



CCAD Mission Statement:

Columbus College of Art & Design prepares tomorrow's creative leaders for professional careers. With a history of commitment to fundamentals and quality, CCAD advances a distinct, challenging, and inclusive learning culture that supports individual development in art, design, and the humanities.

Course Information:	Faculty Information:
Catalog ID: LIBA 2801 Section: HY01 Term: Spring 2016	Faculty Name: Elaine Grogan Luttrull
Course Name: Money Matters for Artists & Designers	Phone: 614-437-7288 (o) 212-729-6422 (m)
Course Prerequisite(s): n/a	Email: eluttrull@ccad.edu
Meeting Day(s): Tuesday Meeting Time(s): 9:30 – 10:45 a.m.	Office Hours: Tuesdays, by appointment
Class Location: DSB 102 (MindMarket)	Office Location: DSB 221

Course Description

Keeping track of money and resources for planning is essential for artists and designers. With a special focus on developing successful professional habits, this course covers goal setting; budgeting, planning and analysis; and understanding tools that can help manage money. Tax responsibilities and benefits for individual artists and artistic entities are also examined. Practical exercises are tailored to interests of both studio artists and designers, and a combination of discussions and activities will empower participants financially, while liberating them creatively. This is a hybrid course (50% in classroom, 50% online).

Goals

The purpose of this course is to develop basic financial literacy and confidence in students so they are empowered to embrace financial challenges and topics in the context of their chosen career paths.

Objectives

The course is divided into three sections: **Time**, **Money**, and **Love**. The topics covered in each relate to financial and management issues for artists and designers. During the final weeks of the course, students reflect on the connection between managing their time, managing their finances, and pursuing fulfilling work, i.e., work they love.

Outcomes

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

- **Explain** basic financial concepts and vocabulary terms comfortably.
- **Develop** tools for tracking income, expenses, inventory, and time.
- **Distinguish** uses and applications of financial information.
- **Analyze** numerical and financial information to make decisions.
- **Apply** financial concepts in a relevant context.



This course is designed to help students develop in the following areas:

Think		Do		Reflect	
<input checked="" type="checkbox"/>	Knowledge base	<input checked="" type="checkbox"/>	Organizational skills	<input checked="" type="checkbox"/>	Observation skills
<input type="checkbox"/>	Research skills	<input checked="" type="checkbox"/>	Presentation skills	<input checked="" type="checkbox"/>	Adaptive skills
<input checked="" type="checkbox"/>	Analytical skills	<input checked="" type="checkbox"/>	Interaction skills	<input checked="" type="checkbox"/>	Associative skills
<input checked="" type="checkbox"/>	Reasoning skills	<input checked="" type="checkbox"/>	Media skills	<input type="checkbox"/>	Empathy skills
<input type="checkbox"/>	Ideation skills	<input checked="" type="checkbox"/>	Response skills	<input checked="" type="checkbox"/>	Feedback skills
<input checked="" type="checkbox"/>	Iteration skills	<input type="checkbox"/>	Mastery skills	<input checked="" type="checkbox"/>	Critique skills

Required Course Materials (public domain readings)

