

School of Art

**ARTX08060 Reality Check:
Realities Explored Through Materiality In Creative Art Practice**

COURSE HANDBOOK
Semester 2 2015/16

Course organiser: Susanne Ramsenthaler

Course code: **ARTX08060**
20 credit course at SCQF level 8



Image: Mike Windle

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Introduction

Welcome to **Reality Check**

This course explores issues of perception, interpretation and dissemination of notions of 'Reality' by introducing a range of ideas and dynamic approaches to image, body, space and time, informed by a variety of disciplinary perspectives.

It will be delivered through a mixture of presentations, seminars, workshops, field trips, and student-led critique sessions, where you present your work in progress either individually or as a group for peer discussion.

Elements of sculpture, still and moving image, movement and psychology will be introduced to generate discussion and ideas exchange that will help interweave your interests and develop increasingly focused areas of common interest on how we experience reality and the world around us.

With an emphasis on 'exploration', you will be encouraged to participate in workshop situations, as well as engage in independent-learning projects to investigate real and imagined spaces and human interactions taking place therein.

There will be a number of selected sites or contexts with which to work and experiment including a focus on the use of digital technologies.

This is a 20-credit course. In a normal year you will take 120 credits.

This handbook must be read in conjunction with the Programme Handbook.

If you require this document or any of the internal University of Edinburgh online resources mentioned in this document in an alternative format, please contact Catriona Morley (c.morley@ed.ac.uk) 0131 651 5763

Course Aims and Learning Outcomes

This course explores issues of perception, interpretation and dissemination of notions of 'Reality', by introducing a range of ideas and dynamic approaches to image, body, space and time, informed by a variety of disciplinary perspectives (photography, sculpture, media and movement). This course is delivered jointly by a team of four staff from the Schools of Art and Design at Edinburgh College of Art. Individual and group projects are equally encouraged.

Expected outputs will depend on each student's particular interest, but will most likely include analogue and digital imagery, moving image, sculpture and performance elements.

Aims

1. Develop research skills and knowledge of artists / artworks in your chosen area of art practice.
2. Acquisition of practical skills and strategies of collaborative practice; means of testing and reflecting on your work in progress.
3. Presenting a resolved and finished piece for assessment.

Learning outcomes

On completion of this course, you will be able to:

L01:

Present evidence of research and investigation into perceived realities, carried out through your creative practice as evidenced during the elective

L02:

Present evidence of having engaged in relevant aspects of multidisciplinary working methods both through practice and exploration of theory

L03:

Present a body of work that articulates a focused response to the subject

You will be assessed against three Learning Outcomes and all are equally weighted

Teaching and Learning

Tutorials will be in the form of group seminars and take place in weeks 2,3,4,6 and 7.

Lectures- : Most sessions start with a lecture by teaching staff or visitors, followed by a workshop/demo and a seminar.

Assessment

Assessment criteria

The assessment criteria for the course are the demonstration of achieving the three learning outcomes (see above) in relation to the specific themes, topics and problems as set out in the project or assessment brief.

For the summative assessment point at the end of Semester 2 you will be required to present:

Installation of your work in a physical space for assessment

(Tuesday, March 22nd)

OR thorough documentation (PowerPoint or similar) of a remote installation

OR a presentation (PowerPoint or similar) of work not suitable for exhibition in the space provided

- plus a statement to be read out at the presentation in week 10.

(This can be individual works or collaborations)

A digital PDF portfolio/workbook to be uploaded to the course home base on *LEARN*, containing:

1.) Evidence of personal research around the chosen aspect of 'Realty Check: Looking at and documenting theories and artists working in this area. You will be able to evidence this through traditional sketchbooks if suitable, but we are keen for you to keep blogs on LEARN, which can track entries with a time stamp.

2.) Evidence and documentation of work created with emphasis on the development and testing of ideas and processes. This evidence should feature on the blog AND in the final PDF.

3.) A self-reflexive piece of writing on engagement with the elective: making practical work, working in a group, methods of research employed. (2000 words maximum).

