**Course Number**

**Location**

**Meeting Time**

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<th>SOPH SEM 2900 - The Experiencing Self Sharp</th>
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**Instructor**

Michelle Downey PsyD

**Contact**

Canvas Inbox; Skype

312 513 5086

**Mentoring Hours**

**Mentoring Hours**

*Friday 4:30-5:30 PM*

*MCL ___*

*Virtual office hours/phone, FT, Zoom*

*Thursday 6-7 PM*

*By appointment: 180 N Michigan Ave #2404*

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**Course Description**

What are the concerns that drive one’s creative practice? How does one set the terms for its future development? Sophomore Seminar offers interdisciplinary strategies for the evaluation and communication of students’ individual practice as artists, designers, and/or scholars. Through essential readings, studio projects, and writing, students will generate narratives about how and why they make art.

**The Experiencing Self** emerges from the interaction of innate, predisposed features with one’s social environment. The feedback the person receives from the environment creates self knowledge. When the self-knowledge is internalized, it becomes a feature of one’s self. Thus the self is interactive; it is shaped from this back and forth exchange. Animate and inanimate forms register within the Experiencing Self.

This section of Sophomore Seminar engages with a student’s definition of Experiencing Self using psychological and sociological readings, and writing activities. Students will generate active narratives about who they are as they engage with their work. Students will learn strategies to evaluate and communicate their practices as artists, designers, makers and scholars. Visual,
critical, written, and creative word methods will be integrated into the course as students reconsider their work in relationship to the Self.

Individual mentoring with the faculty member is an important and integral component of the class because it fosters the (self) identification of goals and priorities. Students create opportunities for dialogue as they consider the present status and future prospects of art and design. This occurs by attending in class and SAIC- wide Sophomore Seminars workshops and extensive peer collaboration. An important part of this course is to build upon these insights gained, and with support, form a practical plan that helps students effectively map the curriculum and resources of SAIC into their own needs.

More information about Sophomore Seminar and the Academic Spine curriculum can be found on the SAIC website: http://www.saic.edu/academics/departments/academicspine/.

STUDENT LEARNING GOALS
At the conclusion of the Sophomore Seminar course, students will be able to:

1. Present self-motivated work of an iterative nature that demonstrates conceptual focus and technical ability as well as the beginning of a personal direction.
2. Communicate a rationale for a self-designed curricular pathway for the third and fourth year at SAIC as well as a post-graduation goal.
3. Participate in a rigorous critique process in the art and design context that integrates peer-to-peer analysis as well as faculty to student feedback.
4. Demonstrate the ability to think, speak, and write clearly and effectively, especially in regards to the developing body of creative work.
5. Display an empathetic capacity to respect, understand, and evaluate work made by a wide variety of artists pursuing creative expression in a broad array of disciplines.

Course Articles/Texts (add MLA +ISBN)


Part V.

Additional Readings

SAIC SOC SCI 3770-001 (1327) S19  Special Topics: Humanistic Psychology 2
Michelle A. Downey Psy.D. 312 513 5086 mdowne@saic.edu
Weekly required reading will be discussed in class and may be used as references for any assignments. The readings will be outlined on this syllabus and some (not all) will be posted to Canvas as indicated on the list by a “C” following the author’s name. Students are encouraged to download and print the articles. Additional readings may be found in the Canvas files under Additional Readings folders. On occasion, hard copies of select articles will be available in the classroom.

**Grading Basis**
The final grade for the course will be Credit/No Credit and determined by the grading criteria found below the assignments and on the assignment rubrics; all will be posted on Canvas. Final grades are based on consistent performance through the term.

An average but not necessarily sufficient score of 70% represents satisfactory progress toward the course goals. In order to earn course credit, each type of Assignment (such as the Reading Response, for example) must be completed at a 70% or higher score.
Major Assignments & Activities & Writing Assignments Grading Summary

Writing Assignments

Sophomore Seminar Shared Activities
- Required Lecture 20%
- Documentation of Practice 20%
- Writing Assignments
  - Brief Reading Responses 10
  - Self-Reflective Essay 15
  - DIY Futures Essay 15

Activities 20%
- Presentation: Johari Window
- Small Group: Inclusion of Other in the Self
- Critique as Dialogue I (Casual)
- Critique as Dialogue II (Self Directed)
- CAPX Resources
- Clifton Group Writing
- Gallery Visit
- 1:1 Mentoring

100%

Each assignment will be graded according to the rubrics posted on Canvas with full comments from the Writing Fellow and the instructor.

