

Glasgow School of Art Course Specification

Course Title: Writing in Art, Design and Architecture: Practice and Theory

Please note that this course specification is correct on the date of publication but may be subject to amendment prior to the start of the 2024-25 Academic Year.

Course Code:	HECOS Code:	Academic Session:
		2024-25

1. Course Title:
Writing in Art, Design and Architecture: Practice and Theory

2. Date of Approval:	3. Lead School:	4. Other Schools:
PACAAG August 2024		This course is available to students on PGT programmes which include a Stage 2 elective.

5. Credits:	6. SCQF Level:	7. Course Leader:
20	11	Bruce Peter

8. Associated Programmes:
This course is available to students on PGT programmes which include a Stage 2 elective.

9. When Taught:
Stage 2, Taught online only

10. Course Aims:
<p>The overarching aims of the stage 2 electives are as follows:</p> <ul style="list-style-type: none"> • Encourage interdisciplinary, critical reflexivity from within an open set of choices; • Foster deep investigative approaches to new or unfamiliar areas of practice and theory; • Cultivate self-directed leadership and initiative-taking in both applied and abstract modes of practice/ study not necessarily associated with a student’s particular creative specialism; • Enable flexible, ethical exploration and connection of diverse knowledge and understanding within a specialist programme of study. <p>The course ‘Writing in Art, Design, and Architecture: Practice and Theory’ will deepen your knowledge about writing, develop your writing skills, and facilitate discussion about writing. It will help to increase your familiarity with different forms of writing, specifically those you use and encounter in the study and practice of art, design, and architecture. The course will enable you to evaluate what kind of writing is appropriate in what context, and exercise your critical and analytical skills in reading different kinds of writing. The course will support you in developing your ability and confidence in writing, and help you to think critically and reflectively about your own work. Through participation in class discussion you will gain confidence in verbally expressing</p>

your ideas, and attending and responding to others' ideas. You will also develop your skills as a reviewer by reading and providing positive comments and constructive criticism on your peers' writing. These skills are integral to academic research.

The course is in two parts: the first involving reading and group discussion on different forms of writing on art and design; the second peer review of participants writing.

11. Intended Learning Outcomes of Course:

By the end of the course students should be able to:

- Select and apply appropriate research resources and methods effectively in relation to writing in art, design and architecture;
- Articulate the key principles underpinning research at postgraduate level and specifically in relation to writing in art, design and architecture
- Evidence an understanding of the relationships between research and practice
- Organise and conduct writing projects in art, design and architecture effectively and efficiently.

12. Indicative Content:

- Introducing writing research skills to postgraduate students
- Enabling students to conceptualise a research question in relation to their writing practice
- Understanding the use of research resources in support of writing development
- Finding and managing information in relation to different forms of writing in art and design
- Mapping the context
- Developing and managing a small writing research project
- Understanding how practice can become research
- How to effectively disseminate research outcomes

13. Description of Summative Assessment Methods:

Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments)
Portfolio	Annotated portfolio of research sources, including a 1000 word reflective evaluation (see details below)	100%	Week 11, Stage 2

13.1 Please describe the Summative Assessment arrangements:

Full attendance at lectures, seminars and group discussions is expected. In addition to this, students will be required to submit an assignment and/or presentation that presents an analysis of an idea or concept, artwork, practitioner, or debate which they consider to be at the cutting edge of their field of enquiry. This final assessment submission consists of the above.

This course has a 'portfolio' approach to assessment, with several compulsory assignments combining to give the final total grade.

- Students will be assessed on the basis of reading assignments, written reflection on group discussion, written peer-review comments, student's own writing sample (800 words), and a reflective evaluation (1000 words) of your writing sample and the peer-review.

All written assignments for this course, whatever the genre, should cohere to academic convention: i.e. your sources should be documented with full references, correctly formatted. It is recommended that you use either the footnote system or the author-date system of the Chicago Manual of Style referencing system:

http://www.chicagomanualofstyle.org/tools_citationguide.html

Assessment Criteria

Students on this course will be assessed on their ability to:

- conceptualise and present a research problem;
- utilize appropriate methods and tools when conducting a research project;
- situate their projects of research within a research context;
- critically reflect on the success and effectiveness of their own projects of practice and research;
- demonstrate a level of depth in the analysis of works, practitioners, ideas and/or debates appropriate to postgraduate level

Please also refer to the course handbook for further specific guidance about the assessment criteria.

14. Description of Formative Assessment Methods:

Engagement with formative assessment is a mandatory requirement.

Formative Assessment takes place in week 5 to provide feedback to support assignment preparation.

14.1 Please describe the Formative Assessment arrangements:

Please refer to handbook for details about the formative assessment arrangements.

15. Learning and Teaching Methods:

Formal Contact Hours

20

Notional Learning Hours

200

15.1 Description of Teaching and Learning Methods:

Timetable: 2 hours per week for 10 weeks, Wednesdays or Fridays

16. Pre-requisites:

Successful completion of PGT Stage 1

17. Can this course be taken by Exchange/Study Abroad students?

Yes

18. Are all the students on the course taught wholly by distance learning?

Yes

19. Does this course represent a work placement or a year of study abroad?

No

20. Is this course collaborative with any other institutions?

No

20.1 If yes, then please enter the names of the other teaching institutions:

N/A

21. Additional Relevant Information:

N/A

22. Indicative Bibliography:

- Glenn Adamson, *Thinking Through Craft*. London and New York: Berg Publishers.
- Sylvan Barnet. *A Short Guide to Writing about Art*. Upper Saddle River, New Jersey: Pearson Prentice Hall, 2008, pp. 11-13, 159-163. Available on VLE.
- Gaston Bachelard, *The Poetics of Space*, extract in *Rethinking Architecture*, edited by Neil Leach. London: Routledge, 1997, pp. 84-7, 91-4. Available on VLE.
- Stephen Cheeke. *Writing for Art: The Aesthetics of Ekphrasis*. Manchester: Manchester University Press, 2010, pp. 1-4. Available on VLE.
- Michael Clarke. "Language and Visual Artefacts." In *Verbalising the Visual: Translating Art and Design into Words*. Lausanne: AVA, 2007, pp.21-7. Available online from GSA library catalogue: <http://capitadiscovery.co.uk/gsa/>
- Dillon, Brian, *Essayism*, London: Fitzcarraldo Editions, 2017
- James Elkins. *What Happened to Art Criticism?* Chicago: Prickly Paradigm Press, 2003, pp. 16-19, 26-32, 35-6, 49-53. Available on VLE.
- Lees-Maffei, Grace, (ed.) *Writing Design: Words and Objects*, London and New York: Berg Publishing, 2012.
- Peter Lia. 'Using Gibbs' Reflective Cycle'. Online: <http://www.kcl.ac.uk/campuslife/services/disability/service/Using-Gibbs-Reflective-Cycle-in-Coursework.pdf>
- Edward Relph. "On the Identity of Places." In *Urban Design Reader*, edited by Matthew Carmona and Steve Tiesdell. London: Taylor & Francis, 2008, pp. 103-7. Available online from GSA library catalogue: <http://capitadiscovery.co.uk/gsa/>
- [Jane Rendell](#). *Site-Writing: The Architecture of Art Criticism*. London: I.B. Tauris, 2010, pp. 1-6, 14-17. Available on VLE.