understanding of the significance of an artist's statement and the key elements that contribute to a well-written one. Explore examples of layout, design, and the expression of artist identity and style.</td>
</tr>
<tr>
<td><strong>Reading(s):</strong></td>
<td>Karen Atkinson on Artist Statements pgs. 28-32.</td>
</tr>
<tr>
<td><strong>Discussion:</strong></td>
<td>This is a class based on collaborative discourse. Please be prepared to discuss this week's reading in class.</td>
</tr>
<tr>
<td><strong>Homework:</strong></td>
<td>Fill out pgs. 1-3 of the artist statement worksheet.</td>
</tr>
<tr>
<td><strong>Resources:</strong></td>
<td></td>
</tr>
</tbody>
</table>

Please SILENCE cell phones before class and NO TEXT MESSAGING and/or Facebooking, Snapchatting, Tweeting, BeReal, etc. during class!!!

ALL ASSIGNMENTS ARE DUE ON TUESDAY, UNLESS OTHERWISE STATED.
• Creative Capital Artist Lab: Artist Statements with Maura Brewer (60 min).
• Se Jong Cho talks Art and Science, Embracing All Aspects of Identity, and Pursuing Your Curiosities (70 min).

**Week 4 – Sept 19 and 21**  
**Artist statement Pt.2**

**Learning Objectives / Learning Outcomes:** Create a clear and compelling one-page artist statement.

**Podcast(s):** Developing Your Artist Statement (17 min) Professional Development Podcasts: Season 1.

**Discussion:** This class is based on collaborative discourse. Be prepared to discuss this week’s podcast in class.

**Homework:** Fill out pg 4-5 of the artist statement worksheet. If you have an artist resume or any type of CV, bring it to class next week. If not- no worries! This is literally why we’re here.

**Resources:**
- Karen Atkinson on Hybrid Practices Pgs. 314-317

**Week 5 – Sept 26 and 28**  
**Resumes**

**Learning Objectives / Learning Outcomes:** Understand what an artist resume is, and the difference between various kinds of resumes. Resume examples and design.

**Video(s):** How to Write an Artist CV & Resume by Art Prof (42 min)

**Discussion:** This is a class based on collaborative discourse. Please be prepared to discuss this week's video in class.

**Homework:** Finish filling out the resume question template. Begin creating a resume of your exhibitions, projects, jobs, etc. Start thinking about design and layout. Read Karen Atkinson on Proposals & Grants pgs. 104-112 Be prepared to discuss next week.

**Resources:**
- 10 Ways Anyone Can Improve Their Blank Artist Resume. How To Set Up Your Artist Resume With No Experience. By Julien Delagrange

**Assignment due:** Final artist statement

**Week 6 – Oct 3 and 5**  
**Intro to Proposals & Grants**

**Learning Objectives / Learning Outcomes:** Understand the basics of proposal and grant writing.

**PowerPoint:** What should an artist proposal include?

**Discussion:** This is a class based on collaborative discourse. Please be prepared to discuss Karen Atkinsons reading on Proposals & Grants pgs. 104-112 in class and to engage with the guest speaker.

**Guest Speaker:** LxsDos

**Homework:** Read Sarah Knight- Who needs to get their shit together, and why. Pgs. 19-49. As you prepare to graduate from university and embark on your professional artistic journey, it is crucial to develop the skills and mindset necessary to "get your sh*t together." In a one-page essay, reflect on the lecture notes and discuss how you can apply the principles outlined to thrive in your artistic career.

**Resources:**
- Free GYST Professional Practices for Artists Resources: Fundraising without Grants

**Week 7 – Oct 10 and 12**  
**Goal Settings and Job Options for Creative Professionals**

**Learning Objectives / Learning Outcomes:** Clarify your goals as an artist and determine how to get there. Understand the various career choices and expand options. Brief overview of the Application Assignment

**PowerPoint:** Job Options for Creative Professionals

**Readings:** Karen Atkinson on Life Planning and Goal Setting. Pgs. 16-26

**Homework:** Fill out pages 20-25. Select the application of your choice and begin the process of filling it out.

**Resources:**
• **Letter of Interest: Definition, Tips and Examples** by Jennifer Herrity

• **What Matters Most? A Conversation About Time, Priorities & Organisation** [142] Art Juice: A podcast for artists, creatives and art lovers By Louise Fletcher/Alice Sheridan (62 min)

• **Free GYST Professional Practices for Artists Resources: Teaching**

• **Karen Atkinson on Writing** pgs. 345-347

**Assignment Due: Artist Resume and one page essay on Sarah Knight’s: Who needs to get their sh*t together, and why. Pgs. 19-49 (due Thurs on or before midnight)**

**Week 8 – Oct 17 and 19**

**Documentation**

**Learning Objectives / Learning Outcomes:** Understand the importance of documenting your work. Photography assignment overview. Go over right and wrong photography examples.

**Readings:** Sarah Knight- Get Your Sh*t Together- *Beginning for Beginners* Pgs. 58-90

**Discussion:** This is a class based on collaborative discourse. Please be prepared to discuss this week’s reading in class.

**Field Trip:** El Paso Museum of Art

**Homework:** Keep working on your application. Bring one art piece to photograph next week.

**Resources:**

- Free GYST Professional Practices for Artists Resources: *Documentation*
- **How Filming my Art Crushed my Dream** by Jono Dry (7 min)

**Week 9 – Oct 24 and 26**

**Photography Workshop**

**Learning Objectives / Learning Outcomes:** Learn the basics for editing your photographs using Photoshop and Lightroom. Understand the principles of photography and their application in capturing artwork. Develop skills in using different camera settings, such as aperture, shutter speed, and ISO, to achieve optimal results when photographing artwork.

