

San José State University

Spring 2018

Department of Art and Art History
Course Number 24625, ART100W, Section 4

Instructor:	Janet Silk
Office Location:	Art 115
Telephone:	(408) 924-4361
Email:	janet.silk@sjsu.edu
Office Hours:	Tues: 2:00-3:30/Thurs. 2:00-2:30
Class Days/Time:	12:00-1:15
Classroom:	ART 141
Prerequisites:	Completion of GE core Completion of English 1A and 1B with “C” or better Satisfaction of Writing Skills Test Upper division standing (60 units)
GE/SJSU Studies Category:	Z
Department Office:	Art 116
Department Contact:	Website: www.sjsu.edu/art , Email: art@sjsu.edu

Course Description

Art 100W is an advanced writing course that focuses on types of writing relevant to visual arts professionals. Our goal is to develop proficiency in the research, reading, and writing strategies you will need throughout in your career. We will emphasize the writing process including revising, editing, and proofreading.

Students can expect to encounter a breadth and scope of activities including:

- Analyzing their own writing
- Evaluating peer and professional writing
- Understanding the importance of drafting, editing, and organizing
- Improving awareness and attaining mastery of different writing styles for both professional and general audiences
- Exploring the relationship between seeing and writing

Course Requirements

- Practice in the various phases of the writing process
- Writing for both professional and general audiences
- In-class and out-of-class writing assignments
- Discussion and reading aloud in class
- Assignments using library resources
- A minimum of 8,000 words (32 pages) of writing
- Readings in the art and design field
- **Students must receive a grade of C or better in order to pass this course.**

Course Goals and Student Learning Objectives

From the SJSU General Education Guidelines: “Students shall write complete essays that demonstrate college-level proficiency. Students shall be able to:

1. Refine the competencies established in Written Communication 1A and 1B, and organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources;
2. Express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse; and
3. Understand appropriate editorial standards for citing primary and secondary sources (e.g., issues regarding plagiarism and intellectual property).”

In other words, this course offers you the opportunity to work toward the following learning objectives:

1. **Learning Objective 1:** Write more correctly, clearly, and concisely; tailor your writing to specific audiences, including the general public and fellow visual arts professionals; distinguish between primary and secondary sources and make astute use of both.
2. **Learning Objective 2:** Locate and evaluate a wide range of art and design sources; summarize, analyze, and effectively respond to ideas that you find in such sources.
3. **Learning Objective 3:** Observe and be able to explain ethical standards for citation and the use of intellectual property.

Books/Resources

Available online

Writing Commons, writingcommons.org, is a “free, comprehensive, peer-reviewed, award-winning Open Text for students and faculty in college-level courses that require writing and research.”

Writing About Art by Majorie Musterberg: www.writingaboutart.org

Grammar Bytes! Grammar Instruction with Attitude: www.chompchomp.com

Handouts and readings will include essays, reviews, and theoretical writings in the field of art and design from both popular and scholarly sources.

Other Resources

Grammar Smart: A guide to perfect usage. Princeton Review Publishing

10 Steps to Writing the Research Paper, by Roberta Markham and Peter Markham.
Barron’s Educational Series, Inc.

Strunk and White’s *The Elements of Style*; *Roget's Thesaurus*; a good dictionary such as *Webster's New World Dictionary*; Kate L. Turabian’s *A Manual for Writers of Research Papers, Theses, and Dissertations*

San Jose State University Department of Art History and Visual Culture’s Student’s Guide to Art History, available at the Visual Resource Library, ART110, contact Robert Rose, Curator, robert.rose@sjsu.edu

Various course resources are scanned and posted on the Art History website: arth.sjsu.edu. Password for the site will be given in class.

Useful websites about writing:

Guide to Grammar and Writing: <http://grammar.ccc.commnet.edu/grammar>

Grammar Girl: Quick and Dirty Tips: <http://grammar.quickanddirtytips.com>

Learn about English Grammar and How to Write Better: www.lousywriter.com

The Purdue University Online Writing Lab: <http://owl.english.purdue.edu>

The Chicago Manual of Style Online: www.chicagomanualofstyle.org

Other equipment / material requirements

For submitting coursework, by the second week of class, you will need two folders (one as back up) with **your name and section number clearly written on the outer top right corner**. You will need some kind of notebook or binder to organize handouts and work done in class. To each class, bring all handouts, all assignments, writing paper, and something to write with.