- Kreider, Tim. [“The ‘Busy’ Trap.”](#) *The New York Times*. July 1, 2012.
- Jordan, J.D. [“I’m an Artist, But Not the Starving Kind.”](#) *Newsweek*. September 19, 2005.
- Jukes, Sarah. [“Six Reasons Why Ballet Dancers Make Awesome Employees.”](#) SarahJukes.com. January 31, 2013.
- **Optional:** Seligson, Hannah. [“No Jobs? Young Graduates Make Their Own.”](#) *The New York Times*. December 11, 2010.
- Johnson, Steven. [“The Creative Apocalypse That Wasn’t.”](#) *The New York Times Magazine*. August 19, 2015.
- Bradley, Ryan. [“The New Making It.”](#) *The New York Times Magazine*. August 19, 2015.
- Timberg, Scott. [“The New York Times Sells Out Artists: Shallow Data Paints a Too-rosy Picture of ‘Thriving’ Creative Class in the Digital Age.”](#) *Salon*. August 24, 2015.
- **Optional:** [“Choose Your Business Structure”](#) from SBA.gov
- Milkman, Katherine and Volpp, Kevin. [“How to Keep Your Resolutions.”](#) *The New York Times*. January 3, 2014.
- Korkki, Phyllis. [“If You Want to Meet That Deadline, Play a Trick on Your Mind.”](#) *The New York Times*. January 3, 2015.
- Dunn, Elizabeth and Michael Norton. [“Don’t Indulge. Be Happy.”](#) *The New York Times*. July 8, 2012.
- Bernard, Tara Siegel. [“Why a Budget is Like a Diet – Ineffective.”](#) *The New York Times*. December 31, 2010.
- Weinberg, Gabriel. [“37,617 Copies of Traction Book by the Numbers.”](#) *Medium*. September 24, 2015.
- Lamoreaux, Matthew G. [“Planning for Uncertainty: New Approach to Forecasting Guides Companies in Unpredictable Economy.”](#) *The Journal of Accountancy*. October 2011.
- Cortese, Amy. [“The Crowd-funding Crowd is Anxious.”](#) *The New York Times*. January 6, 2013.
- **Optional:** [“Beginners’ Guide to Financial Statements.”](#) U.S. Securities and Exchange Commission. February 5, 2007.
- [“Inventory.”](#) Riley & Associates, PC. 2012.
- Brophy, Maria. [“Ten Costly Mistakes Artists Make.”](#) November 19, 2014.
- Mac, Amber. [“5 Tips to Separate Personal and Professional Life Online.”](#) *Fast Company*. May 20, 2011.
- Froggatt, Lianne. [“Why Topsy Facebook Photos Beat No Online Presence at All.”](#) *The Telegraph*. December 6, 2012.
- **Optional:** Gunther, Marc. [“David Swensen’s Guide to Sleeping Soundly.”](#) *Yale Alumni Magazine*. March/April 2009.

Required/Recommended Text(s)

Arts & Numbers: A Financial Guide for Artists, Writers, Performers, and Other Members of the Creative Class by Elaine Grogan Luttrull (Agate B2, 2013)

ISBN (print): 978-1-932-841-75-6

ISBN (ebook): 978-1-57284-717-0

You may purchase or rent the text from CCAD’s online bookstore: <http://www.ecampus.com/ccad>. It is also available in the Packard Library (call number: 332.024 L978a, 2013).

Communication

Additional communications between the instructor and students may be conducted via email (CCAD domain email). Students are responsible for regularly checking and responding to email communications.

Class Format

Weekly class meetings are opportunities for the students to interact with the instructor and each other. They are an integral part to the student’s mastery of the information, and attendance is required.

Students are responsible for completing the advanced readings prior to the class meeting. They should be prepared to discuss the assigned articles and readings both during class and via electronic discussion forums.

During each class period, the instructor will cover technical information, lead discussions, and solicit feedback on students’ comprehension. During most class sessions, there will be small group activities designed for students to practice relevant skills.

Following each class, students will complete assignments, engagement activities, or journal entries to concretize their knowledge. Engagement activities (discussion forums, feedback questions, etc.) and assignments are posted on GoStudio.

Several assignments may be iterative, meaning students will submit an initial draft of the work for feedback from the instructor and peer groups. Final versions of the assignment may be presented to the class.

