New Course Request

Check Appropriate Boxes: Undergraduate credit ☑️ Graduate credit ☐ Professional credit ☐

1. School/Division: Herron School of Art and Design
2. Academic Subject Code: HER

3. Course Number: V402 (must be cleared with University Enrollment Services)
4. Instructor: Matthew Groshek

5. Course Title: Exhibition Planning and Design 2

Recommended Abbreviation (Optional) ____________________________________________
(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): spring semester 2010

7. Credit Hours: Fixed at 3 _______ or Variable from _______ to _______

8. Is this course to be graded S-F (only)? Yes ☑️ No ☐

9. Is variable title approval being requested? Yes ☑️ No ☐

10. Course description (not to exceed 50 words) for Bulletin publication: V402 builds on the basic skills and application learned in EDP1, with an emphasis on refining and developing greater interpretive capacity. Capacity is developed through exploration of relationships of visual and three-dimensional form, light and materials. Students contextualize meaning by designing and planning relevant exhibit experiences through applied community-based projects.

11. Lecture Contact Hours: Fixed at _______ or Variable from _______ to _______

12. Non-Lecture Contact Hours: Fixed at 7.5 _______ or Variable from _______ to _______

13. Estimated enrollment: 15 ± _______ of which 0 _______ percent are expected to be graduate students.

14. Frequency of scheduling: once per year Will this course be required for majors? Yes ☑️ No ☐

15. Justification for new course: Necessary for one of two defined tracks in Visual Communications

16. Are the necessary reading materials currently available in the appropriate library? Yes ☑️ No ☐

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: ___________________________ Date: 5/7/2009

Dean Department Chairman/Division Director

Dean of Graduate School (when required) Date:

Chancellor/Vice-President Date:

University Enrollment Services Date:

Approved by: ___________________________ Date: 5/21/09

Valerie Ethier

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
EXHIBITION PLANNING AND DESIGN 2  |  6 credits

course number : HER-V402

location : Herron School of Art and Design, spring semester

instructor: Matthew Groshek | Assistant Professor + Public Scholar, Exhibition Planning and Design
Herron School of Art and Design / School of Liberal Arts - IUPUI
office: 735 West New York Street, Room 154, Indianapolis, IN 46202

contact: tel. 317.278.9441 – please leave a message on voice mailbox  email: mgroshek@iupui.edu

OFFICE HOURS

Set or by arrangement of the instructor.

COURSE DESCRIPTION

This second level course will continue building on the basic skills and applications learned in Exhibit Design and Planning 1, with an emphasis on refining and developing greater interpretive capacity. EDP 2 will develop this through an exploration of relationships of visual and three-dimensional form, light and materials. Students will develop a vocabulary of materials to add to the existing resources of exhibition design and planning engaged in the first level course.

In this course students will further contextualize meaning by designing and planning relevant exhibit experiences through applied community-based projects. This will begin at the start of the semester with teams formed and working early on specific projects.

Students will apply their knowledge of exhibition design and planning through partnerships with museums and other organizations requiring interpretive materials. These projects will be team based. Teams will consist of students, outside experts and museum professionals.

TEAMS

Each project will be undertaken with teams that will consist of varied numbers of students. Please keep in mind that teamwork is both difficult, fulfilling and necessary. You will be required to produce some work as individuals and some as part of a team effort. I will make every effort to create and guide an effective team environment, and will look for your input on working methods as you have already experienced them.
APPLIED PROJECTS

This class is an applied learning course. All work completed in this course will occur in an experiential and experimental framework. Student explorations, exhibit proposals and client based work with specific outcomes and deliverables will be expected from this course.

Through this you will apply your knowledge of exhibition design and planning through partnerships with museums and other organizations requiring interpretive materials. Projects are listed in the syllabus for your review.

As before, these projects will be team based, with teams made up of students in class and temporary outside experts constituting exhibit design and planning clusters.

