

PROFESSIONAL ART PRACTICES

Spring 2024

Course Reference: ART 3306 CRN: 21392

Class Hours: 12:00-1:20 PM Tuesday/Thursday

Class Location: Fox Fine Arts Center - Art A349A

INSTRUCTOR CONTACT INFORMATION

Faculty: Professor Haydee Alonso

Office: Graham Hall 205

Office Phone: 747-7667 Department Phone: 747-5462

Email: shalonso@utep.edu

Office hours: MW 1:30 – 2:30 pm T TR 8:00 – 9:00 am & by appt.

INSTRUCTOR BIO

Haydee Alonso is a contemporary artist and educator with a strong focus in jewelry and object making. She pursued her education in the field of arts, completing her Bachelor of Fine Arts (BFA) with a concentration in Metals and Sculpture from the University of Texas at El Paso (UTEP). She honed her craft by pursuing a Master of Fine Arts (MFA) degree in Jewelry and Metal at the Royal College of Art, known worldwide for its excellence in the field.

Haydee's artistic endeavors have gained recognition both nationally and internationally. Her works have been exhibited in prominent events and institutions, including the Texas Biennial, New York City Jewelry Week, Munich Jewellery Week, Museo de Arte de Ciudad Juárez and Kunsthal KAdE in the Netherlands. Her art work was also featured in exhibitions at The Pitt Rivers Museum in Oxford, Craft Contemporary in Los Angeles, the Women's Museum in Dallas, and 516 Arts in Albuquerque, among others. She has been invited to showcase her work and give lectures at various institutions, such as the Universidad Autónoma de Baja California, New Mexico State University, and Wave Pool: A Contemporary Art Fulfillment Center in Cincinnati, OH.

Currently, Haydee is exhibiting at the Border Biennial in both El Paso, TX and Ciudad Juárez, CHIH, The Mingei International Museum in San Diego, CA and Centro Cultural in Tijuana, BC. Concurrently, she is co-founder of San Luis Contemporaneo, a multifuncional space for creatives in Ciudad Juárez and is working on new bodies of artwork for an upcoming solo exhibition in Azul Arena in Ciudad Juárez, CHIH in 2024.

COURSE PREREQUISITES

This course is for art students that have completed all foundation level studio courses and a minimum of five courses in their major area of studio art study.

COURSE DESCRIPTION

This course is intended for graduating studio majors in the Department of Art. You will actively participate in the creation of professional goals, the development of an artistic profile, the study of basic business and marketing practices and set the groundwork for the development of a creative life, in ways that are relevant to your particular path as a creative professional.

LEARNING OUTCOMES

Upon successful completion of the course students will have:

- Created a concrete set of professional goals, a basic portfolio including a headshot, resume, an artist statement and professional quality images of work produced during their student career.
- Identified a variety of resources for sustaining and furthering both their creative life and their professional career

- Gained experience persuasively and coherently presenting their artistic vision in both written and spoken formats.
- Develop an active understanding of the skills and knowledge to negotiate the business aspect of art.

REQUIRED TEXTS

“Getting Your Sh*t Together: A Professional Practices Manual for Artists” by Karen Atkinson & Gyst Ink and “Get your Sh*t Together” by Sarah Knight. Most of your readings will be drawn from these books. These will be supplemented with other readings that complement topics discussed. All readings will be posted in PDF format on Blackboard.

COURSE REQUIREMENTS:

Course Attendance

You are expected to attend class regularly, and to have done the homework and readings that will allow you to participate fully. You will be allowed 3 unexcused absences for the semester. Any unexcused absence after that point will result in the loss of 1/2 a final letter grade. Excused absences must be accompanied by a doctor’s note or similar documentation. If you anticipate any special circumstances that will affect your class attendance during the semester, please see me or communicate with me by email as early as possible, preferably before the absences occur. Should you miss a class, you are still responsible for everything that is covered in that class. Missing class or being late is no excuse for missing a due date or misunderstanding an assignment. Therefore, you will want to contact a classmate, not the instructor, to find out what you missed.

