

# SELF IMAGE + METAPHOR

Course Title: ART 5930c: Self Image + Metaphor

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\*Note: All email communication should be through Canvas. Only use this email address for emergencies or lack of access to Canvas email.

## COURSE DESCRIPTION:

Self Image + Metaphor investigates identity in a contemporary context. By exploring the self-portrait throughout historical and contemporary art practices, students will draw from their own image and identity to create original works of art. Utilizing traditional and metaphorical ways to express the self, this course will emphasize a wide range of drawing and painting techniques. Methods of acquiring imagery will be done in a variety of ways: through observation, photography and found imagery.

This course focuses on studio work, written critiques and writing responses to readings/media and personal research. Due dates and activities will follow a Wed + Sun schedule. Reminders and additional information will be communicated via Announcements weekly.

All of the course requirements, assignments, resources, schedule, and evaluation criteria are available through Canvas. Some of our course activities can be completed from anywhere you have access to the Internet, and at any time (so long as you follow the Course Schedule).

## OBJECTIVES:

- To appreciate and explore self-portraiture in a historical and contemporary context
- To investigate identity in a contemporary context
- To explore traditional and contemporary ways to draw, paint and reference the self-portrait
- To use metaphor as a means to create a self-portrait, without figurative reference
- To understand metaphor as a means to symbolically enhance the meaning or purpose of an image

## MATERIAL LIST:

- DRAWING MEDIA (wide range: wet, dry, achromatic, and chromatic)
- PAINTING MEDIA (consider watercolor, ink, gouache, acrylic, oils, etc. – use what you have available)
- DRAWING PAPER + PAINTING SUPPORTS
  - A pad of 11x14" mixed media paper works best for all purposes – if using oil, the paper should be gessoed (2-3 coats). Canvas or canvas boards can also be used - but for at least one project, drawing paper will be needed.
  - Dimensions for projects will vary and should reflect artist intentions and/or concepts.
- COLLAGE PAPERS and MATERIAL (magazines, newspapers, photocopies, cardboard, found objects, etc)
- Painting + Drawing tools: as needed
- Masking Tape
- Mirror - Full-length preferred but handheld will work
- Camera

## COURSE OUTLINE

### Week 1: CREATIVE SELF: VISION + MEMORY

Course introductions  
Project 1: Self-Portrait

### Week 2: THE SELF + IMAGE

Project 2: Staring at Myself: A Weeklong Journal

### Week 3: IDENTITY + THY TRUE SELF

Project 4: Animal Nature

### Week 4: INSERTION + ASSIMILATION

Project 3: Insertion of Self - Shifting Narratives

### Week 5: I AM METAPHOR – I AM STORY

Project 5 - Preliminary: My Unforgettable Childhood

### Week 6: I AM METAPHOR – I AM STORY...continued

Project 5 - Final: My Unforgettable Childhood

### Week 7: THE WORLD + PLACE

Project 6 - Preliminary: Exiled – Inside/Outside

### Week 8: THE WORLD + PLACE...continued

Project 6 - Final: Exiled – Inside/Outside

## LEARNING + GRADING ACTIVITIES

The primary instructional methods of this course include assigned readings for each week, studio projects and online group discussions of course topics. Reading, media viewing, art making, and personal research will be required to help students achieve the course objectives.

**Note:** Due dates for all learning activities are provided in the course schedule.

### **STUDIO PROJECTS, PEER CRITIQUES + INTRODUCTION (70%):**

Studio projects correlate with and extend the ideas presented in each lesson. Along with your work, you are asked to submit reflective writing clarifying the conceptual underpinnings of your work. You are also required to critique at least four of your peers' work. Each Studio Project will have its own point value and method of evaluation that you can access within the appropriate lessons.

Students are required complete the introduction at the beginning of class, along with peer feedback response.

Students are required to respond to at least two (2) peer artworks for each critique discussion. Peer Critiques are worth 1-2 points within projects final grades, which includes your introduction at the start of class. Strive to provide every student at least two responses per project critique (please respond to those projects that have less than two responses). It is highly encouraged to respond to more than two – help one another grow as artists!

**Critique Method:** *(always begin with a positive comment before constructively criticizing)*

1. Provide at least one statement of encouragement (what they are doing well)
2. Provide one constructive criticism (what they can do to make the work stronger).

The process of viewing and evaluating each other's work is vital to the success of a studio art course. Critique is a forum for diverse insight into the conceptual interests as well as the process of creating each other's artworks. Reveal the strength of your peers' work and give suggestions to make their work stronger. Keep the spirit of the conversation both thoughtful and constructive. Provide artists to look at or additional readings/media that you think will engage them!