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APPLIED PROJECTS: CONTENT + FORM

Student teams will be involved in producing one of three projects that involve exhibition planning and design with a community partner. These work experiences should serve to enable you to understand how an exhibition plan is created within a traditional or non-traditional venue. Please note that these are preliminary outlines, and project descriptions will evolve as the work begins. They are as follows: (list)

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BOOKS

Please use (again) the same materials that you had accessed during last semester

- *What is Exhibition Design?*, Lorenc, Jan; Skolnick, Lee and Berger, Craig  (Roto Vision, 2007)

- *modelmaking: a basic guide*, Sutherland, Martha  (W.W. Norton and Company, 1999)

- *Planning for People in Museum Exhibitions*, McLean, Kathleen,  (Association of Science-Technology Centers, 1993 0944040322)


- Exhibiting Cultures: The Poetics and Politics of Museum Display, Karp, Ivan and Lavine, Steven D, ed. (Smithsonian Institution Press, 1991)

- Contemporary Cultures of Display, Barker, Emma, ed., (Yale University Press, 1999)

- One Place After Another: Site-Specific Art and Locational Identity, Kwon, Miwon (MIT Press, 2004)

- The Poetics of Space, Bachelard, Gaston, (Beacon Press; Reprint edition, 1994)

- the haiku year, Gilroy, Tom et.al., (soft scull press, 1998)


- Exhibition Design, Bonet, Llorenç, (Loft publications, 2005)

- Website for SEGD – Society for Environmental Graphic Design: segd.org

Periodicals

- Metropolis
- ID
- Eye
- Communication Arts

(please check online for these periodicals websites etc.)

Please browse the Herron Library periodicals for additional readings and inspiration
other resources to be announced. Readings can be found in required texts or will be provided.

PLEASE:
Feel free to recommend books you’re reading or looking at, exhibitions (or other forms of interpretive materials) that you’ve seen (good or bad). Please use Oncourse site to bring these to our attention.

Thank you!

.................................................................

class time

class time will be structured around:

- informal lectures on interpretive approaches, exhibit design and planning case studies,
and aspects of exhibit design.
- presentations of research by students about various topics, analysis and explorations
- in-depth analysis and assessment of project work in the form of regularly scheduled critiques. (these may take several forms). You or your group will present incremental progress toward completing final objectives.
- work sessions will be regularly scheduled for your team to work on partnered projects.
- visits to area museums, retail spaces and fabrication locations will be part of our schedule.
- visits to community partner spaces and other research spaces will be required.

class meetings outside of class time. this will include:

- meeting(s) with community partners at their sites (when possible)
- attendance at special lectures in the area
- field trips to local (or distant) museums or sites of interest (required).

 outcomes

At the end of the course specific learning outcomes will include:

- The ability to deploy and analyze appropriate interpretive content within an exhibition planning and design document.
- The ability to perform effectively within an exhibit design team.
- The ability to comprehend research materials, and to analyze and synthesize this material into effective communications as they are expressed through two and three dimensional outcomes in the practice of exhibition planning and design.
- The ability to evaluate the effectiveness of communication strategies within the field of interpretation and exhibition planning and design.
- The ability to work with a community partner, to co-design an effective exhibition solution that serves the intended audience.
- The ability to synthesize materials, from structure and content, into effective and moving stories as expressed through exhibition planning and design practice.
- The ability to understand some ideas of community, civic engagement and social responsibility within our culture.
- The ability to understand and create transferable relationships to knowledge and experience learned in class, to life experiences outside of the class environment.
- The ability to create effective design documentation that allows for the possible fabrication of an exhibition.
- The ability to work with an extended design team that may include professionals both within or outside of the IUPUI community, to create exhibition experiences.
**PUŁs** addressed most strongly in this course include:

**Critical Thinking**
In this course the process of critical thinking begins with the ability of students to remember and understand, but it is truly realized when the student demonstrates the ability to:

- a. apply
- b. analyze
- c. evaluate
- d. create

...knowledge, procedures, processes, or products to discern bias, challenge assumptions, identify consequences, arrive at reasoned conclusions, generate and explore new questions, solve challenging and complex problems, and make informed decisions.

**Integration and Application of Knowledge**
In this course the integration and application of knowledge are demonstrated by the student’s ability to:

- a. enhance their personal lives;
- b. meet professional standards and competencies;
- c. further the goals of society; and
- d. work across traditional course and disciplinary boundaries.