This also includes the writing of a statement for presenting the work.

Feedback and formative assessment

Formative feedback is extremely useful in helping you identify your weaknesses and to target areas of work that need attention prior to summative assessment. Learning and teaching within Art subjects is quite often iterative, where feedback is used to improve upon an already established set of tasks. Formative verbal feedback will take place at the Interim Presentations in week 5. If time allows, staff can be approached informally throughout the course to help or advise.

Summative assessment

At the end of the course, you will receive summative assessment in the form of a final grade. Your official student record (as viewed in MyEd) and final transcript will record a final overall mark (percentage) for the course as a whole.

Assessment Dates

Semester 2

- Formative feedback in weeks 5 and 12.
- Week 5: Tuesday, Feb 9th
- Interim Presentations: work in progress: verbal feedback

- Week 12: Tuesday, March 22nd
- Installation of all works and viewing / presentation / verbal feedback

- Summative Assessment:
- Revision Week 1: Monday, April 18th
Deadline for summative assessment submission in LEARN
(documents can be uploaded anytime during spring vacation)

- 15th – 19th February is Innovative Learning Week.
There will be no teaching/seminars/tutorials that week.

Marking scheme and grade descriptors

Refer to the School of Art Programme Handbook for details of Grade descriptors and the Common Marking Scheme.

Late Submissions

If assessed coursework is submitted late it will be recorded as late and a penalty will be exacted. The penalty is a reduction of the mark by 5% of the maximum obtainable mark per day (e.g. a mark of 65% on the common marking scale would be reduced to 60% up to 24 hours later). This applies for up to five days, after which a mark of zero will be given.

Extensions

Applications for extensions for coursework must be submitted in advance of the due date to the Course Organiser, and be supported by your Personal Tutor and a Medical note if necessary.

Extensions for summative assessments should be requested via the UG office in the first instance. There is a standard extension application form that can be submitted by email or hard copy.

You should request an extension prior to the submissions date – please give as much notice as possible. If you do not apply in time you can discuss with your

Personal Tutor, or the ECA Student Support Office, whether to apply for Special Circumstances (there are similar criteria that are considered when applying).

Resits

If you fail the course the exam board in May will normally recommend you resit the course in August as a second attempt. The School will contact you to advise you have failed and outline what the resit task is. The failed attempt will appear on your academic transcript.

If there are special circumstances that disrupt your studies you should contact your Personal Tutor (see below) prior to the hand-in date.

Academic Misconduct

Academic misconduct is any type of cheating that occurs in relation to a formal academic exercise.

This includes plagiarism, collusion, falsification, deceit, cheating and personation. The University takes all reported incidences of academic misconduct seriously and seeks to ensure that they are dealt with efficiently and appropriately.

Plagiarism

Plagiarism is the unacknowledged use of another person's work (either copying directly, paraphrasing, or taking an idea) as if it was your own, either intentionally or unintentionally. Plagiarism carries severe penalties. If you are unsure and require clarification and assistance, please speak to your tutor. You must make yourself fully aware of what might constitute plagiarism in the context of your programme of study. For further information see:

www.ed.ac.uk/schools-departments/academic-services/staff/discipline/plagiarism

Turnitin Plagiarism Software

This plagiarism detection service is an online service that enables institutions and staff to carry out electronic comparison of students' work against electronic sources, including other students' work.

Turnitin works by executing searches of the internet and extensive databases of reference material, as well as content previously submitted by other users. Each new submission is compared with all the existing information.

The software makes no decisions as to whether a student has plagiarised, it simply highlights sections of text that are duplicated in other sources. All work will continue to be reviewed by the marker. Once work has been submitted to the system it becomes part of the ever growing database of material against which subsequent submissions are checked.

