



ORIGINAL COURSE IMPLEMENTATION DATE: September 2024
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029
 Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: SOCA 105	Number of Credits: 3 Course credit policy (105)										
Course Full Title: Ways of Writing About Art, Design, Digital Media, and Visual Culture Course Short Title: Writing About Visual Culture											
Faculty: Faculty of Humanities	Department (or program if no department): School of Creative Arts										
Calendar Description: Students learn about different ways of writing reflectively and critically about art, design, digital media, and visual culture. In-class and low stakes explorations of developing ideas, understanding genres and writing tasks, and rhetorical strategies allow students to develop their voices as writers. Emphasis is on developing strategies for writing and on writing for both critical reflection and creative development, including how oral and dialogic practices can contribute to writing. Examples of Indigenous art, design, digital media, and visual culture are core content in this course; when the course is offered as part of the Indigenous Arts certificate, all examples will be drawn from Indigenous cultural practice.											
Prerequisites (or NONE):	One of the following: (C+ or better in English Studies 12, English First Peoples 12, English 12 or English Literature 12), CPT score of 48 or better, or evidence of any test score or course grade listed under the Degree/diploma-level English language proficiency standards in the UFV academic calendar at www.ufv.ca/calendar/current/General/EnglishProficiency.htm .										
Corequisites (if applicable, or NONE):	None.										
Pre/corequisites (if applicable, or NONE):	None.										
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Every semester Maximum enrolment (for information only): 28										
Typical Structure of Instructional Hours <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">25</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">20</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;">Total hours</td> <td style="text-align: center;">45</td> </tr> </table>	Lecture/seminar	25	Tutorials/workshops	20					Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.
Lecture/seminar	25										
Tutorials/workshops	20										
Total hours	45										
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	Transfer Credit (<i>See bctransferguide.ca.</i>) Transfer credit already exists: No Submit outline for (re)articulation: Yes <i>(If yes, fill in transfer credit form.)</i>										
Department approval	Date of meeting: May 9, 2023										
Faculty Council approval	Date of meeting: June 2, 2023										
Undergraduate Education Committee (UEC) approval	Date of meeting: November 24, 2023										

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Describe the characteristics of different genres of writing used in creative contexts (e.g. artist statement, project rationale, review, catalogue essay, blog post, response paper, website copy), recognizing these genres—and writing itself—as culturally and historically situated.
2. Assess how a range of approaches to writing—including oral/verbal, visual, and dialogic strategies—allow them to meet their own needs and emphasize their individual strengths.
3. Explain how Indigenous approaches to communication and expression can be integrated into writing processes in creative disciplines.
4. Participate in iterative writing processes, including co-creating, revising, editing, peer review, and proofreading work.
5. Use clear and precise language to write for creative, self-reflexive, and critical purposes.
6. Apply inclusive, equitable, and diverse frameworks in written analysis of art and visual culture, including Indigenous critical approaches and the analysis of works of Indigenous art and visual culture.
7. Position themselves in their writing practice, through meaningful content, language diversity, and stylistic choices.
8. Identify appropriate resources to research questions arising from art, design, digital media, and visual culture studies, citing sources following a recognized method.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	100%	%	%
		%	%

Details:

Assignments include reflective journals, response papers, blog/vlog post, artist biography, artist statement, research or project proposal, collaborative text summary, bibliography.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Guest speakers, lectures, readings, collaborative work, self-directed work, oral presentations, guided tour (campus library),

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Article	León, Ana María	"Crowdsourcing Knowledge: Cowriting, Coteaching, and Colearning." <i>Art Journal Open</i> . <i>Art Journal Open</i> , July 24, 2020. http://artjournal.collegeart.org/?p=10593 .	2020
2. Textbook	Guttorm, Hanna, Lea Kantonen, Britt Kramvig, and Aili Pyhälä.	"Decolonized research-storying: Bringing indigenous ontologies and care into the practices of research writing." In <i>Indigenous research methodologies in Sámi and global contexts</i> , pp. 113-143. Brill.	2021
3. Textbook	Younging, Greg	<i>Elements of Indigenous Style: A Guide for Writing By and About Indigenous Peoples</i>	2018

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)*

Additional texts and resources on writing strategies will be responsively provided to students by the instructor according to student needs.

Course Content and Topics

Themes may include:

- Determining structure, argument, tone, style, and voice in diverse examples of writing for art, digital media, and visual culture
- Demystifying and decolonizing the writing process through critique, collaborative tasks, and co-writing
- Writing as an iterative process: thinking through writing, stages of writing, outlining, editing, and revision
- Issues concerning figures, images, citation style, clarity, concision, communicating purposefully, grammar, and word choice
- Inclusive language selection, engaging the reader, and writing for diverse audiences
- Locating oneself and others inside and outside of the writing practice
- Library, database and resource tutorial
- Introduction of discipline-specific publications
- Academic writing expectations: description vs. analysis, types of argument, argumentative and rhetorical "moves"
- Using narrative and storytelling in academic writing, examples of this in writing by Indigenous authors
- Strategies, resources, and technologies to emphasize strengths and address personal challenges with writing processes
- Self-reflection and self-directed growth (reflective journaling, introspective self-evaluation, interest-based assignments)