Professor Cade Bursell   Email: cbursell@siu.edu
Office: RM B212 Northwest Annex (across from the Communications Building)
The best way to reach me is via email: cbursell@siu.edu
Office Hours: Tuesdays 10:00-12:00, Thursdays 10:00 – 12:00, Wed. 3:00-5:00 and
by appointment.
Class meets: Wednesday 6:00 – 9:00 Rm 12

Class website: [http://mcma-mfa.weebly.com](http://mcma-mfa.weebly.com)

**Class Description:**
The focus of this class is on experimentation, research, development and
presentation of new work. The class consists of creating an individual learning
contract, presentation of the LC, on-going research and works-in-progress, critique,
attending visiting artists presentations and fully articulated projects based on your
Learning Contract.

**About Learning Contracts**: LC are documents produced collaboratively between
student and faculty and address the following 1) Topic(s) of study 2) Learning
activities - where you specify the research and creative activity you will engage in
and 3) Evaluation- how will the learning/activity/final projects be evaluated. While
they are contractual documents they are also living documents and may be modified
based on faculty/student agreement.

How learning contracts work:

Processes: emphasize dialogue and collaborative approaches to study; support
critical exploration of knowledge and experience; provide opportunities for active,
reflective and creative academic engagement.

Learning styles: respond to a wide array of student styles, levels, interests and
circumstances; foster self-direction, independence and reflective inquiry; provide
opportunities for ongoing questioning and revising; reflect innovation and research.

Benefits: Learning contracts address your individual personal and professional
needs, encourages life-long, self-directed learning and critical inquiry, increases
competencies

Learning Community: defines each member as a learner, encouraging and
appreciating his/her distinctive contributions; recognizes that learning occurs in
multiple communities, environments and relationships as well as in formal
academic settings; attracts, respects and is enriched by a wide range of people,
ideas, perspectives and experiences.

* adapted from ESC Suny

**Teaching Philosophy:** We each have different learning and teaching styles and
strengths and weaknesses within the learning/teaching processes. If you are aware
of yours, please make it known to me and also be respectful and patient with how
others learn/teach. My goal is to help each of you successfully engage with the
objectives of the course. From my experience asking students to articulate ideas
through viewing other artist’s work, discussion and critique, helps to integrate and
process new knowledge. For me there is a joy in learning/teaching and I expect that
we will learn from each other. Finally, I hope you will enjoy the time we spend together.

**Learning Environment:** Bring an open mind, curiosity, and a willingness to laugh, take risks and enjoy the process. Failures will occur in this class and will be embraced as proof you are taking risks and experimenting.

“Honour thy error as a hidden intention” – Brian Eno and Peter Schmidt – Oblique Strategies

**Freedom of Expression:** We have an open class environment that encourages diversity of ideas and creative expression. That said, please allow everyone a chance to speak and practice attentive listening (not formulating your response while the other person is speaking) I invite you to try a new behavior – if you are a person who tends to be quiet challenge yourself to speak up or if you are someone who frequently speaks up, practice listening. Both oral and written critiques will be ongoing – we will discuss what makes a good critique in the first few weeks of class.

**Value of Good Critique:**
We will develop a healthy, safe and productive yet rigorous environment for feedback on works in progress.

**Overall Class Objectives:**
- Deepen knowledge and practical skills in your art practice.
- Become aware of the rich history, theory and contemporary practices of Interdisciplinary Media Arts
- Foster creativity, experimentation and risk-taking in the media-making process
- Gain experience receiving and offering critique
- Utilize numerous tools and resources in order to imagine and create new work.

**Activities:**
Create and present Learning Contract based on individualized learning

Presentation of research, new work and critique (blog)

**Screenings/Presentations – Visiting Artists**
Screenings of films will occur during the semester and complement in-class sharing of work. Several visiting artists will present their work this semester. A schedule will be handed out as soon as it is available. It is mandatory that you attend these programs and sign up for critiques sessions if they are offered. Absences from this portion of the class will be counted as unexcused.

**Technique/tool sharing**
We will investigate strategies for making work. You will be asked to present on techniques/strategies during the semester.

**Course Requirements:**

1. **Participate** and **collaborate.** Class **attendance** and of assigned events will affect how participation is evaluated. **(15 points)**
2. Develop and complete **learning contract**, rough and final draft - post (10 pts each - **20 points total**)

3. **Blog** - Post a **written critique** of each presentation on presenter's blog page as a comment. Critique of other events, LC, and progress notes should be posted on your own page as comments. Technical/artistic sharing should be posted on community techniques/artists blog page (**15 points**)

4. Meet with me **twice** during the semester - once in the next two weeks and again mid-semester to discuss your learning contract, creative work and progress toward LC completion. Make an appointment to visit during office hours (5 pts each/10 points) **Missed appointments will not be excused.**

5. One **in-depth class presentation of work in progress** (10 points)

6. Final project(s) (20 points) **Due Finals Week**

7. Provide me with a copy of or documentation of your final project(s) at the end of the semester (5 points) **Due at Final**

8. Write a three-page self-assessment/evaluation based on LC. (5 points) **Due December 3rd**

**Evaluation Criteria of Creative Work:**

1. Creativity: innovative use of techniques  
2. Clarity: does the work successfully communicate its intent  
3. Conceptual: use of metaphor, symbol or design to create meaning, idea or story  
4. Technical proficiency: how well the techniques and strategies taught in class are utilized in your work

**Attendance:** Attendance is critical to your success in this class. Your presence is crucial for the purpose of the class. You may miss one class. After this single permissible absence, **five (5) POINTS WILL BE DEDUCTED FOR EVERY CLASS PERIOD** you miss up to three. After three absences YOU WILL NOT PASS THE CLASS. No Exceptions.

