

**COURSE SYLLABUS**

ART 2000: Portfolio Review

1 Credit

JAN17 – MAY12 / Spring 2023

Faculty: Shelby Shadwell, Associate Professor  
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Office: Visual Arts Building, 126  
Office Hours: 2:00 – 3:30 pm MW (*appointment only*)

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### Course Description and Objectives

This **ONE CREDIT** course is to assess whether students have an understanding of how to apply the elements and principles of design to their artwork while using materials, processes, and techniques commonly taught in foundations core curriculum and introductory studio art classes. Understanding and application of these skills is important for success in upper-level coursework in the visual arts.

Students will create a new body of work and a common theme chosen for that semester culminating in an anonymous review of work by the department faculty. The submitted portfolios are evaluated as **Satisfactory** or **Unsatisfactory** based on the set of established standards reflected in common foundations curriculum, including the Department of Visual Arts at the University of Wyoming. An Unsatisfactory portfolio will not pass the review. **It does not follow that a student will pass Portfolio Review just because they passed their foundations classes.**

All art majors (not art minors) must pass Portfolio Review to be eligible to enroll in any upper-division (3000 or 4000 level) studio courses beyond the required Studio Core. A student who does not pass on their first attempt may decide to re-take the class, but failure to pass the review twice will render the student ineligible to progress in the Department as a studio major, but the Art History major and/or a minor in any area remains open for the student to pursue. Portfolio Review grades have no impact on students' GPAs. Portfolio Review will occur once in each of the fall, spring, and summer semesters.

#### Prerequisites:

- Completion of the Foundation Core courses with a letter grade of C or higher: ART 1005 Drawing I, ART 1110 Foundation 2D, ART 1120 Foundation 3D and ART 1130 Foundation Color.
- An overall University of Wyoming GPA of 2.5 or better (Not applicable for incoming transfer students who do not yet have a UW GPA).

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### Course Structure

- A. This course is currently designated as **TRADITIONAL**, and students will need to attend some synchronous in-person meetings on the main campus. There is an **ONLINE / ASYNCHRONOUS** section that is reserved exclusively for outreach students, and the instructor will work with those students to complete the course as such. If the campus is closed or synchronous classes are cancelled for any reason, the course can be completed successfully in an online format.
- B. Attendance / Assignments: While in-person attendance for scheduled meetings is not mandatory this semester (except for portfolio installation and deinstallation), students are strongly encouraged to attend when possible, keep up with course content on Wyocourses, and maintain contact with the instructor. Assignments of in-progress work and draft writing are meant to help students stay on track over the course of the semester.
- C. The instructor will be available to contact for any questions or concerns with the class. Students can sign up for a meeting through the following scheduler:

<https://outlook.office365.com/owa/calendar/UW2@uwyo.onmicrosoft.com/bookings/>

- D. Although students are welcome to work off-campus, **students may use the Foundations and Drawing studios in the Visual Arts Building** to make their portfolio pieces when the rooms are not holding or preparing to hold in-person classes. Students should be considerate of space, material usage, and other students enrolled in concurrent courses. There may be a shelf designated specifically for Portfolio Review students in the Foundations studios, and students should not store projects or materials anywhere else in those rooms. Students must clean up all used areas and messes made while making work in the VAB. Students must get permission from faculty to use any communal materials located in the Foundations area.

Students that wish to use other facilities (i.e. woodshop, ceramics, etc.) must get permission from that area's faculty member and follow all procedures they have in place for that space. **Due to the nature of the course, students are responsible for purchasing their materials individually as necessary.**

- E. The instructor will be using **Wyocourses** to post announcements and course materials, and students can keep in touch with the instructor and find essential information about the course there. Students must check their UW email and Wyocourses regularly to ensure they are getting the most updated information possible.
- F. Students will install their work for physical display in the visual arts building according to the schedule outlined in the syllabus for the course. In addition, students will submit documentation of their work and other required documents digitally through the **Submittable** website:

<https://universityofwyomingvisualartandarthistory.submittable.com/submit>

## Portfolio Entry Requirements

**Students' portfolios will consist of the following items:**

- **Application:** Consists of a form filled out by the student on the Submittable website. Not providing clear and accurate information on the forms may disqualify the portfolio.
- **THREE examples of work (each in a primarily different medium):** Each piece should specifically address the theme for that semester. The concept for this semester is: **LEGACY**. Students will explore what this concept means to them personally and/or in society and culture at large and are encouraged to be creative in their interpretation and execution of these pieces in combination with each other. This semester's theme is discussed by artists in Season 7, Episode 3 (2014) of the PBS television series, Art:21, available from the campus library and online - <https://art21.org/watch/library/>.
- **Written Statements:** Students will submit a written statement with each piece. The writing should not be a general artistic or personal statement. Instead, students should tailor the writing to answering the specific questions outlined below. Having few, if any, spelling and grammatical errors is necessary for a passing score on the written portion of the portfolio. Statements should be **no longer than 500 words each** and may be identified at the beginning by the number assigned to the student's portfolio. **Students must use appropriate technical vocabulary and terminology familiar from Foundations Core class experiences.**

<u>Work Specifications</u>	<u>Written Specifications</u>
<p><b>A. <u>Observational Drawing from Life:</u></b></p> <ul style="list-style-type: none"> <li>○ Common choices to draw from life include still life, portrait, interior space, or landscape.</li> <li>○ Common drawing materials include, but are not entirely limited to, charcoal, graphite, pen and ink, pastels, conte crayons, or various pencils.</li> <li>○ The minimum size for the drawing is 18" x 24".</li> <li>○ The drawing should be achromatic - no color.</li> <li>○ <b>Faculty may automatically disqualify a portfolio with a drawing that appears to be copied from 2-D sources</b> (i.e.: from a photograph or online image) or with a drawing that appears to be drawn primarily from imagination.</li> <li>○ Students will submit a digital image / photo of the subject they draw from life in addition to the drawing.</li> <li>○ The drawing should demonstrate a full range of value, clearly represent the illusion of three-dimensional form, and show depth through a demonstrated understanding of accurate proportion, local tones, light and shadow patterns, and tonal shape edges – with a noticeable</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>1<sup>st</sup> Paragraph:</b> How did you apply the semester's theme to the observational drawing? How does the piece individually, and/or in relation to the other portfolio pieces, successfully communicate the theme for the semester?</li> <li>○ <b>2<sup>nd</sup> Paragraph:</b> What did you make and how did you make it? What processes and materials did you use and why?</li> <li>○ <b>3<sup>rd</sup> Paragraph:</b> What are TWO principles of design you used in the piece? How did you apply these principles to the elements of design to create visual interest in the composition and/or achieve your desired outcome in the observational drawing?</li> <li>○ <b>4<sup>th</sup> Paragraph:</b> How did you create volume, or the illusion of three-dimensional form, through the use of <b>line and/or value</b> in the observational drawing?</li> </ul>