The software is used as a tool to highlight any instance where there is a possible case of plagiarism. Passages copied directly or very closely from existing sources will be identified by the software and both the original and the potential copy

will be displayed for the tutor to view. Where any direct quotations are relevant and appropriately referenced, the marker will be able to see this and will continue to consider the next highlighted case. There is an on-line demonstration of the system available at <https://www.submit.ac.uk/>

Assessment Regulations

The Academic Assessment Regulations are available online. The regulations set out the rules used by tutors, exam boards etc. for assessment and examination. They also set out minimum standards for assessment e.g. provision of feedback www.ed.ac.uk/schools-departments/academic-services/policies-regulations

Adjustments

The Student Disability Service provides guidance on any support you may need to help with your studies. This is done via a learning profile – a list of recommended adjustments given to the School e.g. awareness that you will be lip reading in tutorials, getting lecture notes in advance. To get a University learning profile you should make an appointment to see an advisor at the Student Disability Service.

Web: www.ed.ac.uk/student-disability-service

Email: Disability.Service@ed.ac.uk

Telephone: 0131 650 6828

Reality Check: Overview

Reading and Resources

Recommended reading

Ede, Sian (2005) *Art & Science*, I.B.Tauris

Kemp, Martin (2006) *Seen / Unseen: Art, science, and intuition from Leonardo to the Hubble telescope*, OUP Oxford

Stokes, Dustin, Matthen, Mohan and Biggs, Stephen (eds) (2014) *Perception and Its Modalities*, OUP USA

Abram, David (1997) *The Spell of the Sensuous: Perception and Language in a More-Than-Human World*, Vintage Books; 1st Vintage Books Ed edition

Searle, John (2015) *Seeing Things as They Are: A Theory of Perception*, OUP USA

1995 Bill Viola, *Reasons for Knocking at an Empty House: Writings 1973–1994*. Edited by Robert Violette with Bill Viola. Cambridge: MIT Press; London: Thames and Hudson; Anthony d'Offay Gallery.

Clark, Graham, *The Photograph: A Visual and Cultural History*, Pub: Oxford Paperbacks

The above texts will be during this course. As this is a multi-disciplinary elective you should tailor your reading to the nature of your research / project. Please consult a tutor for advice.

You should also be extending this diet of reading by following your own reading stemming from these key texts that support your own idiosyncratic path of work.

Logistics

This course is taught by Dr Sophia Lycouris, Ewan Robertson, Mike Windle and Dr Susanne Ramsenthaler.

Most weeks will commence with a lecture, a workshop or demo and a session where you can work on your project. Two staff will be available for consultation during this session.

Please consult the timetable on LEARN for details.

Attendance Monitoring

Attendance and Engagement

University teaching is - must be - much less 'hands on' than students may be used to from their previous education. A key standard of university-level education is student independence and initiative: we expect graduates to possess the skills and confidence they need to find things out for themselves, rather than requiring large amounts of direction. ECA seeks to prepare students to cope with this transition in their education.

Courses in the first and second years of study seek to accustom you to becoming proactive in directing your own learning, especially in crits and tutorial sessions. Third and fourth year courses challenge you to make practical use of the independence, confidence and initiative you have developed in your first two years. It is through participation in discussion and occasionally making formal presentations in tutorials, crits and tutorial-like seminars, that your progress as an independent learner is demonstrated (and evaluated). Participation in these small class teaching events (and studios) are therefore central to achieving the intended learning outcomes of our courses.

General information

Communication and Feedback

You should refer to your Programme Handbook for information about the Personal Tutors' system, who should be your first point of contact if you are experiencing difficulties that may affect your academic performance.

The Course Organiser for Reality Check is Susanne Ramsenthaler. If you have any academic queries or questions about the course you can contact the Course Organiser at [mailto: s.ramsenthaler@ed.ac.uk](mailto:s.ramsenthaler@ed.ac.uk)

The External Examiners for Reality Check are –

Daniel Sturgis	Camberwell College of Arts
Alec Shepley	University of Lincoln
Christine Ellison	University of Reading

Administrative support for this course is provided by the Course Secretary, you can contact them on;

Catriona Morley
c.morley@ed.ac.uk
0131 651 5763
School of Art Office, 027 Hunter Building, Lauriston Place
Monday – Friday, 9 – 12:30pm; 2 – 5pm