Major Assignments & Activities

WRITING (4)
I. Brief Reading Responses
Brief Reading Responses should be one page (two pages maximum) and will be due on Canvas one day prior to our class meeting. The purpose of the Reading Responses is to record your thoughts and questions about the readings, and make a connection between what you’ve read and your own experience. Your reactions are important however, the Response is not a critique of the author’s writing style. Please do not summarize the article or chapter, or quote the author. You can paraphrase the author. This is your personal response to the reading. The instructor may utilize themes found in the Reading Responses in a facilitated discussion.

II. DIY Futures Essay
See Canvas for guidelines.

III. Self-Reflective Essay
See canvas for guidelines.

*MLA formatting and citation required for all writing assignments
http://owl.english.purdue.edu/owl/resource/747/01/

CRITIQUES
I. Critiques as Dialogue - Casual - During the first 4 weeks of the semester we will participate in class and small group critiques of in progress work. Choose work that explores a new concept,
experiments with fresh material or work that is in need of language and contextualization.

II. Critiques as Dialogue - Self Directed - Choose a piece critiqued during the Fall 2018 semester

III. Small group (3-4) Critiques Scheduled during mentoring hours throughout the semester

Class Expectations - The What

- Arrive on to class on time, alert, sober and ready to work and listen to your peers (see our attendance policy below)
- Finish all projects, assignments and readings on time and to the best of your ability including timely uploads to Canvas
- Participate in ALL critiques, discussions and field trips
- Contribute to and maintain a positive class/studio environment, be constructively helpful to one another
- Meet with Michelle and the Writing Fellow during scheduled 1:1 times

Accommodations for Students with Disabilities
SAIC is committed to full compliance with all laws regarding equal opportunities for students with disabilities. Students with known or suspected disabilities, such as a Reading/Writing Disorder, ADD/ADHD, and/or a mental health condition who think they would benefit from assistance or accommodations should first contact the Disability and Learning Resource Center (DLRC) to schedule an appointment. DLRC staff will review your disability documentation and work with you to determine reasonable accommodations. They will then provide you with a letter outlining the approved accommodations for you to deliver to your instructors. This letter must be presented before any accommodations will be implemented. You should contact the DLRC as early in the semester as possible. The DLRC is located within the Wellness Center on the 13th floor of 116 S Michigan Ave, open M-F 9am-5pm, and can be reached via phone at 312.499.4278 or email at dlrc@saic.edu.

Academic Honesty
The School of the Art Institute of Chicago prohibits "dishonesty such as cheating, plagiarism, or knowingly furnishing false information to the School" (Students' Rights and Responsibilities, Student Handbook). Plagiarism is a form of intellectual theft. One plagiarizes when one presents another's work as one's own, even if one does not intend to. The penalty for plagiarizing may also result in some loss of some types of financial aid (for example, a No Credit in a course can lead to a loss of the Presidential Scholarship), and repeat offenses can lead to expulsion from the School. To find out more about plagiarism and how to avoid it, you can (1) go to the Portal, select the "Resources" tab, and click on "Plagiarism" under "Academic Advising and Student Success"; (2) go to the SAIC website, select "Departments, Degrees, and Academic Resources," then select "Libraries," then select "Flaxman Library," and then click on the plagiarism links under the "For Our Faculty" tab; or (3) read about it in the Student Handbook under the section "Academic Misconduct." The procedures for academic misconduct/plagiarism are described in the SAIC 2015-2016 Student Handbook. Check out SAIC’s useful quick guide to plagiarism.

Writing Resources
MacLean Center Basement, 112 S. Michigan Ave., B1–03
writingcenter@saic.edu
Spring Semester Hours
Monday – Thursday: 9:00 AM - 7:15 PM
Friday 9:00 AM - 5:15 PM
Walk-in hours 4:15–7:15 PM Monday–Thursday

SAIC offers free, hour-long writing tutorials at the Writing Center, which is located in the basement of MacLean. Tutors are available to assist all currently enrolled students with any stage of the writing process.

If I recommend that you visit the Writing Center, it’s because you may need outside assistance to successfully complete the assignment before it is considered for course credit. I will speak to you in person or via Canvas first, then follow up with a Course Progress Report (CPR) system. This CPR is part of an integrated system at SAIC; it’s a tool that helps students, instructors, and academic advisors communicate more effectively about student progress.

Appointments
To schedule an appointment with a Writing Center tutor, students first need to create an account through the online sign-up system:
https://www.supersaas.com/schedule/saic/WritingCenter

Once students have set up their own account, they may sign up for appointments. Weekly standing appointments are available upon request. When students come to their tutoring appointments, they should make sure to bring their assignments with them and have any work printed out.