<p>concern for composition.</p> <ul style="list-style-type: none"> <li>○ Digital drawing on tablets or with software is allowed for this piece in the portfolio provided all of the other criteria are followed.</li> <li>○ The piece should convey the theme for the semester as outlined in the syllabus.</li> </ul>	
<p><b>B. <u>2-D or 3-D Color Piece:</u></b></p> <ul style="list-style-type: none"> <li>○ Students will create a piece that explores what one can formally and conceptually accomplish using color as the primary element.</li> <li>○ Common color materials include, but are not entirely limited to, acrylics, oils, guache, watercolors, colored pencils, pastel pencils, soft pastels, oil pastels, conte crayons, inks, pens, and markers.</li> <li>○ Digital, photographic, and time based (video and sound) approaches may be used as additional or supplemental compositional strategies.</li> <li>○ Common uses of color include pushing and pulling space, symbolizing ideas, creating atmosphere, conveying mood or emotion, exploring formal color relationships (triad, analogous, etc.) or as a formal element (creating balance, emphasis, direction, space, etc.).</li> <li>○ <b>Students MUST demonstrate actual and/or optical color mixing somewhere in the work</b> Students should refrain from using color “straight out of the tube” or directly from the color wheel to show a more nuanced understanding and application of color.</li> <li>○ Color relationships and interactions employed should demonstrate a range of hue, value and intensity achieved through neutralized color and/or the use of complex color combinations.</li> <li>○ A monochrome is not acceptable for this piece and students should use at least two colors to visually engage the viewer.</li> <li>○ The piece should convey the theme for the semester as outlined in the syllabus.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>1<sup>st</sup> Paragraph:</b> How did you apply the semester’s theme to the color piece? How does the piece individually, and/or in relation to the other portfolio pieces, successfully communicate the theme for the semester?</li> <li>○ <b>2<sup>nd</sup> Paragraph:</b> What did you make and how did you make it? What processes and materials did you use and why?</li> <li>○ <b>3<sup>rd</sup> Paragraph:</b> What are TWO principles of design you used in the piece? How did you apply these principles to the elements of design to create visual interest in the composition and/or achieve your desired outcome in the color piece?</li> <li>○ <b>4<sup>th</sup> Paragraph:</b> How are you using <b>color relationships and color mixing</b> in this piece?</li> </ul>
<p><b>C. <u>3-D Piece:</u></b></p> <ul style="list-style-type: none"> <li>○ Students will construct a three-dimensional volumetric form (or a series of forms interacting) to exist in and engage with its surrounding space.</li> <li>○ Common materials for this piece may include, but are not at all limited to, clay, wire, plaster, wood, metal, assemblage, etc.</li> <li>○ <b>The piece should be installed so that it can be walked around and viewed from multiple perspectives “in the round”.</b> Therefore, students should consider avoiding wall-based work in favor of pedestal-based, ground supported, or hanging pieces.</li> <li>○ Found objects may play a supplemental role and support the concept and aesthetic of the piece. 3D printed components may be used as additional or supplemental compositional strategies.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>1<sup>st</sup> Paragraph:</b> How did you apply the semester’s theme to the 3-D piece? How does the piece individually, and/or in relation to the other portfolio pieces, successfully communicate the theme for the semester?</li> <li>○ <b>2<sup>nd</sup> Paragraph:</b> What did you make and how did you make it? What processes and materials did you use and why?</li> <li>○ <b>3<sup>rd</sup> Paragraph:</b> What are TWO principles of design you used in the piece? How did you apply these principles to the elements of design to create visual interest in the composition and/or achieve your desired outcome in the 3-D piece?</li> <li>○ <b>4<sup>th</sup> Paragraph:</b> How and why does the</li> </ul>

<ul style="list-style-type: none"> <li>○ Successful pieces should demonstrate refined craftsmanship, structural integrity, thoughtful presentation in context, and appropriate choices of 3D materials that support the aesthetic.</li> <li>○ “Decoration” of an already existing 3D object or format such as designing a book cover, merely painting a piece of furniture, etc. should be avoided. Rather, the primary investigation should be a unique exploration of spatial concerns in a single object or through the interaction of multiple components.</li> <li>○ The piece should convey the theme for the semester as outlined in the syllabus.</li> </ul>	<p>piece engage three-dimensional space “<b>in the round</b>” in the way that it does?</p>
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### **Additional Submission Guidelines**