Library Liaison

Aliza Elkin email: aliza.elkin@sjsu.edu; phone: (408) 808-2043; Dr. Martin Luther King, Jr. Library; 4th Floor Administration Offices

Classroom Protocol

Attendance and participation are critical in order to motivate other students and me; this helps to create an atmosphere of shared learning. Consequently, in-class and take-home writing exercises are a significant part of your grade. At the end of the course, I give a separate letter grade for general participation based on observing those students who take the initiative to actively contribute to class discussions, in-class work, and are present, prepared, and engaged for peer reviews. Because I do my best to arrive punctually with all required materials, and I stay for the entire class, I expect the same. Please ask questions or provide constructive comments because I need to know if we have clear communication. Most importantly, respect your peers and me because this establishes trust in the classroom.

Please do not work on assignments from other classes, insist on drawing or sketching during class, surf the Internet, or use your computer, iPad, or other electronic devices, etc. You are expected to devote your full attention to class work during the hour and fifteen minutes we are together. Please turn off and put away your cell phone. *For students who insist on using their device during class, I will give you one warning by email, and if it is not honored, then your participation grade will be lowered. If you use your phone or device during a quiz or exam, which is against San Jose State University policy on Academic Integrity (see http://www.sjsu.edu/studentconduct/facultyandstaff/Academic_Integrity/), your action will be noted, and your grade will be lowered at the end of the course.* Excessively disruptive behavior will be reported to the Chair of the Department for appropriate disciplinary action.

Be prepared to collaborate with your peers, to work with partners and groups, and to move your seating arrangement for group activity. I understand you all work hard towards earning your degree, but if you fall asleep in class, I am obligated to wake you up, and you must leave class immediately.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/provost/academic_affairs/resources/academic_calendars/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be

aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

Assignments and Grading Policy

Assignments:

1. Writing Exercises (L01, L02, L03) 20%
Writing exercises vary from informal, in-class handwritten responses to one-two page typed assignments. Points are assigned accordingly.
2. Grammar Quizzes (L01) 10%
3. Papers 30%
Three formal written assignments (L01, L02, L03):
 - a. Formal Analysis/Narrative
(1 draft; 1 final)
 - b. Research Paper
(research proposal, 1 draft; 1 final)
 - c. Professional Documents (Artist's Statement; Letter of Introduction; Resume)
(1 draft each, 1 final each)

REMINDER: ALL outlines and drafts and my assessment sheets must be submitted with the final version of your paper. This allows me to see progress. Points will be deducted if you do not turn in your drafts.

4. Participation (L01, L02) 20%
Actively taking initiative to participate in class discussions, presentations, and informal exercises; reading out loud; bringing outlines and drafts to class as required; reviewing and editing colleagues' papers.
6. Grammar exercise worksheets (L01) 5%
Topics include Punctuation; Subject-Verb Agreement; Modifiers; Passive Voice
7. Final Exam (L01, L02) 15%
Essay exam. **Students not passing or who miss the final exam receive a No Credit (NC) for this course.**

Assignment Format:

Unless I have allowed the assignment to be handwritten, type all assignments with one-inch margins and a 12-point font. Double-space, use 1" margins, with page numbers and your name, section number and assignment title on all pages.

For **formal writing assignments** (the Formal Analysis and Research Paper), you are expected to create a **title page** for the final version of your essay. If required by the assignment, include illustrations with a caption. For your final version, staple pages together at the upper left-hand corner and also turn in **your outline and draft, and my draft assessment sheet**. Outline and draft text must be typed; brainstorming tools or notes can be submitted handwritten, and everything must be legible. Turn in all documents inside a folder with your name and section number on the top right corner. DUE DATES FOR ALL ASSIGNMENTS ARE GIVEN IN CLASS.

Keep a printed copy and a back-up disk of all your work for this course. I will not accept the excuse that you lost your work as justification for turning in work late. Keep all graded and reviewed work until the end of the course.

Grading:

NOTE: I do not post grades through an internet-accessible website or course management tool. If you want to monitor your progress, you need to communicate with me directly.

Formal Written Assignments and take-home writing exercises will be graded according to the following **SJSU academic standards** for assessment:

A (excellent): The paper contains no grammatical, spelling, or typographical errors. It is outstanding in clarity, style, and organization. The depth and accuracy of the information covered are appropriate for the assignment. The style and format of the paper are appropriate for the assignment.

B (good): The paper may contain a few minor grammatical errors, but should contain few or no typographical or spelling errors. For the most part, the paper is clearly written and logically organized. The topic is covered in reasonable depth and the information presented is accurate. The style and format of the paper are appropriate for the assignment.

