## Artist in residence course title

*tutor name, block, year*

## Course Description

*add your course description as listed for student registration on self-serve*

### Learning Objectives

The artist-in-residence program at Quest University Canada offers courses provide students with opportunities to develop creative and artistic skills, learning more about artistic craft and process. All students who complete artist-in-residence courses should:

* Develop skills in artistic craft.
* Develop concepts about art-making.
* Consider the relation between form and content in art.
* Deepen their understanding of the role of art in experience, life, and society.
* Consider the role of art-making as [research creation](http://www.sshrc-crsh.gc.ca/funding-financement/programs-programmes/definitions-eng.aspx#a22).

In this course on *course topic*, students will:

*List learning outcomes including ideas and skills that all successful students will achieve*

### Schedule

* *Include a course schedule. Consider showing students what they will be doing in class, and what work they should be doing outside of class. For some suggestions on course design and sample syllabi, please look at* [*this resource*](https://jeffrwarren.github.io/visitingtutors)*.*

### Texts and resources

* *Add a list of required and supplementary texts using full bibliographic citations and/or resources/materials and include how students will access these texts (purchase through the bookstore, distributed via email or moodle, on reserve in the library, etc.)*

### Learning Assessment

*Quest does not have standardized assessment requirements, so you may design your course with assessments that match your course design. Please do make space to provide students feedback often and during the block. Since many students in your course will not have experienced the grading of creative work, it would be useful to take some time to let students know how their creative work will be assessed. Some questions to consider: What will be the medium and frequency of feedback? Will there be any formative (work in progress) feedback? Will rubrics be used? How will effort/process be assessed in relation to craft/execution? Will everyone be assessed against the same standard or against their individual growth? Below are some sample assignments that may be used or modified as desired.*

Good citizenship (10%)

* *It is common that some percentage of grade is assigned for work in class (participation, citizenship, etc.). You should clearly show students what is expected and how they will be assessed*
  + Good citizenship involves appropriate participation in the learning community, including:
    - doing your readings regularly and carefully
    - appropriate participation in class activities and discussions
    - demonstrating courage to share creative work with others
    - demonstrating respect to other people when they share their work
    - working well with others
    - Serving others as peer tutors
    - generally doing what you can to make the course a better experience for everyone
  + Preparing to discuss readings in class:
    - great classroom discussion about readings relies on your preparation and participation
    - Please come to class:
      * having read the assigned text
      * be prepared to provide a summary of the text. It is very helpful to write a paragraph summary of a reading after you do the reading. If you have difficulty writing a summary of part of one section, that can prompt you to go back and reread sections that are either difficult or sections you did not read as closely the first time.
      * be prepared to raise a question about the text.

Creative Process Portfolio (20%)

* + The portfolio should include informed personal responses to class readings, reflections on personal engagement with the creative process in the course assignments, create a list of key tools and ideas, and document peer leadership work.
  + There are several reasons for developing a portfolio for this course:
    - it provides an opportunity for students to track their growth and experience of the creative process throughout the course.
    - it provides students three opportunities to engage with reading and ideas (reading prior to class, discussion in class, and writing critical reflections).
    - it provides students the opportunity to relate the texts and ideas to their own experience of the creative process.
    - it provides a central repository of information about the course that can be drawn upon later.
  + What should a portfolio look like?
    - There first page should be a 'toolkit' page where you write ideas and techniques you encounter for quick reference in the future.
    - The remainder of the portfolio should included dated entries
    - Your portfolio should also include all of your lead sheets for your compositions
  + When do I make an entry?
    - When you do a reading
    - When you complete a mini project
    - When you do listening for the course
    - When working on your major project
    - When presenting a song to the class
    - When you encounter an idea or technique you wish to remember.
  + How long should each entry be? 100-300 words (note there will be more than one entry per day some days)
  + What should I write about?
    - If reading or listening, include the percentage you completed (for example, 'I read 75% of this reading')
    - engagement with course readings (a summary and questions for discussion in class provide a great start for such a reflection). How do the course readings relate to your own experience of the creative process? What can you learn from the reading?
    - your experience of the creative process: what does it feel like to create? What are you learning about the creative process? Is anything surprisingly easy or difficult? What can you do to keep improving in your songwriting practice?
  + Journal entries are marked with the following criteria:
    - A: thoughtful engagement with texts and personal creative process, with a strong integration of the creative work in class and the ideas raised in the text.
    - B: thoughtful engagement with texts and/or personal creative process.
    - C: engagement with texts and/or personal creative process, but either has structural issues in the writing or does not reflect a strong understanding of the text.
    - D: overly brief, off topic, or generally does not reflect a strong understanding of the text.
    - F: missing entry