Course participation

The creativity, integrity and commitment that you bring to this class will not only impact your final grade, but will also be indicative of how you will conduct yourself as an arts professional in the future. **Engage. Push yourself. Make it count. For yourself and the other artists who are in this class with you.**

This is a class based on collaborative discourse. As such, being prepared to participate in discussions is a course requirement. **Ask questions. Share ideas. Be curious. Share your perspectives and experiences in a productive and supportive manner.** Your thoughts and questions will provide the starting point for our discussions. If you’re reluctant to speak up, please talk to me and we’ll figure out a way for you to participate.

As in all university classes, events and extracurricular activities, students should observe the university code of conduct during discussions by being respectful of other students, their opinions, and by contributing to an atmosphere of collegial and collaborative learning in the classroom.

Student Conduct: [From the Handbook of Operating Procedures: Student Affairs]: Each student is responsible for notice of and compliance with the provisions of the Regents Rules and Regulations, which are available for inspection electronically at <http://www.utsystem.edu/bor/rules/homepage.htm>.

ASSIGNMENTS AND GRADING

Detailed instructions regarding your assignments will be available on a week-by-week basis. I try to provide as much information as possible with each assignment, but please don’t be shy about contacting me via email if you find that anything is not clear. While I will try to share deadlines well in advance, please note that any changes in deadlines or class meetings will be noted on Blackboard and through the Blackboard “Announcement” feature or through email.

Following is a list of the topics that will be explored and the problems that will be assigned for the semester

A. *The Business of Art*

The topics in this section include pricing your work, billing and collecting, art contracts, gallery representation, and art commissions. We will also be discussing juried competitions, exhibitions, grant funding and applications, residency programs and internships.

B. Artist statement and Final Portfolio

You will have multiple activities that help you develop your final packet and presentation. You will have graded drafts of your artist statement, resume, and images. This final packet will be due during finals week. We will do final presentations during the final exam period scheduled for our class which will include a 15 minute slide presentation of personal work and influences, plus a five minute question/answer session to follow. Students are expected to participate in question/answer sessions of fellow classmates. Your final project should show evidence that you have incorporated both direct feedback and general concepts learned in the course into a final version of your work.

C. Class participation

Throughout the semester your learning, and the learning of the artist cohort who is taking the class with you, will depend greatly on your participation in class discussions (I'll count on you to be both a good listener as well as a responsive and articulate member of the group) and on a variety of informal exercises, writing assignments and conversations that will take place in class as we explore different ideas. I will be watching and listening, and will also ask you for a written justification of your participation grade at the end of the semester. We all have different roles to play when we are in a group situation, I don't give points for being the loudest or talking the most, in this class I am more interested to see you seriously considering your own future and supporting the contributions and aspirations of your peers, in a critical and constructive way.

Core assignments

- <i>Introductory Presentation</i> (due week 2)	5
- <i>Website Domain & Sales Tax Permit</i> (due week 5)	5
- <i>Artist Statement</i> (due week 4)	10
- <i>Resume & Business Card</i> (due week 7)	10
- <i>Application Assignment</i> (due week 15)	10
- <i>Participation</i> (ongoing)	10
- <i>Work Samples/Photography</i> - 10 images representing your work (due week 14)	20
- <i>Final Portfolio</i> (due week 17)	30
Total	100

COURSE EVALUATION

Your grade will be based on the quality of the completed assigned problems and meeting scheduled deadlines.

Grading Scale:

Final grades will be given according to the student's demonstrated level of mastery of the subject matter as determined by assignments, class discussion, and attendance. The assignments for this course are based on a scale of 100 points. Letter grades will be assigned according to the following scale:

(A): 90-100 (B): 80-89 (C): 70-79 (D): 60-69 (F): 0-59

EXTRA CREDIT/MAKEUP WORK

I will receive up to but no more than two extra-credit assignments per student. I will announce extra credit opportunities in class and on Blackboard.

COURSE POLICIES

Cheating and Plagiarism

Cheating is unethical and unacceptable. Work done for this course should be done by you and by you alone. Plagiarism, which is the use of information or original wording in a paper without giving credit