**Guest Speaker (T & TH): Alejandra Saldaña**

**Homework:** Listen to Beyond the Studio with Kiana Honarmand podcast. Be prepared to discuss next week. Book the photography studio and start pre-selecting artwork to photograph.

**Resources:**

- Nikon D5500-DSLR- Cheat Sheet
- **Take Your Best Shot** by Al Parrish and Ric Deliantoni

**Assignment Due: Application**

**Week 10 – Oct 31 and Nov 2**

**Contracts & Agreements and Finding a Studio Space**

**Learning Objectives / Learning Outcomes:** Understand the importance of contracts and their various types. Examples.

**Readings:** Karen Atkinson on *Contracts and Agreements* Pgs. 114-148

**Discussion:** This is a class based on collaborative discourse. Please be prepared to discuss the Beyond the Studio with Kiana Honarmand podcast.

**Field Trip (TH): ** *Art Association*

**Homework:** Read *Show Your Work* by Austin Kleon. Write a one-page essay about *Building a Creative Community*: Explore the idea of “scenius” and its role in nurturing artistic growth. Identify ways in which we, as aspiring artists, can actively contribute to our creative community, supporting fellow creators, and fostering collaborative relationships. Continue working on photographs. Bring digital files in next week to work in class on Tuesday

**Resources:**

- Karen Atkinson on *Finding a Studio Space* Pgs. 225-227
- **Jessica Lee talks legal issues, art copyright and the art of negotiation** on Beyond the Studio Podcast (53 min)
Week 11 — Nov 7 and 9  
Presentation Venues

Learning Objectives / Learning Outcomes: Understand a variety of presentation venues for artists, what their strengths and weaknesses are, and how they might or might not be good for your work.
PowerPoint: Pros and Cons of Physical vs Online Spaces
Discussion: This is a class based on collaborative discourse. Please be prepared to engage with the guest speaker.
Guest Speaker: Edgar Picazo, director of Azul Arena

Homework: Keep working on photographs. Feel free to bring any digital files you have in progress for feedback.

Resources:
- Karen Atkinson on Galleries, Dealers, Agents & Consultants Approaching Galleries Pgs. 87-93
- Karen Atkinson on Starting a Nonprofit Arts Organization Pgs 222-224
- Free GYST Professional Practices for Artists Resources: Shipping & Crating

Assignment Due: One-page essay: Building a Creative Community

Week 12 – Nov 14 and 16  
Planning for a Financially Strong Present and Future

Learning Objectives / Learning Outcomes: Gain understanding of the issues of aging in the art world, and how to go about retirement

Readings: Financial Lifespan of an Artist: Basics of Managing Uneven Income by Tamara Bates

Handouts: Insurance, Loans & Other Financial Options

Guest Speaker: Tamara Bates

Homework: As emerging artists on the cusp of graduation, it is crucial to develop a solid foundation of financial literacy to navigate the challenges and opportunities that come with an artistic career. In your one-page essay, reflect on the article and discuss the importance of financial literacy for artists and how it can contribute to building sustainable artistic careers.

Resources:
- Karen Atkinson on Health Insurance Pgs. 266-269

Assignment Due: Photography (Thursday on or before midnight)

Week 13 – Nov 21 and 23  
Pricing Your Work- Thanksgiving Week

Learning Objectives / Learning Outcomes: Understand how to price your work and how different institutions deal with pricing work. Review different types of invoices.

PowerPoint: Pricing Your Artwork

Homework: Read Sarah Knights chapter on Work and Finances Pgs. 164-184. Be prepared to discuss next week.

Resources:
- Real cost budgeting (creative capital)
- Free GYST Professional Practices for Artists Resources: Taxes
- Nicole Muller talks managing large-scale projects, pricing commissions, and leaving behind a day job on Beyond the Studio Podcast (78 min)

Assignment Due: One page essay on Tamara Bate’s Financial Lifespan of an Artist: Basics of Managing Uneven Income by Tamara Bates

Week 14 – Nov 28 and 30  
Final Portfolio Brief

Learning Objectives / Learning Outcomes: Understand what a portfolio is for and ways to use it to further your career. Examples of what the final presentation needs to include

Discussion: This is a class based on collaborative discourse. Please be prepared to discuss Sarah Knights chapter on Work and Finances Pgs. 164-184

Guest Speaker: Jorge Calleja

Homework: Start updating and editing material for final portfolio

Resources:
• Free GYST Professional Practices for Artists Resources: Portfolios

**Week 15 – Dec 5 and 7**  
**Art Residencies and Grad School**

Learning Objectives / Learning Outcomes: Understand why one would want to go to art school and what goes into a good art school application. Understand what artist residencies can do for artists, become familiar with information on residencies, where they are, and how to apply to them.

**Guest Speaker:** Nabil G. Gonzalez (Tuesday or Th?)

**PowerPoint:** Grad School

**Discussion:** Engage with this week's guest speaker.

**Homework:** None.

**Resources:**
- Karen Atkinson on Art School pgs. 76-83 and Residencies pgs. 243-246

**Week 16 – Dec 12 and 14**  
**Putting it all Together**

Learning Objectives / Learning Outcomes: Revisiting goals, preparing for Final Presentation.

**Week 17 – Dec 11 and 13**

Final Portfolio Due