

Sheila Arellano.

Liberal Studies 330.

LBST 330-01 | Fields of Interest Assessment

1. Emerging field(s) of interest. This can be presented as a list. If the emerging fields of interest are interrelated (as in the above example), submit a single list. In the event that you have highly divergent fields of interest, you will want to generate multiple lists.

1. Creative Writing and Publishing.
2. Art History.
3. Visual Storytelling (Digital Media, Illustration, Photography, Film).
4. Environmental Consciousness and Climate Change.
5. Native Cultures of the World.

2. List of courses related to your emerging field(s) of interest – e.g. list of relevant 100-, 200-, 300- and/or 400-level courses. For each course, provide the course title and number, term taken, name of instructor, and brief description of the course content (2-3 sentences) as it relates to your emerging field(s) of interest.

Past Terms:

- English 190, 191 and 291 (Creative Writing and Narrative with Anne Stone and Ryan Knighton): These were Creative Writing workshops where students

sharpened their writing craft by writing and workshopping in multiple genres while also studying contemporary practices.

- **English 296 (Creative Writing: Writing for the Stage):** This was an intensive workshop in the writing of short plays. The class concentrated on learning effective playwrighting skills with an established playwright and a director. In class, students developed drafts and, ultimately, they saw their works performed before a public audience at the end of the course.

- **Geography 101 (Environmental Geography: Understanding the Issues with Sheila Ross):** In this course, students examined the Anthropocene era and investigated how social, economic, political, spatial, and biophysical processes shape society's relationship to nature, management of resources, and contemporary environmental change.

Current:

- **Art History 103 (First Nations Art of the Northwest Coast with Sandra Seekins):** This course examines the diverse and rich production of objects by Northwest Coast First Nations people, including the Coast Salish, Haida, Kwakwaka'wakw, Nuu-chah-nulth, Tlingit, and Tsimshian.

- **Tutorial I (Exploring Visual Storytelling & Mayan Culture with Sandra Seekins):** In this tutorial, the student will do the necessary background research to

create a graphic novel about Mexican indigenous cultures' history and mythology.

Readings include Understanding Comics by Scott McCloud and the Popol Vuh.

Future:

- **Communications 390 (Publishing for the 21st Century):** This course will explore the structure, development, and impacts of print, focusing on the consumer, and trade publication industry.

- **Communications 351 (Editing for Popular Media):** This course will introduce the view from the editor's desk in popular media. How are newspapers, magazines, and websites put together? How do editors interact with publishers, sales staff and writers to ensure a publications success?

3. List of extra-curricular experiences related to your emerging field(s) of interest – e.g. volunteer activities, employment, cultural traditions, travel, athletic/recreational activities, etc.
- Work Experience Program at the North Vancouver School District, in North Vancouver, BC. Wrote, produced and post-produced a promotional video. The video was recognized at the North Shore News. When the video was finished, I attended the premiere of the video at the North Vancouver Board of Education's community partnership celebration. The video was presented to all staff and principals of the North Vancouver schools. I received a commendation letter from

the Communications Manager of North Vancouver School District: Victoria Miles. Since then, visual storytelling and film have been a part of my interests.

- Took part in the 2014 North Shore News Photography Contest and won. My photographs were showcased and printed in the North Shore News newspaper. My fashion photographs were also exhibited at the Gordon Smith Gallery of Canadian Art. My love of photography emerged from film, yet this contest gave me confidence and revealed the extent of my skills.
- Camerawoman at TEDx Kids@BC 2013 and 2014, Vancouver, BC. I filmed the live event at Science World and Richmond. I worked in a team of visual storytellers who expanded my vision on climate change and environmentalism.
- Published author of *Lagares Publishing* and *The Liar* magazine. The experience of being published was incredible. It allowed me to believe in myself, and grasp where my talents could take me. It expanded my horizons and let me believe in my writing. I am currently writing my second book and working on a graphic novel for my tutorials due to the experiences that came with being a published author.
- Customer Experience Representative at Chapters Indigo on Marine Drive for the Winter Season in 2016 and 2017. I am currently working at Indigo Park Royal. Recommending stories to customers and sharing my love of reading has been an amazing experience. Various important professional connections have taken place

due to working at Indigo. As well, through Indigo, I have had the opportunity to expand my communication, writing, and reading skills.

