MCMA 557 Media Arts Practice

COURSE NUMBER: MCMA 557  CREDIT HOURS: 3.0
SEMESTER/YEAR: SPRING 2016  CLASS LOCATION: COMMUNICATIONS 0012
CLASS MEETING DAYS: TUESDAY  CLASS MEETING TIME: 6:30 PM - 9:00 PM
INSTRUCTOR: Reid Perkins-Buzo  OFFICE HOURS: 1:00 PM - 4:00 PM MON & THUR
COURSE TA OR COORDINATOR: None  COURSE WEBSITE: Desire 2 Learn, learning management system

COURSE COMMUNICATIONS: Students can communicate directly with the instructor regarding the course via e-mail (rperkinsbuzo@siu.edu) or through the learning management system.

REQUIRED TEXT: Readings will be posted on the learning management system. See the class schedule for more details.

ADDITIONAL RESOURCES: Other resources will be posted on the learning management system or distributed in class. See the class schedule for more details.

COURSE DESCRIPTION: This production course focuses on developing your artistic practice. Through creative assignments, readings, presentations, and critiques the class aims to strengthen understanding of your own work and how it relates to the broad range of techniques, expressions and ideas that comprise contemporary arts practice. You will need to be self-motivated and eager to investigate different forms and modes of working. These will include the still image, time-based media, installation, interactivity, and live art-performance in an interdisciplinary environment. To facilitate the class goals, we will also examine histories, limits, and possibilities of the various media arts.

We will discuss and critique both works-in-progress and completed works. We conduct these in-depth explorative critiques to help you understand and reflect upon the ideas, artistic approaches, processes and strategies appropriated by yourself, your peers and the broad contemporary art world. We also delve into the actual realization and contemporary cultural context of these practices and works.

You will be evaluated on both the art you make in the class and your immersion into the activities and life of the class.

COURSE GOALS AND/OR OBJECTIVES: By the end of the course, students will have:
1. Developed and expanded their hands-on experience in working with a variety of contemporary media. This growth should be in technical, formal, and conceptual areas.
2. Gain experience sharing insights and in expressing sophisticated critiques of work.
3. Through relevant academic research, as well as reflection upon their work and that of class peers, explored a series of aesthetic positions and appropriated one or more of them for their art practice.
4. Worked collaboratively with their class peers to curate a public exhibition of their recent work.
CATALOG DESCRIPTION:
The first-year course for all incoming MFA (Master of Fine Arts) students in the college serves as an introduction to media creation strategies and concepts. The emphasis is on aesthetic and conceptual development as encountered within a variety of media arts.

Some Advice and Expectations

- Be productive as an artist throughout the semester, and stay abreast of all assignments.
- Present projects-in-progress and completed work to our class, with a summary of your research and process.
- Develop good work habits in order to build a sustainable media art practice.
- Keep current with the readings, and come to class prepared to discuss.
- Participate actively in all group critiques and discussions. Share constructive criticism with your peers, and respect their differing perspectives and opinions.
- Work toward developing an open and receptive attitude to the suggestions and criticism that are offered to you by the instructor and your peers.
- Write regularly in a journal or sketchbook, documenting your thoughts and the development of your creative process. Also include your personal responses to readings, presentations, discussions, and group/individual critiques.
- Demonstrate a willingness to try new approaches, techniques, and unfamiliar artistic processes and strategies.
- Synthesize what you already know with new ideas and practices.

My Assumptions and Evaluation

Students come here from different programs and backgrounds, and with different experience. We hope for generosity and patience in sharing your knowledge. We expect students to question their own assumptions as part of developing their critical voices. We benefit by encountering the different ideas, opinions and experiences of our colleagues and we ask students to participate in good faith and with receptivity to the course content, the curriculum and each other. The classroom should be a safe environment for these activities.

Evaluation in a graduate arts course is necessarily holistic. It will take into account the depth and quality of your engagement with course material as evidenced by class participation and projects; artistic development evidenced by an increasing sophistication of concept, form, and technique of projects completed during the semester. Students should further be demonstrably developing a consistent and self-motivated studio practice with a clear evolution of technique, ideas, expression and use of media.