Student Support Office

The ECA Student Support Office is located in the Hunter Building Lauriston Place (next to the ECA cafe). It is open Monday to Friday to all UG students across ECA. We also have outreach office hours in Minto House (normally Monday/Thursday) and Alison House (Tuesdays). You can either pop in and see the SSOs or make an appointment. The SSOs can be contacted by emailing eca-ssso@ed.ac.uk

Email is a formal means of communication by Art with its students. You must access and manage your University email account regularly as the we will send you vital information from time to time, for example on assessment arrangements or changed class times or locations, and we will assume that you have opened and acted on these communications. Please refer to the Programme Handbook for further information.

Student Course Evaluation

You will be asked to complete a feedback questionnaire about the conduct and content of the courses. Your views regarding the courses are valuable guides to those conducting them. Please formulate your opinions on these matters during the session and express them in response to the questionnaire. You will be emailed in the Second Semester with instructions on how to submit your Course Evaluation online.

Personal Tutors

You should refer to your Programme Handbook for information about the Personal Tutors' (PT) system. Personal Tutors do not give you advice for this course (unless they are also a Course Organiser or tutor for a course which happens from time to time). PTs provide more general academic guidance and

help direct your overall studies. They can also direct you to more specialist support services e.g. Student Counselling, International Office for immigration advice.

Your PT should be your first point of contact if you are experiencing difficulties that may affect your overall academic performance e.g. illness lasting for more than a week; family bereavement.

Health & Safety

ECA takes the issue of Health and Safety very seriously to try to minimize the risks involved in our collective working environment. Attendance at the Health & Safety seminar is mandatory for all new ECA students.

The main issue in relation to these courses is studio “housekeeping”. Students must clear their work from crit rooms as soon as possible after the review, must NOT leave any work (even temporarily) in fire exits and stairs, must keep studios tidy and must remove ALL work at the end of the year without exception.

Safe working habits are encouraged and students must prepare risk assessments for activities not covered by the existing risk assessments. ECA operates a no smoking policy. It is very important that all students give full consideration to health and safety in the studios, crit rooms, and in all parts of the building. All students should familiarise themselves with the location of fire exits and the routes to them.

In the Studio, it is critical to maintain clear escape routes from any point to the nearest fire exit. These may be marked on the floor, or may be otherwise designated by the studio tutor. Nothing should be allowed to restrict these routes, or access to them, even for a limited period. This will sometimes be inconvenient, but is of crucial importance to your safety. Clutter, rubbish and paper must not be allowed to accumulate, as they pose a fire hazard. Nothing should ever be allowed to restrict access to fire extinguishers, and these must never be interfered with or moved except in the event of a fire.

Teaching rooms are equally subject to these rules. Similarly, they are often through-routes for cleaners and other staff, and students must have full consideration for possible dangers represented by items on the floor, suspended from wires, involving spikes or sharp edges, etc.

Please recognise that these points are made in the interests of all users of the building. Good health and safety practices need be neither onerous nor obstructive if they are carried out continuously and routinely. Failure to comply with the regulations in this area may result in serious consequences. An appreciation of health and safety is also an important general aspect of the design and use of all buildings, and increasingly, of any professional or managerial role. For further information please refer to Health and safety handbook.

Regulations and Policies Info

Taught Assessment regulations

<http://www.ed.ac.uk/academic-services/policies-regulations/regulations/assessment>

Marking scheme

<http://www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme>

Academic regulations

<http://www.ed.ac.uk/academic-services/policies-regulations/regulations>

Student complaints procedure

<http://www.ed.ac.uk/university-secretary-group/complaint-handling-procedure/procedure>

Academic appeals

<http://www.ed.ac.uk/academic-services/students/undergraduate/academic-appeals>

Academic misconduct

<http://www.ed.ac.uk/academic-services/students/undergraduate/discipline/academic-misconduct>

Dignity and respect

<http://www.ed.ac.uk/equality-diversity/innovation-development/dignity-respect>

Special Circumstances

http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Special_Circumstances.pdf

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