**RISE initiative**

This experiential learning course is programmed to include two of the four RISE categories - service learning and business and community experiential learning.

**course requirements**

- Attendance in class
- Active participation in class discussions and exercises
- Completion of assigned readings
- Completion of take-home assignments
- Active participation in the team project as documented in a portfolio and team presentation
- Final portfolio or presentation

Note, if you have any questions about any of the assignments, please see Matthew Groshek well in advance of the due dates. Late assignments may be penalized. Failure to submit an assignment means it is given zero points, so it is far better to turn in something than nothing!

Note: Administrative Withdrawal: A basic requirement of this course is that you will participate in class and conscientiously complete assignments. Keep in touch with me if you are unable to attend class or complete an assignment on time. If you miss more than half our class meetings within the first four weeks of the semester without contacting me, you will be administratively withdrawn from this section. Our class meets once per
week; thus if you miss more than two classes in the first four weeks, you may be withdrawn. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and if you are administratively withdrawn from the course you will not be eligible for a tuition refund. If you have questions about the administrative withdrawal policy at any point during the semester, please contact me.

learning opportunities and expectations

- It is expected that students will contribute their ideas, thoughts, and critical reflection to class discussions, and will listen respectfully to the contributions of others in the class. Please set pagers and cell phones to silent mode while in class.

- It is expected that students will attend all classes, especially those meeting in museums (or community partner sites), and will notify Matthew Groshek as soon as possible in the event they must miss class or an assignment deadline due to illness or emergency. The practical nature of the curriculum, the expertise of guest lecturers, and cumulative nature of the team projects means that making up missed material will be very difficult.

- It is expected that students will complete the assigned work in a timely manner.

- It is expected that team projects will reflect creativity, thoughtful research, careful planning, independent initiative, and, above all, teamwork. If you have any questions about your assignment or your group interactions, Matthew Groshek is available during office hours and by appointment or via e-mail. Please do not hesitate to come and talk.

- Because of the collaborative nature of the class and the fact we will meet with off campus community partners, close communication will be essential. Please check your IUPUI email for course announcements, especially on the day of a class, to keep apprised of any announcements or last minute changes. You must use IUPUI e-mail for the most prompt response from the professor.

- Students are responsible for activity on their computer accounts.

- It is expected that students will fulfill their responsibilities (see “Code of Student Rights, Responsibilities and Conduct”: http://www.hoosiers.iupui.edu/studcode/stucode.htm) and maintain standards of intellectual honesty in keeping with the academic policies of the University (see also IUPUI Campus Bulletin, 2000-2002, p.36).

Attendance is Mandatory

Students are required to attend class. Please be in class on time and remain for the entire period. Please turn off your pagers and mobile phones. Attendance will be taken at the beginning of each class period. Three “late” marks will equal one absence.

An absence on any scheduled critique day or special class event day will only be excused if accompanied by a doctor’s note or proof of death in the immediate family.

It is your sole responsibility to discover what happened during any class you missed. If it is necessary for you to be absent from class for more than 3 days for any reason including medical condition, you should officially withdraw from the course. It will not be possible to complete a course with a passing grade if you have more
than 3 absences.
In the event of any absence, students are still responsible for obtaining all information and materials from the class period and completing all assignments on time. Deadlines will not be altered for any absences. It is your sole responsibility to find out about any new work assigned during your absence.

**Academic and Personal Conduct**

Students are advised to review the IUPUI Code of Student Rights, Responsibilities & Conduct and the Disruptive Student Conduct Policy.

The Code of Student Rights, Responsibilities & Conduct is available at http://life.iupui.edu/help/docs/Part_4all.html

The Disruptive Student Conduct Policy can be viewed at http://www.iupui.edu/~fcouncil/documents/disruptivestudentconductpolicypassedfc990204.html

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On Ethics, Collaborations and Citing Sources:
A Guide for IUPUI Writing Faculty and Students
by Susanmarie Harrington, Director of Writing

Excerpted from http://writing.iupui.edu/ethics.htm
(Visit this site for complete documentation)

"Plagiarism is the term generally applied to all violations of academic expectations about citing sources. Plagiarism can take several forms; all these forms will draw some type of teacher or institutional response. The Indiana University Code of Student Rights and Responsibilities (available in CA 401) provides a fuller explanation of the various institutional penalties. It is important to remember that a fundamental goal of a writing course is to improve students' abilities to work with sources; faculty must not threaten students with harsh penalties for misusing sources when our courses are designed, in part, to teach students how to use sources well. At the same time, issues of fraud should always and immediately draw a clear penalty. For these reasons, this guide separates cheating, or fraud, from issues of plagiarism in order to separate issues that involve writing instruction from issues of personal ethics.

