Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: ART 262 **Year: 2023-2024**

Course Title: Portfolio Preparation - Photography **Credit Hours: 1**

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

ART 262 is intended for Photography program majors in their third semester of study. This course helps students understand and meet transfer requirements, and create a visual portfolio. Topics include researching transfer schools, selecting works for the portfolio, considering different portfolio delivery and presentation methods, writing artist statements, writing resumes, writing cover letters, and creating finished portfolios that meet the requirements of the targeted institutions. Open to Photography majors who have completed two semesters of program courses. Prerequisites: Prior completion or concurrent enrollment in ENGL 101; MATH 090 and RDNG 116 if required by placement testing. 1 Cr. (1 Lec.) Fall semester.

Course Context/Audience

This is a required course in the Photography A.S. degree program.

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course co-requisites or pre-requisites.

Math: M2 MATH 090 if required by placement testing.

Reading: R4 Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.

Course Goals

By successfully completing this course, the student will

1. Learn, discuss, and apply strategies for presenting his/her visual works to clients, employers, and transfer institutions.
2. Learn how to tailor content and presentation to varied clients.
3. Create and assemble a practical visual portfolio complete with cover letter, artist statement, and resume.

Course Objectives/Topics

Objective/Topic	% Course
The student will identify three target transfer institutions of interest, compile data on portfolio requirements for each, including application deadlines, and other unique requirements. These requirements will be addressed in the finished portfolio package that the student produces.	10%
In some cases, the student will not have sufficient or appropriate visual assets on hand to meet the requirements of the transfer institutions. In this case, additional artwork will be created. To promote a consistency in presentation, some existing artwork may be modified in format or size.	0-10%
Students will create a finished portfolio package that contains a cover, contents index, cover letter, artist statement, index of images, and the images themselves. All of these materials will be designed to reflect high visual standards.	50-60%
The student will produce a resume.	10%
The student will write an Artist Statement and a Cover Letter.	10%
The student will review, discuss, and critique the work of others.	10%

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
Students will be able to ➢ develop meaningful questions to address problems or issues. ➢ gather, interpret, and evaluate relevant sources of information. ➢ reach informed conclusions and solutions. ➢ consider analytically the viewpoints of self and others.	The portfolios that students produce must meet many variable criteria. Based on their research, students will develop meaningful questions in order to arrive at the best solution. Students will conduct research regarding their three transfer schools' specific portfolio requirements, and will attempt to solve all three schools with one finished product. In order to arrive at the most efficient and visually attractive method of organizing their portfolios, students will gather, interpret, and evaluate relevant sources of information. Students will search and compile a collection of finished portfolios from a variety of sources, then determine which styles and organizational methods best match their visual sensibilities, then modify and tailor those results to best accommodate their personal organizational needs. In the process of narrowing down the many possible ways that portfolio content can be structured, students will evaluate, discuss, and debate their options in order to reach informed conclusions and solutions. Students will develop several varied approaches to organizing their portfolio prior to undertaking their final finished version. Class discussions of projects that are underway require students to apply reason in order to balance and resolve their own sensibilities with the varied viewpoints raised by the group, as well as opinions put forth by the instructor. The many steps of the portfolio process are broken up, studied, and discussed as the projects progress. Students continually modify and refine their approach.

SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
➢ Students will begin to understand how their lives are shaped by the complex world in which they live. ➢ Students will understand that their actions have social, economic and environmental consequences.	Students are very aware that the success of the portfolio they are constructing will directly affect their ability to transfer to a four-year college, and may have long-lasting economic consequences. The Career and Counseling Office should be scheduled for a class to address interviewing skills, transferring, entering the job market.

Instructional Methods
Lectures and demonstrations should be provided on each unit. The instructor should assign outside readings and research. Class discussions and group critiques should occur frequently.

Methods of Assessment/Evaluation

Method	% Course Grade
The student will create a complete portfolio presentation package that addresses the above. The evaluation will consider function, completeness, craft, creativity, visual design, and level of professional standards achieved.	60%
Written materials contained in the portfolio will be assessed using standard criteria for writing.	20%
Participation, attendance, meeting deadlines.	10%
The student will research the portfolio and admissions requirements of three targeted transfer institutions and compile a working checklist. This checklist will be evaluated for accuracy and thoroughness.	10%

Text(s)
No texts are used for this course.

Bibliography

An Artist's Portfolio, Blackburn & Brown, Crisp, 2007.

The Breakthrough Portfolio, Thurlbeck, Delmar, 2006.

Designing a Digital Portfolio, 2nd Edition, Baron, Pearson, 2004.

Digital Book Design and Publishing, Holleley, Clarellen Press, 2001.

Other Learning Resources

Audiovisual: No resources specified
Electronic There are many on-line sources available, including: www.art-support.com, www.nyfa.org, and www.info.com/artistportfolio.
Other: No resources specified