### **READING RESPONSES + DISCUSSIONS (30%):**

Throughout the semester, you will be required to read, view or listen to various readings/media that will help shape the class conversation. You will then reflect on these materials in dialogue with your peers via READING/MEDIA Discussions. Share your OPINION! Let us hear your unique VOICE! Do not summarize the reading assignments or explain the author's point of view for the class. We've read or seen it too! Provide a creative reaction to the readings/media and thoughts on how they might be related. Bring new insights and critically engage with your peers to explore the content and open ourselves to new ideas. Write freely, but make sure to cite specific reading/media in your writing so that we know where the impulse of information is coming from. This is not a book report but referring to the readings/media is essential to understanding your claims.

#### **PEER RESPONSES to the READING/MEDIA:**

Post your initial reading response contributions by Wednesday of a given lesson. Then return before Sunday and read and post thoughtful replies to at least two (2) your peers' postings, at the end of the lesson. Challenge each other's perspective and share artists or other reading/media you think that will ignite their ideas or passions!

Log in to the discussion posts several times each lesson to follow the ideas and voices of your peers. Your critical approach to the content (i.e., peers' points of view) is more than welcome.

Participation, contributions, and ability to engage with your peers in discussions throughout the semester, is worth 30% of your final grade. In addition to posting your own personal response to the readings, you are expected to respond in a meaningful way. Additional participation is encouraged.

### **GRADING OPPORTUNITIES:**

Students will have a variety of grading opportunities with projects done in and outside of class. Students will be evaluated on participation in class and critiques, attitude, progress, idea development, execution of ideas, craftsmanship and presentation.

- 60% Projects + Exercises
- 30% Reading/Media Responses
- 10% Critique Responses

- Students will have the opportunity to rework projects. There must be noted improvement for an increase in grade. The original and secondary grade will be averaged together for final assessment.

### **LATE POLICY:**

- All late work will be lowered by 5%, each day it is late.
- All assignments must be completed in order to pass the class

### **GRADING STANDARDS & EVALUATION**

Evaluation for each project or portfolio will be based on the following criteria (random order):

- ✓ Concept (Conceptual Rigor, Ideation/Evolution from proposal to finished work)
- ✓ Creative Solutions (Inventiveness. Ability to solve problems and devise new approaches for achieving course objectives and personal goals. Successful resolution of the assigned problem)
- ✓ Criteria (Evidence of experimentation within the parameters of the project guidelines)
- ✓ Dedication + Effort (Work Ethic, Technical Innovation, and Craftsmanship)

- A (94-100) - Superlative work: careful attention to craft and presentation. Originality of idea and execution work. Goes beyond merely solving the problem – one who performs at this level is visibly outstanding, work is outstanding in every respect.
- A-/B+ (87-93) - Very fine work: almost superlative. A few minor changes could have been considered and executed to bring the piece together. Again, goes beyond merely solving the problem.
- B (83-86) - Above average: solution to the problem and idea well planned. Execution well done. This is an honorable grade.
- B-/C+ (77-82) - Slightly above average: slipping in levels of concept, originality, and presentation. The piece does not work well as a unified whole or statement, yet effort was made.
- C (73-76) - The requirements of the problem are met in a relatively routine way, including concepts. Creative solutions are average, as well as breadth of application and the depth of idea development.
- C-/D+ (67-72) - Adequate problem solving but needs more time/effort and developed concept.
- D/D- (60-66) - Inadequate work: the requirements of the problem not addressed. Effort represents carelessness and/ or incomplete work. Work is substandard.
- E (0-59) - Unacceptable work and effort

<b>EVALUATION METHODS</b>	
Reading Discussions + Peer Responses (30%) <ul style="list-style-type: none"> <li>• Week 1 – 50pts</li> <li>• Week 2 – 50pts</li> <li>• Week 3 – 50pts</li> <li>• Week 4 – 50pts</li> <li>• Week 5 – 50pts</li> <li>• Week 7 – 50pts</li> </ul>	Studio Projects, Peer Critiques + Introduction (70%) <ul style="list-style-type: none"> <li>• Introduction – 10pts</li> <li>• Project 1 – 100pts</li> <li>• Project 2 – 100pts</li> <li>• Project 3 – 100pts</li> <li>• Project 4 – 100pts</li> <li>• Project 5 + 5b – 200pts</li> <li>• Project 6 + 6b – 200pts</li> </ul>

Evaluation criteria used in each of these areas is provided within the lessons. ‘Incompletes’ are only given to students who are in good standing, but because of unusual circumstances are unable to complete the course requirements in the allotted time (see Incomplete Policy below). Students considering withdrawal from the course should first consult their advisor and the university catalog. Refer to the official UF calendar for the last day to withdraw from a class.