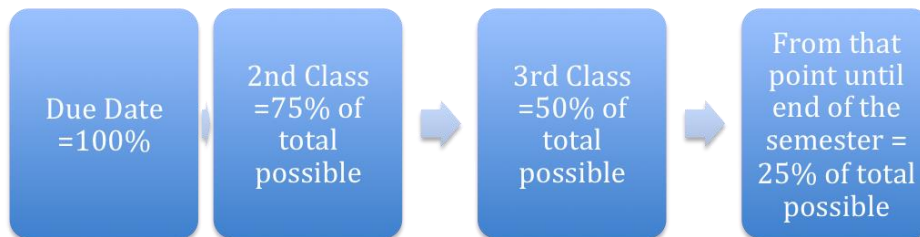
to the source of that information or wording, is not acceptable. Students should not submit work that 1) was not completed by the student him/herself or 2) that was created for another class. Cheating and plagiarizing, you will be subject to disciplinary action, per UTEP policy. Refer to: <http://www.utep.edu/dos/acadintg.htm> for further information. Any instances of cheating or plagiarism will be reported to the Dean of Students who will initiate disciplinary proceedings.

Usage of Artificial Intelligence:

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all work submitted in this course must be your own and completed in accordance with the UTEP Handbook of Operating Procedures Chapter 1 Section 1.2.3. AI generated submissions that use ChatGPT, Grammarly, Chegg or other AI composition software is prohibited, will be treated as cheating, and reported to the Dean of Students.

Late work

Late work will be accepted without penalty only in the case of a pre-excused or appropriately documented absence (ie, doctor's note, accident report, etc). All other late assignments will lose 25% if turned in by the first class period after the assignment is due, 50% if turned in by the second class period after the assignment is due, and 25% from that point on until the end of the semester.



Incompletes, Withdrawals, Pass/Fail

Incompletes will be considered for students completing satisfactory or better work and having serious legitimate situations beyond their control requiring additional time to complete the course requirements. All "I" grades are at the discretion of the instructor and the approval of the Department of Art chair. Students hold the full responsibility for withdrawing from this course. Withdrawals must be completed on or before the final date to drop a course with a W. Students missing this deadline will be issued a grade for their performance in the course. This class is not available for audit or pass/fail.

STUDENT RESOURCES:

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Students who become pregnant or have parenting responsibilities may also request reasonable accommodations. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. The UTEP Center for Accommodations and Support Services (CASS) will process requests for accommodations based on a disability, pregnancy, or parenting. Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

The Center for Accommodation and Support Services is located at Union Building East Room 106. It is open Monday thru Friday 8:00a.m.-5:00p.m. Phone:(915) 747-5148 cass@utep.edu.

On average, 350 students with disabilities attend classes at UTEP each semester. Each student will have a unique set of abilities and disabilities requiring unique accommodations. These accommodations may include but are not limited to:

- Extended time on examinations and quizzes
- Note-taking assistance and/or copies of notes
- Use of tape recorder in class
- Preferential seating in the classroom
- Alternative text in Braille or e-text format
- Alternate testing format, (i.e., oral vs. written)
- Sign Language Interpreter
- Scribes/Readers for tests
- Large print material
- Assistive Listening Device
- The freedom to change positions or take breaks in class
- Computer use in class

If you have a disability, illness, or special need that you feel would benefit from one of the above accommodations or services, please be sure to visit the Center early in the semester. Do not hesitate to make an appointment to speak to me about your concerns, share any special needs or get assistance in connecting with this office or any other university Services.

Course Resources:

UTEP provides a variety of student services and support: Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources. **
- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

**** University Writing Center**

Your grades in this class are heavily dependent on written assignments. It is important that your papers are well organized and well written, and that they contain the appropriate citations and documentation. The University Writing Center (UWC) is an excellent resource for improving the effectiveness of your writing and the quality of your writing assignments. I highly encourage its use during the semester. The UWC provides individualized online and face-to-face writing assistance to all UTEP students, from freshman to graduate and among other things can help you:

- decide on the appropriate format for your writing
- brainstorm ideas and organize your thoughts

- find the right words to express yourself
- decide on the best way to revise your drafts
- learn how to correct grammatical errors
- document your sources

Their services are free for all UTEP students. They are located in the Library, room 227.

You can call them at (915) 747-5112 or go to their website

(<http://academics.utep.edu/Default.aspx?tabid=47508>) which has their hours and satellite locations, along with a wide variety of writing resources of all kinds.

COVID-19 PRECAUTION STATEMENT

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodation. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

COPYRIGHT STATEMENT FOR COURSE MATERIALS:

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Please SILENCE cell phones before class!!6

COURSE CALENDAR

Week 1 – Jan 16 and 18 Goal Setting and Job Options for Creative Professionals

Learning Objectives / Outcomes: In this week, we will provide a brief overview of the course parameters. We will start by completing the Artist Survey, "See if You Have Your Sh*t Together." Additionally, we will engage in reviewing students' goals and job options after graduation. Preview and discuss the upcoming assignment for next week: Intro Presentation.