C (average): The paper may contain some minor grammatical, typographical, or spelling errors. For the most part, it is clearly written and logically organized. For the most part, the depth of coverage of the topic is appropriate and the information is accurate. For the most part, the style and format of the paper are appropriate for the assignment.

D (below average/unacceptable): The paper contains significant or serious grammatical, typographical, or spelling errors. It is not clearly written or logically organized. The train of thought is difficult to follow. The depth of coverage of the topic is not adequate. The information presented is inaccurate. The style and/or format of the paper are not appropriate to the assignment.

F (unacceptable): A paper will receive an F if two or more of the following conditions are satisfied: The paper contains significant or serious grammatical, typographical, or spelling errors; it is not clearly written or logically organized; the train of thought is difficult to follow or incomprehensible; the depth of coverage of the topic is not adequate; the information presented is

inaccurate; the style and/or format of the paper are not appropriate to the assignment. The paper will also receive an F if some or all parts of the paper have been plagiarized, as defined below.

Grade Scale:

94-100%	A (no grades above "A")	90-93	A-
87-89	B+	84-86	B
80-83	B-	77-79	C+
73-76	C	70-72	C-
67-69	D+	63-66	D
60-62	D-	0-59	F

Final grades given in all 100W courses are A, B, C, and NC (No Credit). A NC will not affect your GPA, but you will have to repeat the course until you earn a letter grade. A grade of C- is not a passing grade in this course. Any final grade falling below a C will be recorded as a NC.

Note: This course will not be graded on a curve. You will not be competing against other students.

Late Work Policy:

No late work is accepted.

All papers must be original to this class (no "recycling"), meet all requirements of each assignment, and properly reference all outside sources (including Internet sources) for credit. DO NOT slide your late work under the door in my office, put it in my mailbox, or hide it (so I can "discover" it) in the same folder for another assignment. *Extreme emergencies that impact your ability to meet deadlines will be considered, but not necessarily agreed to.* A pattern in poor work ethic will be rewarded with a lower grade. All incidences of plagiarism will result in an assignment grade of "0" and will be reported to the Office of Judicial Affairs. **Please do not use profanity in your work.**

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University's Academic Integrity policy, located at <http://info.sjsu.edu/static/policies/integrity.html>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec/> to establish a record of their disability.

Department Advising

For information about majors and minors in Art & Art History, for change of major/minor forms and a list of advisors: <http://www.sjsu.edu/art/> or the Art & Art History department office in ART 116, 408-924-4320, art@sjsu.edu

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)



Plagiarism will lead to grade penalties. It might also result in you failing the course and/or having the incident permanently noted in your SJSU student records. If you are unsure what constitutes plagiarism, it is your responsibility to educate yourself, or ask for clarification, before you hand in written work. If plagiarism is brought up for discussion with a student I expect us to work together in a spirit of mutual respect to resolve the problem.

Learning when to cite a source, and when not to, is an art, not a science. However, here are some examples of plagiarism that you should be careful to avoid:

- * If you use a sentence (or even a part of a sentence) that someone else wrote and do not reference the source, you have committed plagiarism.

- * If you paraphrase somebody else's theory or idea and do not reference the source, you have committed plagiarism.

- * If you use a picture or table from a web page or book and do not reference the source, you have committed plagiarism.

- * If your paper incorporates data someone else has collected and you do not reference the source, you have committed plagiarism.

The SJSU library has a tutorial that explains how to identify and avoid plagiarism, available at: <https://libguides.sjsu.edu/plagiarism>.

Peer Connections

Peer Connections is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become

independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the Peer Connections website for more information <http://peerconnections.sjsu.edu/>.

ART100W Course Schedule as of January 18, 2018

This schedule serves as an overview of the workflow for the course. Specifics about the assignments and their due dates are announced in class. The instructor reserves the right to change the course schedule and assignments as needed.

