Course and Contact Information

**Instructor:** Robin Lasser
**Office Location:** IS 219
**Telephone:** (510) 282 6993 (cell best way to reach me)
**Email:** Robin.lasser@sjsu.edu
**Office Hours:** Tu. and Thurs. IS 219, 11-12 AM
**Class Days/Time:** (Thursdays from 6:00-8:45 PM)
**Classroom:** Art Building 110
**Prerequisites:** Classified graduate status or instructor consent

**Department Office:** ART 116
**Department Contact:** Website: www.sjsu.edu/art Email: art@sjsu.edu

Course Format

**Technology Intensive, Hybrid, and Online Courses**
You will need a laptop computer for each class session. You will need Power Point or Keynote to present your class lectures. The latest Adobe Suite is available free to all students at http://sjsu.edu/ervices/software/adobe/

**Faculty Web Page and MYSJSU Messaging**

*You are responsible for regularly checking your University e-mail account. I will be sending all required readings and announcements in this manner. Assignments will be collected via a class Google folder.*

Course Description

This Seminar will examine the theory and practical issues of art education as they relate to traditional institutions of higher learning as well as to other teaching opportunities in the community. We will study the theory of critique, teaching styles, and teaching philosophies. We will learn how to create a course syllabus for a class you may be eligible to teach at SJSU. We will write individual teaching philosophies, and create a class lecture and demonstration that may be utilized in the course syllabus you create. Most university and college level teaching opportunities request your teaching philosophy, sample syllabus, and lecture.
Course Learning Outcomes (CLO)

**FOR SINGLE SECTION COURSES:** Describe the outcome in terms of specific and measurable actions, capabilities or skills students will be able to perform through course activities/experience at the end of your course.

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

1. Learn all practical aspects of running a class: maintaining connection with students, attendance, office hours, creating handouts, syllabi, visual presentations, becoming aware of various critique formats and gaining ability for diagnosis of characteristic problems at the beginning level.

2. Learn how to define, design and organize relevant curriculum in a logical progression.

3. Become familiar with necessary equipment for 21st century teaching (digital projectors, the use of PowerPoint, etc.).

4. Develop skill in verbal articulation and writing about course content, and teaching philosophy (for course development and teaching interviews).

5. Gain awareness of all the personal resources we need to bring to the classroom-developing recognition of your own teaching approach.

6. Gain awareness of student’s individual learning styles.

**Required Texts/Readings**

**The Critique Handbook** by Kendall Buster and Paula Crawford (readings will be e-mailed in the form of pdf)

**ART SCHOOL**, edited by Steven Henry Madoff (readings will be e-mailed in the form of pdf)

**Other Readings**

- **Dunning, William**
  - Advice to Young Artists in a Postmodern Era 200
- **Elkins, James**
  - Why Art Cannot be Taught 2001
- **Kelly, Rob Roy**
  - Selected Writings on Pedagogy
- **Rockman, Deborah**
  - The Art of Teaching Art 2001 Oxford Univ. Press, NY

**Library Liaison**

Eliza Elkin: Aliza.elkin@sjsu.edu 408 808 2043

Website: [http://libguides.sjsu.edu/collectiondevelopment/CDhumanities](http://libguides.sjsu.edu/collectiondevelopment/CDhumanities)

**Shop Safety (Required)**

If you plan to use the Shop (located in the Art Building) for realization of any of your work this semester, you must take and pass the Shop safety test. Using the Shop is not specifically required for this course. Tests cost $20 a year and are only conducted at the start of the semester. If you took and passed the test last semester, you
do not need to take it again this semester. If you are interested in taking the test this semester, you should go to the shop asap and inquire about the testing dates. If you miss this opportunity, you will not be able to use the shop until after you take and pass the test next semester, during the testing period.

Course Requirements and Assignments

1. Present a ten-minute Power Point or Keynote presentation of your artwork including a 3-minute “Elevator Pitch” / oral artist statement about the nature of your art practice.
2. Create a course syllabus for a class you hope to teach here at SJSU.
3. Write your teaching philosophy.
4. Write a one-page response for all of the reading assignments.
5. Create a 25-minute lecture / visual presentation that is pertinent to an assignment in your class syllabus.

Presentation (5)
We will also discuss how to structure effective presentations and critiques for your classes. When you teach your first classes, you will likely have to give many such presentations. This will give you a head start in preparing for teaching for your first class. Search committees almost always ask you to give a lecture or demo during the interview process. We will be hiring a new person this semester for the Art and Art History Department. (Photographer +) You are encouraged to attend their presentations and obtain first-hand experience with how this works. Your presentations should be specific to the class you plan to teach. We will discuss this more as the presentation due dates grow nearer. Presentations are the most critical portion of this class. 40% of your grade will be based upon the presentations you give (10% for the intro, 30% for your second, longer presentation).

Reading and Writing Assignments
After the first two weeks of presentations, the next several weeks will be devoted to readings and discussions on teaching studio art, the experience of making art, critiquing, problem solving, etc. Included in this portion of the class will be the creation of a syllabus. This document varies, depending on the instructor. But it should be highly organized, with clear expectations, learning objectives, a grading rubric and schedule. We will study across section of syllabus. You will be asked to write a one-page response to each reading assignment.

