

### COURSE DESCRIPTION:

The Major Pro Seminar is a learning experience for juniors and seniors majoring in the Visual and Public Arts Program (VPA). This course will provide you with the information and skills that will enable you to fulfill the specific major learning outcomes for this program. Additionally, we will be exploring opportunities in the field of visual and public art through a combination of learning experiences, presentations by visiting professionals in the field, hands-on creative projects, contemporary theoretical writings, case studies, and assignments. Projects will use both individual and collaborative working methodologies. Emphasis will be placed on understanding the philosophy of public art and its place in the contemporary visual arts field. The class will work together as a student cohort and with Professor Johnson to develop individual learning plans that will guide students in assessing past coursework from other colleges and choosing future learning experiences at California State University Monterey Bay (CSUMB). Throughout the semester students will be encouraged to examine their own cultural heritages and beliefs as they formulate and refine their intellectual and ethical points of view regarding contemporary issues such as; ethnicity, class, gender, age, sexual orientation, and disabilities.

### COURSE FORMAT:

The majority of this learning experience will be done using the traditional in-class format. This semester, however, I will be experimenting with Major Pro Seminar as a hybrid course. This means that the course will consist of both regular in-class meetings and online meetings. We will use the online course environment for group project meetings and class discussions. All students will be expected to participate in class discussions, exam reviews, and final project work groups as well as participating in online discussions and chats. Both in-class and online learning experiences will use a combination of collaborative and individual learning methodologies. For the final project, the class will host students from a local high school in a day of art and educational activities on the CSUMB campus. Using the Major Learning Outcomes as a framework, this event will be planned during the semester. The VPA 300 READER will be handed out in class and students are responsible for reading all the materials as assigned.

### COURSE OBJECTIVES:

Based upon lectures, class exercises, discussions, readings, and other class materials the objectives of this course are:

- To provide an introduction to the Visual and Public Art Program's philosophy and course structure.
- To introduce, examine and discuss the Major Learning Outcomes (MLO's) of the VPA program.
- To set up an Individual Learning Plan for each student.
- To facilitate each student's sense of discovery and self-empowerment through examining, writing, and critiquing one's own and another's work.
- To facilitate an atmosphere of collaboration and collegiality among the members of the class.
- To present examples of work from the field of public art.
- To provide an introduction to careers in the fields of Visual and Public Art.
- To encourage students to examine, refine, and formulate their own intellectual and ethical points of view regarding contemporary issues related to ethnicity, class, gender, age, sexual orientation, and disabilities.

### VISUAL AND PUBLIC ART MAJOR LEARNING OUTCOMES:

Assessment is built into this learning experience, which can be used to demonstrate fulfillment of Major Learning Outcomes #1 through #6 for VPA majors.

### STUDENT PERFORMANCE OUTCOMES:

Based upon full participation in this course:

- You will have the ability to articulate the philosophy of the VPA program.
- You will gain the knowledge and develop the skills to fulfill the specific major learning outcomes for the VPA program.
- You will develop the skills necessary to implement the Major Learning Outcomes into your Senior Capstone projects.
- You will create an Individual Learning Plan including all the elements necessary to advance to the next stage in your educational process.
- You will develop the ability to work together effectively as members of a community who will continue as peers during your studies at CSUMB in the VPA program.
- You will be able to identify career opportunities in the fields of Visual and Public Art.
- You will have the ability to formulate, examine, and refine your own intellectual and ethical points of view regarding the relationship between public art and contemporary issues related to ethnicity, class, gender, age, sexual orientation, and disabilities.

### STUDENT'S SPECIAL LEARNING HABIT:

If you have a learning disability, chronic illnesses, or any other situation that requires special consideration, please make an appointment with either me very early in the semester. We will be able to discuss in a pro-active fashion the way to design an educational strategy adapted to your needs that will provide you with an equal opportunity to learn, grow, and succeed in this course.

### STUDENT DISABILITY RESOURCES:

Residence Hall Building 202, Room 104, Telephone/Voicemail (831) 582-3672 Fax (831) 582-4024 <http://www.csUMB.edu/student/sdr/>E-mail:[student\\_disability\\_resources@monterey.edu](mailto:student_disability_resources@monterey.edu)

### EVALUATION CRITERIA:

- Discussion Questions/Case Study Questions (online): There will be five questions posted in the online environment of VPA 300. These questions will be related to lectures and course materials. They will be posted for a limited period of time for your responses. I expect respectful, thoughtful responses that add to our conversation about the subjects being presented.
- Group Presentations of MLO Case Studies (in class): You will be divided into small groups to prepare and present case studies related to a particular Major Learning Outcome. There will be Group Pages in the online environment where you can “meet” virtually and exchange information prior to your class presentations. I will be reading the entries in the Group Pages to assess each student’s level of participation.