Schedule of Classes:

Date	Topic	Advanced Reading	Engagement Activities
(1) 1/19	S0: Introduction S1: Getting Organized	<ul style="list-style-type: none"> • “The ‘Busy’ Trap” by Tim Kreider • “I’m an Artist, But Not the Starving Kind” by J.D. Jordan 	A1: Administrative Time <i>(due 1/26)</i> J1: Reflection Journal: Time, question 5 <i>(due 2/9)</i>
(2) 1/26	S2: Portfolio Careers <i>(We’ll start by work-shopping A1)</i>	<ul style="list-style-type: none"> • A&N Chapters 1-2 • “Six Reasons Why Ballet Dancers Make Awesome Employees” by Sarah Jukes • "The Creative Apocalypse That Wasn't" (and the related photo 	J1: Reflection Journal: Time, questions 1, 2, 3, 4 <i>(due 2/9)</i>



Date	Topic	Advanced Reading	Engagement Activities
		essay) <ul style="list-style-type: none"> "NYT Sells Out Artists: Shallow Data Paints Too-rosy Picture of 'Thriving' Creative Class in Digital Economy" Optional: "No Jobs? Young Graduates Make Their Own" by Hannah Seligson 	
(3) 2/2	S3: Entity Types	<ul style="list-style-type: none"> Optional: "Choose Your Business Structure" from SBA.gov 	J1: Reflection Journal: Time (due 2/9)
(4) 2/9	S4: Goal Setting	<ul style="list-style-type: none"> A&N Chapter 3 "How to Keep Your Resolutions" by Katherine Milkman and Kevin Volpp "If You Want to Meet That Deadline..." by Phyllis Korkki 	A2: Goal Setting Assignment (due 2/16) J2: Reflection Journal: Money, question 1 (due 4/26)
(5) 2/16	S5: Budgeting (Build One) <i>(We'll start by work-shopping A2)</i>	<ul style="list-style-type: none"> A&N Chapter 5 "Don't Indulge. Be Happy" by Elizabeth Dunn and Michael Norton 	A3: Build A Budget (due 2/23) J2: Reflection Journal: Money, questions 2, 3 (due 4/26)
(6) 2/23	S5: Budgeting (Analyze One)	<ul style="list-style-type: none"> A&N Chapter 6 "Why a Budget is Like a Diet – Ineffective" by Tara Siegel Bernard 	A4: Revise A Budget (due 3/1)
(7) 3/1	S5: Budgeting (Cash) <i>*Extra Credit: Attend Elaine's XLS Workshop at 11:00 in DSB</i>	<ul style="list-style-type: none"> A&N Chapter 7 "Planning for Uncertainty" by Matthew G. Lamoreaux "Should You Dump the Billable Hour?" 	A5: Analyze A Budget (due 3/15) J2: Reflection Journal: Money, question 4 (due 4/26)
(8) 3/8	No Class – Sophomore Progress Assessments		
(9) 3/15	S6: Pricing and Funding	<ul style="list-style-type: none"> "The Crowd-funding Crowd is Anxious" by Amy Cortese 	J2: Reflection Journal: Money, questions 5, 6, 7, 8 (due 4/26)
(10) 3/22	No Class – Spring Break		
(11) 3/29	S7: Financial Statements	<ul style="list-style-type: none"> A&N Chapters 8, 9 Optional: "Beginners' Guide to Financial Statements" from the SEC 	A6: Financial Statements (due 4/5) J2: Reflection Journal: Money, questions 9, 10 (due 4/26)

Date	Topic	Advanced Reading	Engagement Activities
(12) 4/5	S7: Financial Statements <i>(We'll start by work-shopping A5)</i>	• None!	
(13) 4/12	S8: Taxes and Inventory	• A&N Chapter 11 • "Inventory" from Riley & Associates, PC	A7: Tax Assignment <i>(due 4/19)</i> J2: Reflection Journal: Money, question 11 <i>(due 4/26)</i>
(14) 4/19	S8: Taxes and Inventory <i>(We'll start by work-shopping A6)</i>	• None!	J2: Reflection Journal: Money <i>(due 4/26)</i>
(15) 4/26	S9: Recordkeeping	• A&N Chapter 12 • "Ten Costly Mistakes Artists Make" by Maria Brophy	J3: Reflection Journal: Love <i>(due 5/3)</i>
(16) 5/3	S10: It's Not Personal; It's Business	• A&N Chapter 13 • "5 Tips to Separate Personal and Professional Life Online" by Amber Mac • "Why Topsy Facebook Photos Beat No Online Presence at All" by Lianne Froggatt	P1: Participation <i>(due 5/3)</i>
(17) 5/10	No Class – Congratulations Seniors!		