IUPUI policies on plagiarism and academic misconduct cover a broad range of actions, from cheating to incomplete source documentation. These actions are summarized in Table 1 (see http://writing.iupui.edu/ethics.htm), and described below. If you have questions about school or program policies, please consult with a member of the Writing Coordinating Committee. It is crucial that faculty consult with a WCC member if they invoke school policies on plagiarism to lower a student's grade."

Cheating or Fraud
If students turn in work that was written (or designed) by someone else--work which was bought, borrowed, stolen, or downloaded from the Internet and pass it off as their own work, they are cheating. Penalties for this form of plagiarism may range from a lowered grade on a portfolio, to an F for the portfolio or course, or,
in extreme cases, expulsion from IUPUI.

Failing to Cite Sources
If students have written an essay that includes passages, specific information, or striking language from another source, and fail to include appropriate documentation, they are violating academic expectations. Information that is summarized, paraphrased, or quoted from others' work (including electronic texts, websites, classmates' work, lectures, interviews, or written sources) should be correctly attributed in the text. While there are many different systems for documenting sources in written work, in most introductory writing courses, students use MLA-style citation (with parenthetical page references and a works cited list at the end of the essay).

For more information on University Guidelines on plagiarism, please consult the IUPUI Writing Center. http://writing.iupui.edu/

Need Special Assistance?
If you have a learning challenge that requires special accommodation for completion of class assignments, please notify me of these matters within the first two class periods. I'll make every effort to make things work for you.

Students needing special assistance or accommodation should contact the:

Adaptive Services website - http://life.iupui.edu/aes

IUPUI Adaptive Educational Services (AES)
Taylor Hall rm 137, 815 W. Michigan St., Indianapolis, IN 46202–5140

Tel: (317) 274–3241, TDD/TYY: (317) 278–2050, Fax: (317) 278–2051
Email: aes@iupui.edu. Staff there can provide a range of assistance.

What is A Disability?
An individual with a disability is legally defined as "any person who has a physical or mental impairment which substantively limits one or more of such person's major life activities, and has a record of such an impairment." (Rehabilitation Act Amendment of 1974)

If you think about major life activities, a couple things should come to mind, especially when you consider college: the major life activities of learning and working.

Adaptive Educational Services deals with the major life activity of learning. And there are many types of limitations that can prevent or hinder us in learning, such as:

PHYSICAL DISORDERS: auditory, visual, orthopedic, or systemic-neurological impairments.
LEARNING DISABILITIES: dyslexia, ADD/ADHD, disorder of written expression, dysgraphia, autism spectrum disorder, etc.

EMOTIONAL DISABILITIES: affective disorders, thought disorders, behavioral reactions, etc.

Many of these limitations may sound confusing. And just because you have a limitation doesn't mean that you automatically qualify to receive assistance. It's really an issue of "how much does the limitation impact your life."

If you think that you have such a limitation or disability, please talk to your doctor AND stop by IUPUI Adaptive Educational Services Office. Adaptive Educational Services professionals at IUPUI will be pleased to answer any of your questions and/or suggest possible referrals as appropriate.

Excerpted from http://life.iupui.edu/aes/Whats_A_Disability.asp
Student Advocate Office

Do you have a problem you don’t know how to solve? Is there information you cannot find? Do you have a question that needs an answer or a problem that is affecting your class attendance? The Student Advocate Office is here to help! It will answer your questions, direct you to the appropriate departments and people, familiarize you with university policies and procedures, and give you guidance as you look at ways to solve problems and make choices. The Student Advocate Office is located in UC002 and can be contacted by phone at 278-7594 or email at stuadvoc@iupui.edu. For more information, see the Student Advocate website at: http://www.life.iupui.edu/advocate/

grading

Be aware that all of the elements of your grade require subjectivity in assessment of your work. Please see the schedule (following) for assignments and projects that require student engagement and graded assessments. These assignments and projects will engage differing types of skill development, ranging from research to the mastery of tools.