**Assignments:** All work must be turned in on time as specified in your LC. If for an exceptional reason I agree to accept late work, be aware that you may be penalized up to ten percent for each day past the deadline. If you anticipate difficulty completing an assignment, please see me for assistance well before the deadline.

All papers must be typed, double-spaced, 12 pt. and conform to standards of spelling and grammar.

**Total Points 100**

<table>
<thead>
<tr>
<th>Grades</th>
<th>90 - 100 A</th>
<th>80 - 89 B</th>
<th>70 - 79 C</th>
<th>60 - 69 D</th>
<th>Below 60 - F</th>
</tr>
</thead>
</table>
Course Guidelines:
- Create.
- Turn off your cell phone before entering the learning space.
- All SIU policies on academic misconduct will be strictly observed in this class.
- I may have to introduce changes to the schedule (and other aspects of class) for the benefit of the class.

Academic Honesty: Learning and teaching take place best in an atmosphere of intellectual freedom and openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education. Do your own work. If you are confused about what constitutes plagiarism, please ask and see the policy.

Special Needs: Students with special needs (as documented by the Office of Disability Services) should identify themselves to the instructor at the beginning of the semester in order to arrange any necessary assistance.

Schedule

Assignment TBD: Visiting artist Sonali Gulati

**Wed. Aug 26**
Introductions - Class Description - Learning Contracts - Critique - Calendar
Assignment: research and develop learning contract, read *Thirteen Ways of Looking at a Blackbird* (McEvilley)

**Wed. September 2** - class visit: artist Tom Lutwig, alum 1981, filmmaker and community arts practitioner. Post response to blog
During week **Aug 31 - Sept. 5** one-on one meetings with Professor
Assignments: rough draft of LC – **due day before meeting (e-mail)**
Due: Post working draft of LC on-line by **Monday September 7th** and post response to *Thirteen Ways...*

Assignment: **Tuesday Sept. 8** @ 7:30 Student Center Ballroom D Michael Hebb - organization One Pot - *Can the Dinner Table Transform America?* (research Hebb-attend-respond – on your own blog Due: **Friday Sept. 11**)

**Wed. September 9**
Discussion: *Thirteen ways..., Lutwig, Hebb*
Due: Formal class presentation of central points of Individual LC (30 min. each plus 10min class feedback - 40) Doron Alter, Jamie Sheffer, Lauren Stoelzle
Assignment: post LC suggestions on each presenter’s blog by **Friday**

**Wed. September 16**
Formal class presentation of central points of Individual LC (30 min. each plus 10min feedback - 40) JP Rhea, Jessica Edmond, Wickham Flanagan,
Assignment: post LC suggestions on each presenter’s blog by **Friday**

**Wed. September 23**
Formal class presentation of central points of Individual LC  (20 min. each plus 10min feedback - 30) Jennifer Johnson, Michael Maxwell, Jane Flynn, Assignment: post LC suggestions on each presenter’s blog by Friday and (sign-up for techniques sharing time and specify content)

Assignment: LC revised, approved and signed by you and professor- Monday September 28 - Post on class LC page

Assignment: September 28-29 Visiting artist Saba Dewan, Indian Documentary filmmaker
-attend Mon. Sept 28  Noon-3:00 class presentation and/or evening presentation (post response-blog)

Wed. September 30
New techniques class – share specific software, new skills etc. and post on-line instructions (all)

Wed. October 7
New techniques class – share specific software, new skills etc. and post on-line instructions (all)

Wed. October 14
In-Depth Works-in-Progress Research and Creative Work Presentation and Critique - Doron Alter, Lauren Stoelzle, Jamie Sheffer (1 hour each)
Post Critique (base your critique on hand-out instructions)

Assignment: Friday Oct. 16 @ 7:30 Shryock Auditorium, Metropolis (1927) with Peter Krasinski improvising on the Marianne Webb Pipe Organ. Post response critique on blog

Wed. October 21
In-Depth Works-in-Progress Research and Creative Work Presentation and Critique - JP Rhea, Jessica Edmond, Wickham Flanagan, (1 hour each)
Post Critique (base your critique on hand-out instructions)

Wed. October 28
In-Depth Works-in-Progress Research and Creative Work Presentation and Critique - Jane Flynn, Jennifer Johnson, Michael Maxwell (1 hour each) Post Critique (based on hand-out)
Assignment: During the next two weeks meet and present work to two mentors (one MCMA, one outside of MCMA - not committee members) post detailed notes from their feedback on blog (sign-up for LC progess meeting)

Wed. November 4  No class
Assignment: One-on one meetings with Professor (learning contract progress review) bring to meeting - two-page written description of accomplishments to date relevant to LC

Wed. November 11 –Veterans Day-No class
Assignment: Nov. 12- 14 Seminar Our Creative Economy: Civic Practice and the Changing Role of Artists in the Community – Paul Simon Public Policy Institute (response-blog)

Wed. November 18
Technique and troubleshooting share – open class
Wed. November 25 - Break

December 2
Final Projects LC Final Presentation and Critique - Doron Alter, Lauren Stoelzle, Jamie Sheffer

December 9
Final Projects LC Final Presentation and Critique - JP Rhea, Jessica Edmond, Wickham Flanagan

December 16
Final Projects LC Final Presentation and Critique - Jane Flynn, Jennifer Johnson, Michael Maxwell
Due: Final assessment and self-evaluation

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.

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 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 contact Officer Mary Stark marys@dps.siu.edu.