In order to earn an ‘A’ in this class, all assignments must be completed and submitted on time. Work submitted after the assigned due date (refer to course schedule for all due dates) will automatically lose 5% of total available points for each day the work is submitted late. Your work should demonstrate an ongoing process of self-reflective synthesis and critical analysis of course topics including your individual research interests and evidence of transformative thinking and learning.

**Incomplete Policy:**

School policy dictates that an incomplete grade (or “I”) should only be given in situations in which a student is in “good standing” in a course but is unable to complete the course requirements because of mitigating circumstances. In cases where an “I” is given, the student and faculty member must write out a contract that clearly defines what the student must do to remove the “I” grade. If the work is not completed by the end of the

next term, and the “I” grade is not changed via a grade-change form, the “I” grade is automatically converted to an “E” grade.

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## READING + LEARNING RESOURCES

All required readings and media are provided (as weblinks or pdf files for download) within each week’s module. Please see requirements for reading responses in Canvas.

### Technology for e-Learning and Canvas

Connecting to and using e-Learning in Canvas is simple if you have a compatible browser and internet connection. Firefox or Chrome works best with Canvas. Please see <https://helpdesk.ufl.edu/>. Additionally, this course will use various technologies and media. To complete the activities in this course and to access course content, ensure that the following technologies and plug-ins are available:

- Browser Plug-ins (common to most computers) – Windows Media Player, QuickTime, Adobe Reader, and Java.
- Audio Speakers and/or Headset
- Digital camera or good cell phone camera (for documenting work)
- Zoom
- Microsoft Word or other program that helps with writing structure and grammar before submission of your writing responses.
- A complete list of the required hardware and software can be found at <https://arteducationmasters.arts.ufl.edu/>

*\*For those interested in using digital media this semester (there will be limited opportunities to do so), you are encouraged to use [lynda.com](http://lynda.com) which will provide you with useful software tutorials. UF allows free access to the Lynda.com site when logged in with your Gatorlink account. More information: <http://www.it.ufl.edu/training>.*

*\*Many students join Adobe Creative Cloud to access the latest version of Photoshop. UF offers a special student discount per month. Other free program exist such as Photopea or Canva.*

### Technical Support Information:

If at any time, you are having concerns with the eLearning platform or computer issues (not class content), please contact the UF Help Desk first, before your instructor.

- **Help Desk:** <http://helpdesk.ufl.edu/> (great information, variety of help options)
- **Email:** [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)
- **Phone:** (352) 392-HELP (4357)

NOTE: University of Florida will NEVER ask or email you for your GatorLink password.

## COURSE POLICIES

### Class Participation

Successful online learning requires you to actively participate in each course. Thus, it is highly recommended that you log-in to your courses several times each week so that you do not miss anything or fall behind. Regular, active, and meaningful participation is expected of all students, and frequency and quality of participation may affect your grades. Consistent and meaningful participation in class discussions is expected.

### Student Honor Code

Students are expected to abide by the [UF Student Honor Code](#) defines an academic honesty offense as “the act of lying, cheating, or stealing academic information so that one gains academic advantage.” In the context of this

class, this includes properly citing sources for any materials (both printed and online) used in completing course assignments.

## Netiquette

[Netiquette](#), short for network etiquette, is the set of rules and expectations governing online behavior and social interaction. They are a set of guidelines that all members of this course are expected to adhere to. Remember, first we are all human. Online learning environment participants that do not adhere to the netiquette expectations may result in both personal and legal consequences.

Note: The instructor reserves the right to remove any blog and/or discussion postings deemed inappropriate.

## Students with Disabilities

Individuals with disabilities are encouraged to register with the [Dean of Students Office](#) and submit to this instructor the memorandum from that office concerning necessary accommodations. The Disability Resource Center may be found online or reached by phone at (352) 392-7056 TDD: (352) 846-1046. All course materials may be made available in alternative format on request.

## Changes to the Syllabus

The faculty reserves the right to make changes to the course syllabus and course schedule. If changes become necessary, students will be notified through CANVAS email.

## CAMPUS RESOURCES

### Health and Wellness

- [U Matter, We Care](#): If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- [Counseling and Wellness Center](#): Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- [Student Health Care Center](#): Call 352-392-1161 for 24/7 information to help you find the care you need or visit the Student Health Care Center website.
- [University Police Department](#): Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- [UF Health Shands Emergency Room / Trauma Center](#): For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- [GatorWell Health Promotion Services](#): For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

## ACADEMIC RESOURCES

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- On-Line Students Complaints: View the [Distance Learning](#) Student Complaint Process.