Methods of Evaluation (Weight)

- **Assignments (40%)**
 - There are seven (7) assignments throughout this course. Each is to be completed independently and submitted to the instructor by the due date unless other instructions are explicitly given. (Each assignment is worth either 5% or 10% of your grade.)
- **Journals (45%)**
 - There are three journal submissions required throughout the course, one for each of the three sections of the course: Time, Money, and Love. Full credit will be awarded to responses that are thorough, complete, thoughtful, and well stated. Partial credit will be awarded to responses that are submitted, but lack creativity or new insights. No credit will be awarded for absent responses. (Each journal is worth 15% of your grade.)
- **Participation (15%)**
 - Participation points will be awarded at the instructor's discretion at the end of the semester based on the student's participation throughout the term. Attending all classes, completing all readings, engaging in all discussions and activities, and maintaining a positive attitude throughout the semester will result in full participation credit.



Assignment/Engagement Activity		Due Date	Points	Percent
A1	Administrative Time	1/26/16	50	5%
A2	Goal Setting Assignment	2/16/16	50	5%
A3	Build a Budget	2/23/16	50	5%
A4	Revise a Budget	3/1/16	50	5%
A5	Analyze a Budget	3/15/16	50	5%
A6	Financial Statements	4/5/16	50	5%
A7	Tax Assignment	4/19/16	100	10%
J1	Reflection Journal: Time	2/9/16	150	15%
J2	Reflection Journal: Money	4/26/16	150	15%
J3	Reflection Journal: Love	5/3/16	150	15%
P1	Participation	5/3/16	150	15%
Total			1,000	100%

Course Grading Policies

Late assignments will generally **not** be accepted after the drop box on GoStudio closes. Contact the instructor for extenuating circumstances.

Opportunities for extra credit may be offered during the semester at the instructor’s discretion.

Grading Scale

A	93-100	B+	87-89	C+	77-79	D+	67-69	F	0-59
A-	90-92	B	83-86	C	73-76	D	63-66		
		B-	80-82	C-	70-72	D-	60-62		

Liberal Arts Digication portfolio

CCAD students are required to upload a single assignment from each of their Liberal Arts classes into their Liberal Arts Digication portfolio. **The final materials from the budget project (A4) are to be uploaded for LIBA2801 this semester.** LIBA Portfolios are created by students using a pre-made template in Digication, and are totally separate from your visual portfolio on Digication. They are private websites – only viewable by the student and by CCAD faculty.

The URL for the Digication e-portfolio website for CCAD is here: <http://www.ccad.edu/college-services/technology-support/academic-computing/digication>

Three important reasons to develop a CCAD Liberal Arts portfolio:

1. To allow each student to document and reflect on their progression of learning in Liberal Arts courses through their years at CCAD;
2. To allow CCAD faculty to assess student learning and progress in coursework during annual Student Progress Assessment;
3. To assist the college by providing evidence of learning and student success to our college accreditors.



CCAD Academic Policies:	
LEARNING SUPPORT SERVICES (see the Student Handbook for complete policy information)	ADA STATEMENT If you have a documented cognitive, physical, or psychological disability, which includes learning disabilities (LD), attention deficit disorder (ADD), depression, anxiety, or health/physical limitations, as described by Section 504 and the Americans with Disabilities Act (ADA), it is recommended that you contact Learning Support Services at 614-222-4044 ext. 3292. They will assist you in arranging appropriate accommodations with the instructor.
ACADEMIC DISHONESTY	(see the Student Handbook for complete policy information)
ATTENDANCE POLICY	Students are required to attend all classes on their schedule. (see the Student Handbook for complete policy information)
REQUESTING AN INCOMPLETE	(see the Student Handbook for complete policy information)
STUDENT CODE OF CONDUCT	The college expects students to conduct themselves in a manner consistent with the high ideals and standards that CCAD has set for its community and its students. (see the Student Handbook for complete policy)