Policies on Academic Integrity

Know university policy on academic integrity: [http://policies.siuc.edu/policies/conduct.html](http://policies.siuc.edu/policies/conduct.html)

Students are expected to familiarize themselves with fair use discourses if relevant to their work. Projects are to be created exclusively for this class; turning in the same work for more than one class will be considered a breach of academic integrity.
## DETAILED COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Media &amp; Assignments</th>
</tr>
</thead>
</table>
| 1    | January 21                                      | **Introduction to Course**  
**What is Art Practice?**  
*Some stuff I like and some I've done*  
*Discussion*  
**Assignments:**  
Meet with me one-on-one (before next class) to discuss and review your work  
Get one piece ready to show the class next time |
| 2    | January 28                                      | **Further exploring our art practice**  
**Student Presentation of Past Work**  
20 minute presentation  
10 minute Q&A |
| 3    | February 4                                      | **More exploration**  
**Presentation:**  
Late 20th Century Directions that still matter (still haunt us)  
Workshop/Presentation  
**Discussion** |
| 4    | February 11                                     | **Practice time**  
Meet with me one-on-one to discuss and review your work |
| 5    | February 18                                     | **Practice time**  
Meet with me one-on-one to discuss and review your work |
| 6    | February 25                                     | **Show time**  
**Class critique** |
| 7    | March 3                                         | **Exploration**  
Workshop / Presentation  
**Discussion** |
| 8    | March 10                                        | **Practice time**  
Meet with me one-on-one to discuss and review your work |
| 9    | Spring Vacation                                 | **SXSW**  
Possible class activity |
| 10   | March 17                                        | **Practice time**  
Meet with me one-on-one to discuss and review your work |
| 11   | March 24                                        | **Show time**  
**Class critique** |
| 12   | March 31                                        | **Exploration**  
Workshop/Presentation |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 14</td>
<td>Practice time Meet with me one-on-one to discuss and review your work</td>
</tr>
<tr>
<td>April 21</td>
<td>Practice time Meet with me one-on-one to discuss and review your work</td>
</tr>
<tr>
<td>April 28</td>
<td><strong>BIG SHOW</strong> Class Critique &amp; Class Exhibit in University Gallery</td>
</tr>
<tr>
<td></td>
<td>Exhibit dates and times TBD</td>
</tr>
<tr>
<td>May 5</td>
<td><strong>Show time</strong> Student Presentation of Work</td>
</tr>
<tr>
<td></td>
<td>20 minute presentation</td>
</tr>
<tr>
<td></td>
<td>10 minute Q&amp;A</td>
</tr>
<tr>
<td>May 12</td>
<td><strong>Final</strong> There is no Final Exam for this Course.</td>
</tr>
<tr>
<td>5:00-7:00 PM</td>
<td>Final Day to turn in work for course credit</td>
</tr>
</tbody>
</table>

**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% Equivalency</th>
<th>GPA Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
<td>3.00</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69%</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59%</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Assignment Description and Grading Percentages:**

**Journal/Sketchbook:** Each student will regularly write responses to the class readings, the lecture/workshops, as well as the individual and group critiques. Students should also document their creative process, and artistic development within the journal. Have your journal/sketchbook with you at every class. Think of the journal as a resource to contain your present ideas and hints of future directions to explore.

There are six individual meeting times scheduled in the syllabus. You will only need to drop off your Journal/Sketch book to be evaluated for five of these.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Journal/Sketchbook</strong></td>
<td>20% (4% each time for 5 meeting times)</td>
</tr>
</tbody>
</table>
Class Critique:
Participation in all critiques is critical.
Critiques will begin promptly at the beginning of class.
Formal Group critiques will allow students the opportunity to further develop the skills necessary to verbalize about their own work and artistic intentions and influences, as well as to provide meaningful and respectful feedback for their peers.

There are three class critiques scheduled in the syllabus.

<table>
<thead>
<tr>
<th>Lecture/Workshop:</th>
<th>15%</th>
</tr>
</thead>
<tbody>
<tr>
<td>There will be three lectures/workshops covering specific themes and technical skills. Readings will be assigned one week before the lecture/workshop. Workshop exercises will be assigned at the workshop. They may be turned in by the next session.</td>
<td>15% (5% each workshop exercise)</td>
</tr>
</tbody>
</table>

Individual Meetings/Critique:
Students and instructor will regularly schedule individual meetings to discuss and critique works in progress and after completion. Attendance at these individual meetings is required and will be included in the class participation grade.

