**FYP Writing Initiative**

**Effective Fall Semester 2013, all FYP workshops will include a MINIMUM of two student writing assignments for a MINIMUM of 2000 words.**

* **Arts-X-pose documentation must be written.**
* **Arts-X-pose (2 per workshop) may only count as one of the writing assignments.**

**Rationale:**

I. SOA Learning Outcomes

* Engage in and apply **scholarly** and/or creative research in visual, **written and oral contexts**
* Demonstrate an understanding of **professional practices** maintained in area of study
* Apply **knowledge of art history and theory** to the practice of visual arts

II. Discussions on General Education & "Change student expectations and campus culture" Craig Zirbel, Professor, Department of Mathematics and Statistics& Coordinator of discussions of General Education. The top-ranked topic was: **“Change student expectations and campus culture** (e.g., students should **expect to write** in most of their classes; students should be prepared to **be more engaged learners**; students should buy the textbook before the semester begins; students should actually read the textbook when we ask them to, they lack confidence in their own ability to learn; we should put up a common front on all of these expectations to bring about change).” Students need to learn to Apply & Engage in Scholarly Research. That this might prove difficult for a segment of our students simply reinforces the need to address this issue.

Professional Practices in the Arts:

 -Documentation skills

-Written Self-Reflection (leads to the Artist Statement where research is contextualized)

 -Collaboration skills

-Presentation skills

**Implementation and Examples:**

There are many ways to introduce writing into your workshop. Here are some examples currently used by FYP faculty:

* Research: Posted to Canvas wiki or Facebook group where students find and present artists/artworks or other cultural objects, examples of material culture, construction methods, or artistic styles related to an assignment. This research can then applied as a context for peer review or self-reflection.
* Reflection: Students write self-reflections related to their assignments and submit them with their final assignments. Reflections composed on Flickr are assembled into a book or research journal.
* Peer Review: Students critique each other’s work on paper or in an online forum (Canvas discussion, blog or FB Group) Online, students then go back and “like” or rate the critiques. Critique notes written in class in response to printed rubrics are exchanged and retained for later submission as a part of a ‘Meta-Reflection’ writing package.
* Analysis: Canvas Discussions are assigned in response to a prompt posted by the Instructor where theoretical models introduced in class are applied to cultural objects.
* To get you started here is a module self-reflection template that you can use or modify in your classes:

**FYP Module Self-Reflection Module**

Regardless of your intended course of study in the School of Art, research and writing are crucial aspects of professional practice across the arts. To help you develop your skills in this area, we have prepared the following writing assignment for you. This assignment must accompany each project submission.

1. Documentation

Insert a documentation image(s) of your project at the top of your submission. All images must be sharp, appropriately lit, and white balanced. Take care to capture the best possible representation(s) of your project.

Your instructor may request additional images and sketches as appropriate.

1. Self-reflection

Write a 400-word self-reflection as a caption to your image(s) where you answer the following questions: 1) How have I changed as a result of this experience? 2) What parts of the experience were the most/least valuable and why? 3) How does what I learned relate to my other courses/co-curricular activities/ or to me as a person?

4) What specific skills have I practiced/ do I need to develop to do a better job next time?

Your instructor may request additional writing as appropriate.

III. Finish your document with a word count.

HINT: You are writing this self-reflection for YOU and not for your instructor. Your grade on the project will not be influenced by a favorable review of the assignment. Failure is an essential part of the working process. It means that you are engaged in risk-taking and rich experiential learning. In other words, you may have hated the experience and yet gained enormously from the challenge. Try to be candid in your reflection; it will help you enormously through this process of development. That being said, we do expect academic writing for every assignment: Thoughtful observations arranged coherently and written in complete sentences with proper grammar, spelling and punctuation.

Your self-reflection will benefit you best if you take the time to reflect on the following experiences (in detail) regarding the process and development of your work:

-How did you respond to in-process feedback from your instructor, classmates and critiques?

-Research: What research did you conduct along the way and how did it influence your work? For example, did you look at other artists, or artworks as you problem-solved your solution? Did you have to learn everything there was to know about an image, object, or material? Or, were you preoccupied with another aspect of material culture, an internet meme, or another area of study (literature, philosophy, the sciences, etc.) that influenced your solution. How did your research influence your decision-making along the way? Ask yourself how you adapted, applied, shaped and/or constructed your response in conversation with that research. Be specific.

-Did your engagement with these other cultural objects influence your work (literature, music, dance, theatre, poetry, journalism, blogs, vimeo, youtube, etc.) If yes, how? If no, why not?