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Course number: ASH 3360

Course name: Special Topics in Photography: Developing a Body of Work

What are the student learning outcomes related to information literacy for the assignment?

During this course, students will:

- Develop an understanding of the scholarly environment.
- Become familiar with leading, contemporary criticism within photography and fields that relate to, influence and/or inform their visual work as an artist.
- Gain experience pursuing and organizing their research as a method of developing, contextualizing, supporting and challenging their work as visual artists.
- Develop a search strategy and evaluate the results from their searches
- Learn to evaluate the credibility or quality of information sources from a wide variety of formats Learn to organize and articulate the impact of their research findings through the creation of an individual, annotated bibliography
- Draw on their research and annotated bibliography to write a compelling and informative artist statement (written companion to their visual work).

Please describe your assignment and/or learning activities.

Students will build towards the stated learning outcomes through three assignments in collaboration with Beverly Mitchell, Assistant Director and Art & Dance librarian, Hamon Arts Library.

Assignment #1: Finding Keywords & Sources

For this assignment, students will begin articulating the direction of their independent work through a brainstorming exercise. To start, students will be asked to generate 6-12 keywords that are representative of creative interests and work they plan to pursue during the semester. Next, the class will be provided with a generous list of contemporary readings that interrogate photography. This list will be annotated with keywords (example below) to assist students in matching their individual interests (brainstorming keywords) to the readings. Next students will select one reading from the list to pursue through close reading and further related research. For this research, students will be instructed to conduct searches of at least five sources of information (ex: journals, blogs, magazines, artist' websites, museum catalogues), and guided with information on best research practices and SMU resources. Students' research will then culminate in an oral presentation and a short annotated bibliography (150-250 words per source) which will be shared with the class. These shared, individual bibliographies will then be compiled into a larger, overall class bibliography of photography-related scholarship for students to potentially draw-on for assignment #2. Example from Reading List with Keywords: Cotton, Charlotte. "Essay." *Photography Is Magic*. NY, NY: Aperture, 2015. 1-18. Print. Keywords: Post-Internet, Authorship, Image Producers vs Image Consumers, Analog vs Digital, Reality, Illusion, Humor, Collage, Post-Production, Manipulated, Photoshop, Readymade

Assignment #2: Articulating Your Direction

For this assignment, students will expand on their research and the annotated bibliography completed during Assignment #1. For Assignment #2, students will add a minimum of seven additional sources (also 150-250 word annotations) to their bibliography for a total of twelve sources. While students may draw up to two of these additional sources from the class bibliography, they will be required to write their own annotations for these sources. At the mid-point for this assignment, students will also be assigned a partner, and asked to conduct artist interviews with one another. Interview questions will be informed by each partner's in-progress bibliographies and visual, photographic work. The purpose of this part of the assignment will be for students to further clarify their individual direction (both research and visual) through responses to peer challenges. These interviews will be edited by the students, shared with the class, and published to Canvas.

Assignment #3: Developing an Artist Statement

Drawing on the intersection of their completed, annotated bibliography, artist interview, and visual work, students will next be tasked with writing an 'artist statement'. The main, intended purpose of this statement will be to perform as a fully articulated, written companion to their final body of visual work. Each student's statement will be conceived as a component equal to their photographs, meant to enrich a viewer's visual experience and understanding of the students' artwork with supplemental knowledge, background, and/or context. Each student's statement will cite a minimum of four sources annotated in their longer bibliography.

How do you intend to collaborate with your department's liaison librarian?

The faculty will work with the liaison librarian on three research assignments. In a written, in-class exercise, the faculty and librarian will work with students on developing good strategies for developing keywords that target their research topic by articulating the artist, work, and concepts in their searches. In a second class exercise, the faculty and librarian will work with students on how to evaluate information sources from a variety of formats, and also be introduced to the apparatus of research, e.g. index, abstract, DOI, catalog raisonné. A final exercise will be a review by the faculty and librarian of the correct style guide formatting for citing and annotating sources from various formats, e.g. chapter in a book, article, website.

Please describe your plan for assessing the information literacy learning outcomes.

The Student's Bibliography (Assignment #1, #2):

- Located appropriate, qualified sources from the assigned, 5 categories (A #1)
- Located a minimum of 12 appropriate and qualified sources (A #2)
- Demonstrated the ability to find sources through SMU catalogs, WorldCat, and use of ILL
- Articulated the main ideas of sources, and the relevancy of citations to their interest(s)/topic(s)
- Created a bibliography that is complete, contains the requisite number of sources, and is properly organized and formatted

The Student's Oral Presentation (Assignment #1):

- Articulated a clear thesis

- Cited the requisite number of sources
- Presented relevant, accurate, and well organized information
- Came to a well-established conclusion

Artist Interviews (Assignment #2):

- As an interviewer, the student drafted the requisite number of questions for their partner, and demonstrated considerable thought and preparation for the interview
- As an interviewee, the student responded to questions in a manner that demonstrated considerable thought and effort towards better articulating their motivations and intentions as an artist/researcher
- The interviewer and interviewee cite references, where appropriate, from their own or their partner's research where appropriate
- The final interview was well edited in terms of both quality and accuracy of content, and without grammatical or spelling errors

Artist Statements (Assignment #3)

- Fulfilled the stated purpose(s) of an artist statement, namely functioning as a written complement to the student's visual work
- Provided supplemental knowledge, background and/or context to the student's visual work
- Articulated the student/artist's ambitions, intentions and envisioned purpose for the visual work
- Included the requisite number of sources and citations
- Was submitted without grammatical or spelling errors