<table>
<thead>
<tr>
<th>Class participation</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to make this class interesting it is imperative that every member of the class be engaged and prepared. The success of every class meeting will depend on how well you have prepared so as to facilitate an insightful discussion. The Instructor will keep notes on the quality of the discussion contributed by each person in the class. Attendance will be included as part of the participation grade. More than two unexcused absences may result in failure for the class. Two “lates” are the equivalent of one absence. Leaving a class early without permission is considered equivalent to arriving late.</td>
<td>10%</td>
</tr>
</tbody>
</table>

COURSE POLICIES:

ATTENDANCE AND PARTICIPATION POLICY:

a. Attendance is required and you are responsible for knowing the material covered in class.

b. At the sole discretion of the instructor, documented Emergencies or medical situations may be the only acceptable reasons for an excused absence. At the very least, students must contact the Instructor 24 hours before class time if they wish to be considered for an excused absence.

c. Unexcused absences will decrease the grade given for class participation. This will be up to the sole discretion of the instructor.

d. The classroom is a collaborative learning environment. You are expected to contribute through thoughtful questions, sharing of ideas and constructive criticism.
e. Participation is evaluated in part through classroom etiquette. The following are expectations for classroom etiquette during meeting sessions:
   - Turn cell phones off or put on silent mode. Do not answer unless it is an emergency.
   - Do not read materials during class, unless assigned.
   - There is no eating or drinking in the classroom area.
   - Demonstrate respect to instructors and fellow students. This means paying attention to lecturers and not checking emails or working on other projects during a presentation.

f. Critiques are an important part of the learning process in the media arts, hence, you are expected to show your work in all critiques. You will need to speak about the approach, thinking and methodology behind what you produce. You should also be prepared to ask questions of your fellow classmates. Critique dates will be announced in advance with each project. Generally, we will have a critique every other week.

LATE ASSIGNMENT POLICY:
Any assignment turned in past the due date may lose up to 10% of the total point value of the assignment for each class day it is late.
At the sole discretion of the instructor, late work may be penalized according to the late policy stated in part a immediately above this paragraph.

Disclaimer: This syllabus represents the instructor’s current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Such changes, communicated clearly, are not unusual and should be expected.
IMPORTANT DATES *
Semester Class Begins: ......................01/19/2016
Last day to add a class (without instructor permission): ..........01/24/2016
Last day to withdraw completely and receive a 100% refund: ......01/31/2016
Last day to drop a course using SalukiNet: .........................04/03/2016
Last day to file diploma application (for name to appear in Commencement program): ........................................02/12/2016
Final examinations: ..........................................................05/09–05/13/2016

Note: For outreach, internet, and short course drop/add dates, visit Registrar’s Academic webpage http://registrar.siu.edu/

SPRING SEMESTER HOLIDAYS
Martin Luther King, Jr.’s Birthday Holiday 01/18/2016
Spring Break 03/12—03/20/2016

WITHDRAWAL POLICY ~ Undergraduate only
Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit http://registrar.siu.edu/catalog/undergraduatecatalog.html

INCOMPLETE POLICY ~ Undergraduate only
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. For more information please visit: http://registrar.siu.edu/grades/incomplete.html

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A,B,C,D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at http://registrar.siu.edu/catalog/undergraduatecatalog.html

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit http://gradschool.siu.edu/about-us/grad-catalog/index.html

DISABILITY POLICY
Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. http://disabilityservices.siu.edu/

PLAGIARISM
Student Conduct Code http://srr.siu.edu/student_conduct_code/
MORRIS LIBRARY HOURS
http://www.lib.siu.edu/about

SAFETY AWARENESS FACTS AND EDUCATION
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://safe.siu.edu

SALUKI CARES
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu, http://salukicares.siu.edu/index.html

EMERGENCY PROCEDURES
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (BERT) programs. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Safety’s website at www.dps.siu.edu (disaster drop down) and the Emergency Response Guideline pamphlet. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

INCLUSIVE EXCELLENCE
SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well as an essential preparation for any career. For more information please visit: http://www.inclusiveexcellence.siu.edu/

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:

Tutoring: http://tutoring.siu.edu/
Math Labs http://math.siu.edu/courses/course-help.php

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office's main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/#

Additional Resources Available:
SALUKINET: https://salukinet.siu.edu/cp/home/displaylogin

ADVISEMENT: http://advisement.siu.edu/
PROVOST & VICE CHANCELLOR: http://pvcaa.siu.edu/
SIU ONLINE: http://online.siu.edu/
Building Emergency Response Protocols for Syllabus:

University’s Emergency Procedure Clause:

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Students With a Disability:

Instructors and students in the class will work together as a team to assist students with a disability safely out of the building. Students with a disability will stay with the instructor and communicate with the instructor what is the safest way to assist them.