Online schedule instructions are available outside of the Writing Center suite (in the hallway outside of the MacLean Center B1–03).

Classroom Ops
I encourage all questions and comments that are directed toward the class as a whole or to me since it’s a dialogical classroom. If we don’t respond to your question during our class meeting, I will do my best to set time aside to address your questions via Canvas or in a future class. See me or call me during office hours, one hour prior to class.

Due Dates
Deadlines for all assignments are found in the syllabus and Canvas. Any changes to the Due Dates will be sent via Canvas Announcements first and will supersede any hardcopy Syllabus changes. Written assignments must be submitted under the Canvas Assignment links to receive credit for the Assignment. Please turn your Canvas Notifications on!

Class Attendance
Students are expected to be in class each session. The success of the course will depend on your attendance.

Should you miss more than three classes, whether or not for a reasonable cause, and this includes an absence because of a holiday, you will receive no credit (NC) for the class. Things may come up during the term and you may need to prioritize your time. I understand this! Although there will be no questions asked about the nature of your absence, I do appreciate your reasons. You must withdraw from the class prior to the deadline to receive
If you know you will be absent in advance, it is your responsibility to complete and submit the assignment to Canvas by the due date. The due dates are posted on Canvas and the syllabus. Any changes will be posted to Canvas within a day of our class meeting. Please set your Canvas notifications so you can receive Announcements!

Absence notification should be sent to me as soon as possible if a presentation or crit is due on the expected day of absence. Please read the Assignment description and rubric on Canvas to understand the full participation requirements. Due dates of any activities will stand regardless of student absences unless a written accommodations has been made between the student and instructor prior to the due dates.

Please arrive on time so we can learn from each other as a group! An attendance sheet will be sent around the room for you to sign during the first 15 minutes of the class. Habitual tardiness will be noted in Canvas. **Students arriving more than 15 minutes after class or leaving prior to the end of class will receive partial (1/3) attendance for that class.**

### Course Schedule
The course schedule is subject to revision by the instructor. Revisions will be posted via Canvas Announcement within one day of our class meeting.

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<thead>
<tr>
<th>CLASS DATE</th>
<th>TOPIC</th>
<th>READINGS (C = posted on Canvas)</th>
<th>ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introductions and Seminar Overview; Defining the Experiencing Self</td>
<td>In class activity Who Am I?</td>
<td>Reading Response 1 due on Canvas for Readings listed on Week 2</td>
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<td>Week 2</td>
<td>Writing Fellow Introductions; Johari Window,</td>
<td>Leary &amp; Tangney</td>
<td>1:1 Meetings (see Canvas signup)</td>
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<td>Week 3</td>
<td>Presentation 1 Inclusion of Other in the Self Activity</td>
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<td>1:1 Meetings (see Canvas signup)</td>
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<td>Week 4</td>
<td>Critiques as Dialogue Workshop</td>
<td>Rogers, Buster &amp; Crawford</td>
<td>1:1 Meetings (see Canvas signup)</td>
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<td>Week 5</td>
<td><strong>Critique 1</strong></td>
<td>DIY Futures Writing Fellow Meetings 1:1 Meetings (see Canvas signup)</td>
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<td>Week 6</td>
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<td>DIY Futures Writing Fellow Meetings</td>
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<td>Week 7</td>
<td><strong>Midterm Evaluations - How are we doing?</strong> 1:1 Student Meetings</td>
<td>DIY Futures Draft Essay Due</td>
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<td>Week 8</td>
<td><strong>SPRING BREAK NO CLASS</strong></td>
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<td>Week 9</td>
<td><strong>Gallery Visit</strong></td>
<td>DIY Futures Essay Due</td>
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<td>Week 10</td>
<td><strong>READING WEEK - Crit Week - NO CLASS</strong></td>
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<td>Week 11</td>
<td><strong>CAPX Programming - Clifton Strengths</strong></td>
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<td>Week 12</td>
<td><strong>Clifton Group Writing</strong></td>
<td>Meeting with Writing Fellow for Self Reflective Essay Draft</td>
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<td>Week 13</td>
<td><strong>Sophomore Seminar Visiting Artists Lecture Week 12 or 13</strong></td>
<td>Meeting with Writing Fellow for Self Reflective Essay</td>
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<td>Week 14</td>
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<td>Self Reflective Essay Draft due</td>
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<td>Week 15</td>
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<td>Self Reflective Essay due</td>
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<td>Week 16</td>
<td><strong>Final Meeting</strong></td>
<td>In class Course Evals; Documentation of Practice due</td>
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<td>May 8</td>
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