Grading is based on completion of the assigned project work, attendance, participation and performance in class. The following will be considered when assessing your grades:

+ Attendance in class
+ Active participation in class discussions and exercises
+ Completion of take-home assignments
+ Participation in the team project as documented through project (content + form + technical mastery + innovation)
+ Completion of team evaluations
+ Assessment and response to civic engagement component
+ Participation in the team project as documented in final digital case study

The grading scale is as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100–98%</td>
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<tr>
<td>A+</td>
<td>97–93%</td>
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<tr>
<td>A</td>
<td>92–90%</td>
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<tr>
<td>A-</td>
<td>89–88%</td>
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<tr>
<td>B</td>
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<td>C</td>
<td>69–68%</td>
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<td>D</td>
<td>67–63%</td>
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<tr>
<td>D+</td>
<td>62–60%</td>
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<td>D</td>
<td>59–0%</td>
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<tr>
<td>F</td>
<td>58%</td>
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</tbody>
</table>

Work (even when unfinished) must be displayed during critiques in order to receive a grade. A student will be given a project grade of "F" for any project that is never submitted.
documentation

Documentation of this class and its activities will take place throughout the semester. Through your activities as interpreters and participants in this course, you will be involved in shaping the direction and values of learning and teaching in this classroom. To that end, it will be useful to keep a watchful eye on what happens here.

What is documentation? To quote Linda Yavin -
(documentation is) “...a powerful tool for making learning visible. Here documentation is not something moribund but alive and responsive to a social context of learners.”

What does this mean for you?
It means that as you work through projects and class experiences of you should try to digitally documenting aspects of learning as they emerge as artifacts in class. For those of you with a camera please try to freely document events and artifacts as a record of learning.

This record will become part of our class experience, and will be reviewed as a whole as we near the end of our semester.
**TIMETABLE**  |  semester spring

**BLOCK ONE - assessment + beginning**

**week one**

**day 1**  
- introduction
- what worked + what didn’t work
- review of projects to date: report and discussion
- review of projects upcoming + job selections

**day 2**  
- final team selections
- task list + scheduling
- deliverables identified
- timesheet format review {create in-class and post online today}  
- other tools?