Class presentations (2x3%=6%)

* + Each student will give two short presentations. Presentations should take no longer than 4 minutes (excluding playing the piece of music and discussion).
  + Each presentation is on one piece of music, and the presentation should relate the song under consideration to the topic being worked on in class.
  + Presentation dates will be established in class. The day prior to your presentation, please send Jeff an Apple Music link to the song so it can be added to the playlist.
  + Presentations are marked with as following:
    - A: has the elements of a ‘B’ but each element is excellently done.
    - B: engagement with the song in a manner appropriate to the topic of the day, shows evidence of research and/or close listening, and communicates effectively.
    - C: one of the elements of a ‘B’ presentation lacking
    - D: two of the elements of a ‘B’ presentation lacking
    - F: no presentation, or presentation where it is evident there was no preparation

Mini projects (9x4% = 36%)

* + Each mini project deals with a specific element of songwriting or recording.
  + Mini projects build off of topics discussed in class, and are meant to provide low stakes opportunities with a quick turn around to practice creativity.
  + Some mini projects will be completed in groups, and others will be completed individually.
  + Mini projects are marked more heavily on *process* than on final product, although effort towards creating an excellent product is expected.
  + Each mini-project is designed so that it can be worked on and refined regardless of the background of the student. Plan to spend a total of 4-5 hours on each mini-project.
  + Mini-projects dominate the first half of the course, providing t

Major project (30%)

* + The major composition project (consisting of 1-4 recorded songs, depending upon complexity) should involve significant work, research (widely defined) and push beyond the already acquired background/skills of the student.
  + The set of compositions should respond to a line of inquiry. In this manner, it is [research-creation](http://www.queensu.ca/culturalstudies/sites/webpublish.queensu.ca.cltstwww/files/files/CUSTprogramResearchCreationdefinition29April2016.pdf) and parallel to the process involved in [researching and writing a paper](http://jeffrwarren.wordpress.com/how-to-research-and-write-a-paper/).
  + This project is the focus of the final two weeks of class, and the process involves regular peer and tutor feedback. The final projects will be presented to peers and perhaps to a larger audience. More details will be discussed in class.
  + The performance/recording should be accompanied by a score/lead sheet of the piece and a short written document describing:
    - the compositional process (what you did, what you changed, challenges you encountered)
    - what you would change were you to compose another piece of music
    - bibliography of works cited and work consulted

### Submitting Assignments

* *Add details about standard of how you would like students to submit their work.*

### Policies

* *possible policies follow; these can be changed as desired*
* It is crucial that you have your assignments in on time. The block moves very quickly, and late work can pile up until it’s overwhelming. Individual assignments are due at the beginning of class. Late assignments without a medical or compassionate reason are marked at 40% off.
* You must complete all assignments to receive a passing grade. The final day to hand in outstanding assignments is 1pm the final Monday of the course.
* Each instance of tardiness counts as 2% off your final grade.
* Unexcused absences from more than two classes will result in a failing grade. Each unexcused absence counts as 5% off your final grade.
* Bring your laptops and electronics to class, but be sure to act in a manner that respects others by not making electronics a distraction to yourself or others.
* Plagiarism and other violations of the Honour Code will be vigorously dealt with. Ensure that you are familiar with the Honour Principle, which applies to all coursework, including class discussion and participation.
* Grade ranges and letter equivalencies. In this class, most of your marks will be provided to you in letter grade format. Those letter grades are then converted to numbers and reconverted back to letter grades in the determination of your final grade. The letter grade and number scale I use is: A 90-100, A- 85-89, B+ 80-85, B 75-80, B- 70-75, C+ 65-70, C 60-65, C- 55-60, D 50-55, F below 50.

### Office hours and book meeting with your tutor

* *Add details*