Reading(s): [Life After Art School](#) by Clara Lieu and Karen Atkinson on *Life Planning & Goal Setting*.

Discussion: This class is founded on collaborative discourse. Come prepared to actively participate in a discussion related to the assigned reading material for this week.

Assignment(s) Due: Artist Survey, "See if You Have Your Sh*t Together."

Resources:

- [Free GYST Professional Practices for Artists Resources: Ethics](#)
- [What Matters Most? A Conversation About Time, Priorities & Organisation](#) [142] Art Juice: A podcast for artists, creatives and art lovers By Louise Fletcher/Alice Sheridan (62 min)

Week 2 – Jan 23 and 25 Introductory presentations

Learning Objectives / Outcomes: This week is dedicated to the completion and presentation of introductory presentations.

Reading(s): None.

Discussion: Connect and communicate with your fellow classmates to actively engage in conversations about their presentations. Share insights, ask questions.

Assignment(s) Due: Intro presentation

Resources:

- Karen Atkinson on *Presenting Yourself* Pgs. 161-164
- [Free GYST Professional Practices for Artists Resources: Elevator Speech](#)

Week 3 – Jan 30 and Feb 1 Artist statement Pt.1

Learning Objectives / Learning Outcomes: Gain a comprehensive understanding of the significance of an artist's statement. Identify key elements that contribute to a well-written statement. Explore examples of layout, design, and the expression of artist identity and style.

Reading(s): Karen Atkinson on *Artist Statements*

Discussion: This is a class based on collaborative discourse. Please be prepared to discuss this week's reading in class.

Assignment(s) Due:

Resources:

- [Se Jong Cho talks Art and Science, Embracing All Aspects of Identity, and Pursuing Your Curiosities](#) (70 min).

Week 4 – Feb 6 and 8 Artist statement Pt.2

Learning Objectives / Learning Outcomes: Create a clear and compelling one-page artist statement.

Podcast(s): [Developing Your Artist Statement](#) (17 min) Professional Development Podcasts: Season 1.

Discussion: This class is based on collaborative discourse. Be prepared to discuss this week's podcast.

Assignment(s) Due: Artist Statement: Sunday, Feb. 11 on or before midnight via Blackboard

Resources:

- [Creative Capital Artist Lab: Artist Statements with Maura Brewer](#) (60 min).

Week 5 – Feb 13 and 15 Purchasing your Website Domain and TX ID; Brand identity

Learning Objectives / Learning Outcomes: Successfully complete the [Texas online tax registration application](#). Purchase a website domain. Engage in a discussion about the importance of establishing or creating a brand identity.

Reading(s): [Branding for Artists: Here's What Works \(+ What Doesn't\)](#) by Suzanne Wentley

Discussion: This class is based on collaborative discourse. Be prepared to discuss this week's reading.

Assignment(s) Due: Sales Tax Permit Application and Website Domain

Resources:

- Sarah Knights chapter on Work and Finances

Week 6 – Feb 20 and 22 Resumes and EPMA

Learning Objectives / Learning Outcomes: Understand what an artist resume is. Complete the resume question template. Begin creating a resume of your exhibitions, projects, jobs, etc.

Video(s): [How to Write an Artist CV & Resume](#) by Art Prof (42 min)

Discussion: This is a class based on collaborative discourse. Be prepared to discuss this week's video.

Assignment(s) Due:

Resources:

- [10 Ways Anyone Can Improve Their Blank Artist Resume. How To Set Up Your Artist Resume With No Experience.](#) by Julien Delagrance

Week 7 – Feb 27 and 29 Pricing and Invoices

Learning Objectives / Learning Outcomes: Understand how to price your work and how different institutions deal with pricing work. Review different types of invoices.

Reading(s): Read Sarah Knights chapter on *Work and Finances*. Be prepared to discuss next week.