EVALUATION CRITERIA continued:

- **Final Project Group Work:** You will be divided into small work groups that will be responsible for taking care of specific tasks or areas in preparation for High School Art Day. Groups will provide reports to the class for feedback during the semester. There will be Group Pages in the online environment where you can work virtually. Additionally, there will be in-class sessions set aside for group meetings.
- **Class Participation:** Overall participation is evaluated based on an appropriate level of involvement in class discussions, your ability to research and provide information to the class and your willingness to contribute to the class as a team member. Participation assessment is also related to your preparation for class as demonstrated by an ability to discuss selections from the VPA 300 Reader as scheduled.
- **Individual Meetings (in person):** Each student is responsible for one meeting with me to prepare an Individual Learning Plan. You will need to bring all transcripts from any other colleges that you have attended as well as a transcript of transfer credits and courses taken at CSUMB.
- **Learning Plans:** By the end of the semester each student must have a complete Individual Learning Plan on file in the VPA department.
- **Multiple Intelligences Paper:** Based on lectures, class discussions, and readings each student will need to write a paper about their particular talents and gifts. A detailed assignment will be passed out in class.
- **Mid-term Exam Review Presentation (in class):** Each student will receive a topic to present to the class in a review session prior to the mid-term. Topics will include all the lectures, readings, guest lectures, and group presentations given during the first half of the semester. You may present your review subject using a variety of media: slides, Power Point presentations, handouts, or your own innovative/creative way of presenting the subject matter.
- **Mid-term Exam:** The exam will have three parts: multiple choice questions, narrative questions that ask for your point of view, and a take-home section. You will be asked to provide, synthesize and evaluate the information presented during the first half of the semester. Questions will be posed regarding your own aspirations and ideas regarding public art. See Exam Rubric for grading criteria.
- **Final Exam Review Presentation (in class):** Each student will be given a topic to present to the class in a review session prior to the mid-term. Topics will include all the lectures, readings, guest lectures and group presentations given during the second half of the semester. You may present your review subject using a variety of media: slides, Power Point presentations, handouts or your own innovative/creative way of presenting the subject matter.
- **Final Exam:** The exam will have three parts: multiple choice, narrative questions that relate to readings or guest lectures, and a take-home section. You will be asked to provide, synthesize and evaluate the information that has been presented during the second half of the semester. Questions will be posed regarding the materials that have been presented during the semester and possible ways that you might use this information in your future endeavors as public artists, educators, or arts administrators. See Exam Rubric for grading criteria.

EVALUATION CRITERIA continued:

- Final Project Participation: You are all required to participate in High School Art Day, the VPA 300 culminating class project. There will be numerous tasks to perform on the day of the event. Based on your work groups' project tasks and your own personal interests, you can volunteer for a particular job. All students must participate in this event in order to pass the course.

Note: You will be given an opportunity to improve your work through rewriting assignments or sections of exams. If you choose to edit your work, your grade will be elevated accordingly.

COURSE TIMELINE (TENTATIVE):

<u>Week 1</u>	August 28	Course Overview Handout: VPA 300 Reader Reading 1: Whose Monument Where? by Judith Baca Reading 2: Cultural Pilgrimages by Suzanne Lacy Assignment: Self-portraits (Due August 30)
	August 30	Introductions and Presentations Class Exercise: Introductions
<u>Week 2</u>	September 4	Introduction to the Online Environment.
	September 6	Introduction to the Visual and Public Art Program Major Learning Outcome #1 Historical and Contemporary Analysis
<u>Week 3</u>	September 11	Groups meet online in committees Online Assignment: Discussion Question #1 – Ancestral heritage and cultural affinity
	September 13	Guest Lecture: Dr. Amalia Mesa-Bains
<u>Week 4</u>	September 18	Major Learning Outcome #2 Community Issues Analysis
	September 20	MLO #2 Student case presentations and analysis
<u>Week 5</u>	September 25	MLO #3 Collaborative and Community Planning Skills
	September 27	MLO #3 Student case presentations and analysis
<u>Week 6</u>	October 2	Student review of MLO's 1-3, readings and lectures
	October 4	Mid-term Exam (Take Home Section Due October 16) Online assignment: Discussion Question #2
<u>Week 7</u>	October 9	FALL BREAK
	October 11	FALL BREAK
<u>Week 8</u>	WE WILL NOT MEET AS A CLASS THIS WEEK See below for this week's work plan.	
	October 16	Student individual meetings with Professor Johnson. Assignment Due: Take Home Section of Exam. Online Assignment: High School Art Day Committees meet virtually.
	October 18	Student individual meetings with Professor Johnson Online Assignment: High School Art Day Committees meet virtually.
<u>Week 9</u>	October 23	MLO #4 Production Skills

COURSE TIMELINE (TENTATIVE) continued:

	October 25	MLO #4 Student case study presentations and analysis Online Assignment: Discussion Question #3 - TBA
<u>Week 10</u>	October 30	MLO #5 Critical and Evaluative Skills Multiple Intelligences Lecture and Discussion
	November 1	Guest Lecture: Elena Featherston Assignment: Multiple Intelligences Papers (Due November 13)
<u>Week 11</u>	November 6	MLO #6 Distribution Skills High School Art Day Committee Reports Online Assignment: Discussion Question #4 – Related to Native Americans, Art, and Culture
	November 8	MLO # 6 Distribution Skills
<u>Week 12</u>	November 13	Student review of MLO's 4-6 Assignment Due: Multiple Intelligences Papers
	November 15	Final Exam (Take Home Section of Exam Due November 29)
<u>Week 13</u>	November 20	High School Art Day Committees meet Individual Learning Plan meetings as scheduled
	November 22	HOLIDAY Please use this day off to remember and honor both your own ancestors and the Native Americans who lived on this land prior to the arrival of the European settlers.
<u>Week 14</u>	November 27	Guest lecture: TBA Online Assignment: Discussion Question #5 - TBA
	November 29	Meetings and committee reports for High School Art Day Assignment Due: Take Home Section of Exam
<u>Week 15</u>	December 4 December 6	Prepare the space for High School Art Day. High School Art Day (date may change)
<u>Week 16</u>	December 11 December 13	Class discussion of High School Art Day Class Party