- Writer and producer of short films *Elea* and *Time Notes*. Producing my own short films showed me what it was like to work with a team of filmmakers and how much organizing and planning goes into a short film. These projects also exhibited how far my horizons went in terms of creativity. These experiences inspired me to create more films, graphic novels, and plays.
 - Presented my own professional play at the Capilano University Theatre in 2017. Working with a team of actors, directors, set and costume designers allowed me to see what a creative team can bring to life. It also let me familiarize myself with the many project management skills necessary to be a creative individual and visual storytelling as well.
4. Signature work analysis: Introduce yourself and your emerging field(s) of interest through an analysis of 2-3 representative pieces of academic or creative work.

1. Final Writing Portfolio for English 291:

The final writing portfolio for Anne Stone's class on Narrative gave birth to the second novel I am currently writing and editing. This assignment enhanced my interest in fantasy and young adult literature. English 291 ignited a turning point in my life where I began to conceptualize the biggest

project I would ever work on yet. This portfolio also opened up my inspiration in various ways. With this project, I began drawing from Mexican mythology and native cultures to inspire myself. I never thought young adult fantasy could include Mexican mythology within it; yet, after this project, my imagination was unleashed. This was when I started innovating within my favourite creative field: young adult fantasy.

Thanks to this project, a second idea came to life. My first tutorial emerged due to my interest in Mexican mythology. I implemented the same tools I am using in my current creative work in the other various aspects of storytelling. Visual storytelling also became one of my interests after publishing my first book. These two mediums merged when I had the idea for my first tutorial, which consisted of doing a graphic novel inspired by both Mexican mythology and the indigenous issues of Mexico.

2. *Nahual Written and Performed Play for English 296:*

By taking this class, I had the opportunity to work with a team of actors, directors, and writers. This team opened my eyes to the concept of working with others while experiencing the creative process of writing a play. This final project taught me to ask for help when I was in need of creative inspiration. As a writer, working alone is a common activity. At times, writers get too trapped within their own creativity. Thus, this class aided me to open my creativity to others and be willing to work with a team.

The play I wrote for English 296 opened my eyes to visual storytelling and great dialogue as well. When I finished writing my play I decided that telling my stories visually was very important. Sometimes, conveying a story in a visual way has more impact than writing it. This is why I decided to combine both mediums for my first tutorial. This class also unlocked my interest in writing plays and, also, it instructed me to write realistic dialogue for my fiction projects.

5. Sample research projects: Building on Sections #1-4, describe to 2-3 possible lines of investigation for your upcoming/remaining Tutorials and Graduating Project. Be explicit about the connections between your emerging ideas and the information + analysis provided and undertaken in the previous sections. For each idea, provide at least one well-developed paragraph (e.g. 7-10 sentences).

1. *Exploring Indigenous affairs in Mexico.*

After truth and reconciliation week, I realized how relevant indigenous issues are today. After some thought, I concluded that my tutorials and graduating project had to include, aside from Mayan mythology, some Mayan issues that are relevant in the world today. Thus, for my second tutorial, I thought it appropriate to perform research on the ongoing political and legal affairs present in Mexico, specifically in the peninsula where the remaining Mayan culture still thrives.

2. *Exploring the art of scriptwriting graphic novels.*

My first two tutorials will be research-based tutorials, while my third tutorial will be a stepping-stone towards my graduating project. Before getting close to finishing my last project, I would like to work towards creating a script for my graphic novel. With a script, I will be able to start sketching and editing my final graphic novel by the time I begin my project. Since a creative project takes a while to conceive, using my tutorials to move forward is the only path to success.