Discussion:

Assignment(s) Due: Resume: Tuesday Feb. 27 on or before midnight via Blackboard

Resources:

- [Real cost budgeting](#) (creative capital) by Andrew Simonet and Aaron Landsman
- Free GYST Professional Practices for Artists Resources: [Taxes](#)

Week 8 – March 5 and 7 Presentation Venues

Learning Objectives / Learning Outcomes: Understand a variety of presentation venues for artists, what their strengths and weaknesses are, and how they might or might not be good for your work.

Reading(s):

Discussion: This is a class based on collaborative discourse. Please be prepared to engage with the guest speaker.

Assignments Due:

Resources:

- Karen Atkinson on *Galleries, Dealers, Agents & Consultants Approaching Galleries* Pgs. 87-93
- Free GYST Professional Practices for Artists Resources: [Shipping & Crating](#)

Week 9 – March 12 and 14 Spring Break

Week 10 – March 19 and 21 Documentation and Growing an audience on social media

Learning Objectives / Learning Outcomes: Understand the importance of documenting your work. Photography assignment overview. Discuss strategies on how to grow an audience on social media.

Readings: Sarah Knight- Get Your Sh*t Together- *Beginning for Beginners* Pgs. 58-90

Discussion: This is a class based on collaborative discourse. Please be prepared to discuss this week's reading.

Assignments Due:

Resources:

- Free GYST Professional Practices for Artists Resources: [Documentation](#)
- [How Filming my Art Crushed my Dream](#) by Jono Dry (7 min)

Week 11 – March 26 and 28 Photography Workshop

Learning Objectives / Learning Outcomes: Learn the basics for editing your photographs using Photoshop and Lightroom. Understand the principles of photography and their application in capturing artwork.

Podcasts: [Beyond the Studio with Kiana Honarmand](#) podcast. Be prepared to discuss next week.

Guest Speaker:

Assignment(s) Due: Headshots

Resources:

- [Take Your Best Shot](#) by Al Parrish and Ric Deliantoni

Week 12 – April 2 and 4 Internships and Finding a Studio Space

Learning Objectives / Learning Outcomes: Gain insights into the process of securing and benefiting from internships. Explore strategies and considerations for finding an appropriate studio space.

Readings:

Discussion: This is a class based on collaborative discourse. Please be prepared to discuss the Beyond the Studio with Kiana Honarmand podcast.

Assignments Due:

Resources:

- Karen Atkinson on *Finding a Studio Space*

Week 13 – April 9 and 11 Intro to Proposals and Grants; Financial Literacy

Learning Objectives / Learning Outcomes: Understand the basics of proposal and grant writing. Application assignment overview.

Readings: [Financial Lifespan of an Artist: Basics of Managing Uneven Income](#) by Tamara Bates

Discussion: This is a class based on collaborative discourse. Please be prepared to discuss this week's reading.

Assignment(s) Due:

Resources:

- [Letter of Interest: Definition, Tips and Examples](#) by Jennifer Herrity
- Free GYST Professional Practices for Artists Resources: [Fundraising without Grants](#)
- Karen Atkinson on *Health Insurance* Pgs. 266-269

Week 14 – April 16 and 18 Final Portfolio Brief and Grad School

Learning Objectives / Learning Outcomes: Understand why one would want to go to art school and what goes into a good art school application. Understand what a portfolio is for and ways to use it to further your career. Examples of what the final presentation needs to include

Readings:

Discussion:

Homework: None.

Assignment(s) Due: Photography Assignment via WeTransfer: Sun. April 21 on or before midnight

Resources:

- Karen Atkinson on *Art School*
- Free GYST Professional Practices for Artists Resources: [Portfolios](#)

Week 15 – April 23 and 25 Contracts and Agreements; Artist Residencies

Learning Objectives / Learning Outcomes: Grasp the importance of contracts, recognizing and understanding various types. Recognize the potential benefits of artist residencies for artists.

Readings: Karen Atkinson on *Contracts and Agreements*

Discussion: This is a class based on collaborative discourse. Please be prepared to discuss this week's reading.

Assignments Due: Application assignment due Sun. April 28 on or before midnight

Resources:

- [Jessica Lee talks legal issues, art copyright and the art of negotiation](#) on Beyond the Studio Podcast (53 min)
- Karen Atkinson on *Residencies*

Week 16 – April 30 & May 2 Putting it all Together

Learning Objectives / Learning Outcomes: Revisiting goals, preparing for Final Presentation.

Week 17 – May 7 and 9 Final Portfolio due