Week	Dates	Assignments	Topic/References
1	1/25	Intro to syllabus Writing Exercise #1: Personal Ads	Capturing reader's attention; writing specifically; description; narrative; storytelling
2	1/30, 2/1	in-class work on sensory description Writing Exercise #2: Sensory Description Grammar Unit: Punctuation	<i>Writing Commons</i> : Punctuation also Editing: Punctuation <i>Grammar Bytes! Grammar Instruction with Attitude</i> : www.chompchomp.com
3	2/6, 2/8	punctuation cont'd Introduction to Formal Analysis Paper assignment Readings from <i>Sylvan Barnet's A Short Guide to Writing About Art</i>	description/interpretation/judgment <i>Writing About Art</i> by Majorie Musterberg: www.writingaboutart.org
4	2/13, 2/15	Punctuation Quiz more on Formal Analysis Writing Exercise #3: Review the Review Artwork hunt	essay style/vocabulary; critique; formal vs. informal tone; poetic language <i>Writing Commons</i> : Formal Analysis Vocabulary: List of Descriptive Words to Critique Art Bellevue College: Art and Design Vocabulary Richard Metzgar: Art Foundations Vocabulary <i>Writing Commons</i> : Style:Voice/Point of View
5	2/20, 2/22	in-class work on paper Formal Analysis Draft due/Peer Review	<i>Writing Commons</i> : Collaboration: Peer Review- Providing and Receiving Feedback
6	2/27, 3/1	Grammar Unit: Subject/Verb Agreement Writing Exercise #4: Subject/Verb Utopia/Dystopia (w. sensory description)	<i>Writing Commons</i> : Style: Grammar Pronoun Agreement Subject-Verb Agreement <i>Grammar Bytes! Grammar Instruction with Attitude</i> : www.chompchomp.com

7	3/6, 3/8	<p>Formal Analysis Paper assignment due Discuss and present work/art critique</p> <p>Subject/Verb Agreement Quiz</p> <p>Introduction to Research Paper assignment; Overview of Research Paper components</p>	<p>Using art and design critique in studio courses or when presenting your work or reviewing others'</p> <p><i>Writing Commons:</i> Academic Writing-Using Academic Language</p> <p><i>Writing Commons:</i> Demystify Research Methods</p>
8	3/13, 3/15	<p>in-class topic and thesis development; essay structure; paragraph breaks</p> <p>Writing Exercise #5: Mozartians, Beethovians, and the Teaching of Writing</p> <p>LIBRARY WORKSHOP 3/13 12:00-1:15 in library classroom #217</p>	<p>Asking questions/inventing answers</p> <p><i>Writing Commons:</i> Writing Processes</p> <p><i>Writing Commons:</i> Writing Process-Organize Structure</p> <p><i>Writing Commons:</i> Information Literacy-Library and Internet Research</p>
9	3/20, 3/22	<p>Research paper proposal due</p> <p>paraphrasing, summarizing, quoting</p> <p>Turabian/Chicago Manual of Style: Endnotes, Bibliography</p> <p>Writing Exercise #6: Summarizing, Paraphrasing, and Quoting</p>	<p>The Chicago Manual of Style Online</p> <p><i>SJSU Citing and Writing Help:</i> Cite & Write</p> <p><i>Writing Commons:</i> When to Quote and When to Paraphrase</p> <p><i>Writing Commons:</i> Avoiding Plagiarism, A Checklist for Student Writers</p>
10	3/27, 3/29	NO CLASS	<p><i>Grammar Bytes! Grammar Instruction with Attitude:</i> www.chompchomp.com</p>
11	4/3, 4/5	<p>Exercises in organizing ideas in essay and within paragraphs</p> <p>Introduction to Dangling and Misplaced Modifiers</p> <p>Research Paper Draft due/Peer Review</p>	<p><i>Guide to Grammar and Writing:</i> http://grammar.ccc.commnet.edu/grammar/modifiers.htm</p>
12	4/10, 4/12	<p>More Dangling and Misplaced Modifiers</p> <p>Introduction to Professional Documents assignment</p> <p>Research Paper assignment due</p> <p>Writing Exercise #7: Job posting keyword exercise</p>	<p>writing a mission statement, artist statement, resume, cover letter</p> <p>Alain de Botton: The Pleasures and Sorrows of Work</p> <p>TED Talk: Alain de Botton: A Kinder, Gentler Philosophy of Success</p>

13	4/17, 4/19	Dangling and Misplaced Modifiers Quiz Focus on resumes & Letter of Introduction Writing Exercise #9: Stories of Success and Failure	action verbs, highlights/achievements/accomplishments <u>Writing Commons: The Art of the Pick-up: Wooing Your Future Employer in the Cover Letter</u> <u>How to Write a Cover Letter According to Great Artists</u>
14	4/24, 4/26	Focus on Letter of Introduction Prepare for writing artist statement	<u>Developing Artist Statements and Bios</u>
15	5/1, 5/3	Analyze artists statements; discuss passive voice Professional Documents draft due/Peer Review	Artist's Statement: <u>Molly Gordon</u>
16	5/8, 5/10	Course review for exam 5/10 LAST DAY OF CLASS: SPEED NETWORKING	connecting; confidence; putting it all together
17+		FINAL EXAM Section 3: Tuesday, May 22, 9:45-12:00 Section 4: Thursday, May 17, 9:45-12:00	Bring greenbook, assigned materials, and brain.