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- **Students will be responsible for hanging / installing and removing their own work.** The faculty will designate space in the hallways of the Visual Arts building for each student’s portfolio. Only the most basic of hanging materials will be available (tacks and pedestals), so students must bring everything they need for any special installation needs. Students must install and deinstall their work during the times provided in the syllabus. If one cannot make those times, they must contact the faculty prior to the date and have a substitute complete those tasks during the designated time frames.
- **Work will be on display for a full week, and work that breaks or falls off the walls may contribute to low scores or a technical failure.** Although actual portfolios or boxes for carrying the pieces are optional, all work should be submitted in appropriate fashion to allow for safe transportation of pieces so that they do not break or fall apart. 2-D work should not be framed or matted for submission to the portfolio review and any frames or mats should be removed from artwork before entry.
  - **Students should submit digital documentation in a manner that is considerate of a high level of professional presentation and craftsmanship.** All work will be documented and submitted digitally through the Submittable website application. Although students may be very familiar with documenting and submitting their artwork online, there will be resources available from Wyocourses to further assist them, and the instructor will be available to help with problems or questions that may arise. Blurry, grainy, underlit, or otherwise poor documentation may lead to significantly lower scores.
  - **Work previously graded in any other art classes will not be considered by the faculty.** Students that submit work from those classes will technically fail the review. Likewise, pieces that are deemed by the faculty as being too similar in design and concept to works already submitted for critique in previous classes will be disqualified.
- **Every effort will be taken to maintain anonymity for both faculty and students during the review.** However, a breach of student or faculty anonymity is not grounds for invalidating the scores or results of the review process. Students should not sign names on the front or back of the work or put names on the written statement. By the time a student sets up the portfolio for evaluation, he or she will be assigned a number to attach to each piece so the process will remain anonymous. If names are present, students must cover them with tape or erase them for the review. Students should clearly indicate which piece fulfills entry requirements in the designated fields on the cover sheet.
- The use of AI to generate images for portfolio work or text for the writing is not appropriate for Portfolio Review and is not allowed under penalty of technical failure.

### **Evaluation Rubric**

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**Evaluation of portfolio work will be based on the following criteria relevant to Foundations Core courses:**

- **Observation:** To demonstrate the ability to observe and record accurate and proportional representations of real space and objects as learned in Foundations classes.
- **Application of Foundation Principles:** To demonstrate the ability to employ art and design elements and compositional principles in 2-D and 3-D work as learned in Foundations classes.

- **Craftsmanship:** To demonstrate a professional and serious level of craftsmanship and technical ability in working with a range of 2-D and 3-D materials as learned in Foundations classes.
- **Thematic Application:** To demonstrate the ability to communicate a concept or idea as learned in Foundations classes.
- **Written Articulation:** To demonstrate in writing the ability to use art and design related vocabulary that is both relevant and appropriate in discussing visual artwork as learned in Foundations classes.

### Portfolio Assessments:

- **Round 1:** Students receiving an average score of 3 or above on all pieces and writing have a **Satisfactory** portfolio and will pass the review. If a student receives an average score that is below 3 on any of the individual four pieces of work or writing based on the **Evaluation Rubric** described above and as outlined in the evaluation sheet samples, the portfolio will be flagged for Round 2.
- **Round 2:** If the average of scores for the three pieces and the writing combined is below 3, the portfolio is **Unsatisfactory** and will not pass the review.
- **Technical Failure:** Portfolios will receive a technical failure for not following directions in any one area as outlined in the syllabus regardless of the quality of the work in part or in whole. Common issues include, but are not limited to: having poor digital documentation, inaccurate information on the application, having two or more pieces identical in media, failure to clean up messes or work left in any area of the department, and not adequately cleaning up and repairing wall space after the in-person installation of the review (when applicable).
- **Notification Letters:** Upon completion of the review, students will be presented with notification letters that include the faculty's anonymous averaged scores of their work. Letters may also include general to specific comments on why a piece or portfolio on whole seemed to score very low (ie. "student failed to construct a 3-D piece in the round" or "most faculty members thought that the observational drawing appeared to be drawn from imagination instead of life"). Upon reflection of the scores and comments, students should be able to see where their weaknesses lie in a given area or areas. Some students may consider retaking a particular Foundations course or taking more Studio Core classes to improve their skills before attempting to pass the review a second time.
- **Best of Portfolio Review Exhibition:** Faculty are given the opportunity to vote, and students with the strongest pieces are invited to participate in the "Best of Portfolio Review" exhibitions. It is an honor to participate, and students can list it on their resumes as a juried exhibition. Students who have yet to take the review are encouraged to look to the work in these shows as models of excellence to strive for.
- **Petition Process:** Beginning in the fall of 2022, faculty made a formal decision to allow students to petition to take the review for a third time based on circumstances outside of their control. Petitioning students can make a case for why the department should consider extenuating circumstances in their particular situation, and a committee of faculty will review the case and decide to accept or reject the petition. An accepted petition may have strong recommendations attached, such as to retake a foundations course, and students will be required to meet with the Department Chair, their academic advisor, and the faculty member that conducts the review class to discuss the implications of taking the review a third time. Submitting a petition does not guarantee that it will be granted, and at this time, there is no petition process to take Portfolio Review a fourth time.