Tornado:

During the spring semester we have a Storm Drill.

Pick up your belongings and your instructor will lead you to a safe area of the basement. No one will be allowed to stay upstairs. Stay away from windows. The drill should not last more than 10 minutes. You must stay with your instructor so he/she can take roll. Students need to be quiet in the basement as the BERT members are listening to emergency instructions on handheld radios and cannot hear well in the basement.

Fire:

During the fall semester we have a Fire Drill.

Pick up your belongings and your instructor will lead you to either the North or South parking lot depending on what part of the building your class is in. You must stay with your instructor so he/she can take roll. As soon as the building is all clear, you will be allowed to return to class.

These drills are to train instructors and the Building Emergency Response Team to get everyone to a safe place during an emergency.

Bomb Threat:
If someone calls in a bomb threat, class will be suspended and students will be asked to pick up their belongings, evacuate the building and leave the premises. Do not leave anything that is yours behind. We will not allow anyone back into the building until the police and bomb squad give us an all clear. **DO NOT USE YOUR CELL PHONES.** Some bombs are triggered by a cell phone signal.

**Shooter in the Building:**

If it is safe to leave, move to a safe area far from the building away from where the shooter is located. If anyone has any information about the shooter, please contact the police after they have gone someplace safe. Put in your cell phone the SIU Dept. of Public Safety 618-453-3771. If there is a shooter on campus you can call this number to report it. There will be a lot of calls going to 911 and the SIU Police will get your call using 618-453-3771. It is good to have this number listed in your cell phone for all emergencies here on campus.

If it is not safe to leave, go into a room, lock the door and turn out the lights. Everyone should spread out and not huddle together as a group. Don't stand in front of the door or in line of fire with the door. Students' chair and desks should be piled in front of the glass and door as a barricade and the teacher's desk, podium and anything movable can be pushed against the door. This is intended to slow down any attempts to enter the classroom. If it looks like the shooter is persistent and able to enter, make a lot of noise and have the students use everything in their backpacks to throw at the shooter to distract him.

Silence all cell phones after one person in the room calls the police and informs them of their location and how many people are in the room. **Be quiet and wait for the police to arrive.** The police are looking for one or more shooters, and they have no way of knowing if the shooter is in the room people are hiding in. For this reason, when the police enter the room, no one should have anything in his/her hands and each person **MUST** raise his/her hands above his/her head.

**Earthquake:**

In the event of an earthquake, you are advised to take cover quickly under heavy furniture or crouch near an interior wall or corner and cover your head to avoid falling debris. Outside the building are trees and power lines and debris from the building itself that you will need to stay away from. In the building, large open areas like auditoriums are the most dangerous. Do not try to escape on a stairway or elevator. Do not hide under a stairway. We do not recommend that you stand in a doorway because the door could shut from the vibrations and crush your fingers trapping you there.

**Rave Mobile Safety Alert System:**

We recommend that you sign up for the Rave Mobile Safety Alert System. It is a new system that replaces the WENS system to alert you through emergency text messages on your cell phone and emails for emergencies on campus, weather reports and emergency school closures. You have to sign up. If you were signed up for WENS it does not roll over. You have to sign up for Rave Mobile Safety Alert System. Go to Saluki Net, go to my records tab, under SIUC Personal Records, click on View My SIUC Student Records, Under Main Menu click on Personal Information, click on View and Update Addresses and Phones, in the middle of the page click [Update Addresses and Phones], under
phones click Primary: This will take you to Update Addresses and Phones – Update/Insert, under primary phone number for this address put in your cell phone and submit. For more information, visit dps.siu.edu, contact SalukiTech at 453-5155 or salukitech@siu.edu.

**CPR/Defibrillator and First Aid Class:**

If you would like to take a CPR/Defibrillator and/or First Aid class, contact LaVon Donley-Cornett, lavong@siu.edu or call 453-7473.

**Women's Self Defense Classes** are offered to female students faculty and staff by the Department of SIU Public Safety. For more information call the Department of SIU Public Safety 453-3771.