**day 3**  
- begin applied project work
  {possible archive visit for exhibition}

**week two**

**day 1**  
- review work to date, review team roles and function

**day 2**  
- work in class

**day 3**  
- review progress to date with teams

**week three**

**day 1**  
- present work to date; review and critique

**day 2**  
- work in class

**day 3**  
- completed exhibitions specifications for exhibition TBD

**week four**

**day 1**  
- present fabrication schedule for exhibition TBD

**day 2**  
- prepare all files for exhibition production

**day 3**  
- completed exhibition plan for exhibition TBD - review

**week five**

**day 1**  
- work in class

**day 2**  
- work in class

**day 3**  
- work in class

**week six**

**day 1**  
- fabrication + installation of exhibition TBD

**day 2**  
- fabrication + installation of exhibition TBD

**day 3**  
- completed plan for exhibition TBD

**BLOCK TWO - begin new applied projects**

**week seven - week sixteen** - please note that the schedule changes in response to applied project work and availability of community partners. The attached SAMPLE schedule is indicative of the possible scheduling for course work.
| WEEK 01 | January 08 | Introduction + planning course : how to proceed? (ASSIGNMENT ONE - charts due 02.05) |
|         | January 10 | d: research methods : building a file / categories, process books + deliverables + work in class |
| WEEK 02 | January 15 | NO CLASSES - MLK day |
|         | January 17 | Preliminary research presentation for project one; review and assessment (ASSESSMENT - part one) |
| WEEK 03 | January 22 | Work in class - progressive review for project one + first meeting |
|         | January 24 | d: review previous projects; HSI , IMA + introduce ONE and selection of individual projects |
| WEEK 04 | January 29 | 1st meeting w/ HSI - HSI group; team + meeting, planning + roles + timeline (team develops this w/ client) |
|         | January 31 | 1st meeting w/ IMA - IMA group; team meeting, planning + roles + timeline (team develops this w/ client) |
| WEEK 05 | February 05 | Review and assessment of assignment one (ASSESSMENT - part two) |
|         | February 07 | d: review rendering, scale drawing + demo model building (ASSIGNMENT TWO - IMA / HSI models due 02.21) |
| WEEK 06 | February 12 | TEAMS work in class |
|         | February 14 | TEAMS work in class |
| WEEK 07 | February 19 | Presentations of projects + models / progress group 1 w/ HSI (ASSESSMENT - part one) |
|         | February 21 | Presentations of projects + models / progress group 2 w/ IMA (ASSESSMENT - part one) |
| WEEK 08 | February 26 | TEAMS work in class |
|         | February 28 | TEAMS work in class (ASSIGNMENT THREE - IMA / HSI - final proposals due 03.26) |
| WEEK 09 | March 05 | TEAMS work in class + team evaluations (in class) |
|         | March 07 | TEAMS work in class |
| WEEK 10 | March 12 | NO CLASSES - Spring Break |
|         | March 14 | NO CLASSES - Spring Break |
| WEEK 11 | March 19 | d: specifying materials - site visit to ExhibitHouse library |
|         | March 21 | TEAMS work in class |
| WEEK 12 | March 26 | Presentations of final proposals + mockups + models / progress group 1 w/ HSI (ASSESSMENT - part two) |
|         | March 28 | Presentations of final proposals + mockups + models / progress group 2 w/ IMA (ASSESSMENT - part two) |
| WEEK 13 | April 02 | d: individual meetings w/ students + new partner ONE (ASSIGNMENT FOUR - ONE due 04.30) |
|         | April 04 | TEAM works in class; planning + roles + timeline (team develops this w/ client) |
| WEEK 14 | April 09 | TEAM works in class |
|         | April 11 | d: to be announced + TEAM works in class (ASSIGNMENT FIVE - sign project due 05.01) |
| WEEK 15 | April 16 | Presentation of project / progress team + ONE (ASSESSMENT - part one) |
|         | April 18 | WORK IN CLASS |
| WEEK 16 | April 23 | WORK IN CLASS |
|         | April 25 | d: to be announced + TEAMS meeting in class |
| WEEK 17 | April 30 | Final presentation of project / progress team + ONE (ASSESSMENT - part two) |
|         | May 01 | d: to be announced + install or interpretive sign program (ASSIGNMENT SIX - civic due 05.05) |
| WEEK 18 | May 05 | Exam week + presentation and review of final project + civic response (ASSESSMENT) |

Process books due + all digital documentation
STUDENT CONTACT INFORMATION  January 13, 2009

name
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address
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telephone
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iupui email
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emergency contact / name
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telephone
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EXHIBITION PLANNING AND DESIGN _ 2 | semester spring

course number: HER-Y402

SKILL IDENTIFICATION + JOB REQUEST

project selected

name

skills (please identify specific skills that you feel make you especially qualified to become part of an exhibition design and planning team for the project selected. PLEASE use the backside of this sheet to provide more information if necessary.

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team role - please indicate what role(s) you expect to engage within the team selected please prioritize by placing a number at your primary role with others following

........ team leader (manage project, provide guidance and serve as contact with community partner)

........ writer (create original text and provide appropriate voice to exhibition)

........ exhibition designer (create refined visualizations, 3-D renderings and other visuals as required to communicate the project to others)

........ exhibition developer (imagine conceptual framework for exhibition and articulate through written and visual examples and other materials)

........ content researcher (locate and select pertinent textual and visual materials that may inform the exhibition story line)

........ 3 dimensional modeling and prototyping (create physical models and prototypes)

........ record keeping (create, collect and manage and record content for project particulars - process book and / or design document

NOTE: if you identify others please list and prioritize accordingly

requested team members - please use the back of this form to list other team members you may wish to work with.