### Policy Statements

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**Syllabus Changes:** The instructor will alert you to any possible course format changes in response to UW decisions about community safety during the semester. The syllabus and course schedule are subject to change at the faculty's discretion. If changes are necessary, they will be announced in class and/or via email and Wyocourses.

**COVID-19 Statement** – During the pandemic, students must abide by all UW policies and public health rules put forward by the City of Laramie, the University of Wyoming and the State of Wyoming to promote the health and well-being of all students. The current policy is provided for review at: <https://www.uwyo.edu/alerts/campus-return/index.html>. As with other disruptive behaviors, the instructor has the right to dismiss students from the

classroom (Zoom and physical), or other class activities if they fail to abide by these COVID-19 policies. These behaviors will be referred to the Dean of Students Office using the UWYO Cares Reporting Form for Student Code of Conduct processes (<https://www.uwyo.edu/dos/students-concern/index.html>).

**Diversity Statement:** The University of Wyoming values an educational environment that is diverse, equitable, and inclusive. The diversity that students and faculty bring to class, including age, country of origin, culture, disability, economic class, ethnicity, gender identity, immigration status, linguistic, political affiliation, race, religion, sexual orientation, veteran status, worldview, and other social and cultural diversity is valued, respected, and considered a resource for learning.

**Disability Support:** The University of Wyoming is committed to providing equitable access to learning opportunities for all students. If you have a disability, including but not limited to physical, learning, sensory or psychological disabilities, and would like to request accommodations in this course due to your disability, please register with and provide documentation of your disability as soon as possible to Disability Support Services (DSS), Room 128 Knight Hall. You may also contact DSS at (307) 766-3073 or [udss@uwyo.edu](mailto:udss@uwyo.edu). It is in the student's best interest to request accommodations within the first week of classes, understanding that accommodations are not retroactive. Visit the DSS website for more information.

**Academic Dishonesty Statement:** Academic dishonesty will not be tolerated in this class. Cases of academic dishonesty will be treated in accordance with UW Regulation 2-114. The penalties for academic dishonesty can include, at my discretion, an "F" on an exam, an "F" on the class component exercise, and/or an "F" in the entire course. Academic dishonesty means anything that represents someone else's ideas as your own without attribution. It is intellectual theft – stealing - and includes (but is not limited to) unapproved assistance on examinations, plagiarism (use of any amount of another person's writings, blog posts, publications, and other materials without attributing that material to that person with citations), or fabrication of referenced information. Facilitation of another person's academic dishonesty is also considered academic dishonesty and will be treated identically.

**Duty to Report:** UW faculty are committed to supporting students and upholding the University's non-discrimination policy. Under Title IX, discrimination based upon sex and gender is prohibited. If you experience an incident of sex- or gender-based discrimination, we encourage you to report it. While you may talk to a faculty member, understand that as a "Responsible Employee" of the University, the faculty member MUST report information you share about the incident to the university's Title IX Coordinator (you may choose whether you or anyone involved is identified by name). If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are people who can meet with you. Faculty can help direct you or you may find info about UW policy and resources at <http://www.uwyo.edu/reportit>. You do not have to go through the experience alone. Assistance and resources are available, and you are not required to make a formal complaint or participate in an investigation to access them

**Season 1**

<b>Place</b>	2024 Fall	2033 Spring
<b>Spirituality</b>	2024 Spring	2033 Summer
<b>Identity</b>	2024 Summer	2033 Fall
<b>Consumption</b>	2025 Fall	2034 Spring

**Season 2**

<b>Stories</b>	2025 Spring	2034 Summer
<b>Loss or Desire</b>	2025 Summer	2034 Fall
<b>Time</b>	2026 Fall	2035 Spring
<b>Humor</b>	2026 Spring	2035 Summer

**Season 3**

<b>Power</b>	2026 Summer	2035 Fall
<b>Memory</b>	2027 Fall	2036 Spring
<b>Structure</b>	2027 Spring	2036 Summer
<b>Play</b>	2027 Summer	

**Season 4**

<b>Romance</b>	2028 Spring
<b>Protest</b>	2028 Summer
<b>Ecology</b>	2028 Fall
<b>Paradox</b>	2029 Spring

**Season 5**

<b>Compassion</b>	2029 Summer
<b>Fantasy</b>	2029 Fall
<b>Transformation</b>	2030 Spring
<b>Systems</b>	2030 Summer

**Season 6**

<b>Balance</b>	2030 Fall
<b>Boundaries</b>	2031 Spring
<b>Change</b>	2031 Summer
<b>History</b>	2031 Fall

**Season 7**

<b>Investigation</b>	2022 Summer	2032 Spring
<b>Fiction</b>	2022 Fall	2032 Summer
<b>Legacy</b>	2023 Spring	2032 Fall
<b>Secrets</b>	2023 Summer	2023 Fall



## Course Schedule – Spring 2023 – Exact Days and Times TBD

### **WEEK 1 / FRI, JAN 20, 1:00 pm, VA 111**

- Introduction / Syllabus / Relevant building facilities
- Complete online survey and Names / Pronouns exercise by Sunday, January 22

### **WEEK 3 / FRI, FEB 3, 1:00 pm, VA 111**

- Examples of Work – Drawing, Color, 3D / Best Practices

### **WEEK 4 / FRI, FEB 10, 1:00 pm, VA 111**

- Documenting Work / Submittable Website

### **WEEK 7 / FRI, MAR 3**

- Midterm Check-in – Students will submit documentation of in-progress work and review other students' documentation

### **WEEK 10 / FRI, MAR 24**

- Writing Check-in – Students will submit draft writing and review other students' writing

### **WEEK 12 / FRI, April 7, 1:00 pm, VA 111**

- Final Group Check-in prior to the review

### **WEEK 15 – Portfolios Due**

- **Sunday, April 23, 2:00 pm: INSTALLATION**
  - Students will install their completed work as a group to the Visual Arts Lobby. Students will be responsible for setting up their portfolios for viewing for the week in the designated areas in the building. If students cannot make this time, they must contact the instructor to make arrangements prior to the date and have a substitute install their work for them. Students may not install any work after the end of the day on Sunday.
- **Sunday, April 23, 12:00 pm:**
  - This is the due date for submitting the application, documentation of work, and written statement to the submittable website:

<https://universityofwyomingvisualartandarthistory.submittable.com/submit>

- **Friday, April 28, 2:00 pm: DEINSTALLATION**
  - Students must de-install and pick up their portfolio work as a group at 2:00 pm. Students are responsible for using provided paint, sand paper, spackle and other tools to repair any damages on the walls. If students cannot make this time, they must contact the instructor to make arrangements prior to the date and have a substitute take down their work for them. **Students must have the condition of their wall areas verbally accepted by the designated individuals before leaving or it could lead to a technical failure of the review.**

### **WEEK 16 – Notification Letters Posted**

- Letters will be posted to the designated assignment on Wyocourses, and advisors will be notified of the results. The instructor and academic advisors will be available to discuss the implications of the review and assist with any registration modifications that need to be made. Students will be notified if their work qualifies for the BEST OF PORTFOLIO REVIEW Exhibition.