Guest Speakers
The class will also feature 3 different days of guest speakers. We'll start by inviting a group of your grad peers, currently teaching courses for SJSU. How did the actual experience of teaching live up to their expectations? How was it easier or more difficult than they expected? What were the unexpected perks or drawbacks? We will also invite a group of SJSU faculty who have had the greatest success at building careers as practicing artists while teaching. They will share strategies on what works and what doesn't; setbacks, successes and advice. Some will be part-time, others tenured or tenure track. Why have they chosen to go one route verses the other. Do they work collaboratively, solo or both? What have been the pros and cons, how has this choice effected their teaching practice?
Grading Information

Final Grade

Your final course grade will be based on an average of 2 presentations (10% & 30%) class participation (20%) and reading and writing assignments (40%).

Presentations (40% of your grade): Elevator Talk & Artist Presentation 10% Presentation for future class 30%

Readings and Written Work (40% of your grade): Syllabus -10%, Teaching Philosophy-10%, written responses to readings-20%

Class Participation (20% of your grade): Active participation in weekly discussions, viewing and responding to grad and visitor presentations, critiquing grad presentations, take an active part in all in-class activities.

Detailed Letter Grade Rubric
Outstanding Excellent Very Good Good+/Good/Good - Average+/Average/Average - Below Average (+/-) Unsatisfactory

100-97(A+) 96-94(A) 93-90(A-) 89-87(B+)/86-84(B)/83-80(B-) 79-77(C+)/76-74(C)/73-70(C-) 69-67(D+)/66-64(D)/63-60(D-) Below 60= F

The work created in class will be evaluated based on the following criteria.

A Outstanding: thoughtful and intelligent ideas presented in a clear, organized, and engaging manner; among the very best.
B Above Average - Good: the ideas are interesting and successfully presented; shows potential, but not necessarily distinctive; roughly equal in quality to the work completed by other students.
C Average - mediocre: achieves minimum requirements of the assignment, but not particularly clear, nor ambitious. Quality of work is below that of most other projects submitted. May be above average idea presented in incomplete state.
D Unsatisfactory: does not satisfy the minimum requirements of the assignment; generally unsatisfactory in terms of quality and clarity. Usually sloppy, incomplete and or late work.
If You didn't submit an assignment.

Final Examination or Evaluation
Our Final Exam is scheduled by SJSU to take place on _______________________. Please note that this is a different time than usual. Make appropriate arrangements now, so that you will be available to meet for our final class activities. Participation is mandatory, per SJSU regulations.
Classroom Protocol

Laptop Etiquette
Please use your laptops in respectful manner. It is fine to have laptops open during open lab time, demos or lectures when I’ve asked you to follow along or take notes. Laptops should remain closed during critiques, presentations or demos that do not require your participation. Please show respect for me and those around you.

Cell Phone Etiquette
Ringers on cell phones should be turned off during class time. Leaving the class to take a call should only be done in emergencies. The same goes for texting. Again, please show respect for those around you.

University Policies

University’s Credit Hour Requirement

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs. Other course structures will have equivalent workload expectations as described in the syllabus.”

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. For more information regarding add/drop policies:

|http://www.sjsu.edu/gup/syllabusinfo/

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”
Art 276/Artists Teaching Art Section, Spring 2018, Course Schedule

List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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| 1    | Thursday 1/25 | Introduction: Take attendance, go through syllabus together. Discussions around the nature of this course, and de-construction of the syllabus format.  
Prepare for FEB 1st: 3 min. Elevator talk & 10 min. presentation (6 students) |
| 2    | Thursday 2/1  | 3 min. Elevator talk & 10 min. presentation (6 students)  
Reading/Discussion – The Critique Handbook – Chapter 1  
Turn in one-page written response (due 2/15) |
| 3    | Thursday 2/8  | 3 min. Elevator talk & 10 min. presentation (6 students)  
Reading/Discussion – The Critique Handbook – Chapter 5  
Turn in one-page written response (due 2/15)  
Please bring in 3 questions for our guest speakers next week |
| 4    | Thursday 2/15 | Guest Lecturers: Current Grad panel addresses the difficulties and joys of teaching (first hour)  
Discuss The Critique Handbook chapter 1 and 5 (Turn in written responses.)  
http://www.sjsu.edu/art/documents/greensheets/~Review  
Please review the Greensheets, especially those for classes you hope to teach. Look to them for basic inspiration, specific curricula, CLO’s, assignments, etc. Your syllabus will be unique |
but you must include the basic curriculum for the course and all the university syllabus requirements. Assignments and presentations may be unique to each professor teaching the course as long as the course curriculum is adequately addressed.

Write a rough draft syllabus for the class you may be qualified to teach. Bring the rough draft to class next week. Please follow the University Template you received in the e-mail I sent.

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<th>Date</th>
<th>Day</th>
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<tr>
<td>5 Thursday 2/22</td>
<td>Discuss Greensheets for overall content. Each student brings up specific questions they may have in terms of developing their specific syllabi. Ten-minutes per student.</td>
<td>Read <em>Art School</em> chapters 1 and 3. Response due 3/1. Final Syllabus due 3/8</td>
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<td>6 Thursday 3/1</td>
<td>Roundtable Discussion #2 - Faculty discuss fostering a Healthy Art Practice While Teaching (1.5 hours)</td>
<td>Discuss <em>Art School</em> chapters 1 and 3 (1 hour ) 2nd draft Syllabus due 3/8</td>
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| 8   | Thursday 3/15 | Rhonda Holberton and Kim Anno guest educators/artists speaking to mentor/student relationships.  
Read Teaching Philosophy samples I sent by e-mail. Yours are (due 4/5)  
Two students prepare your class lecture for next week, 25 minutes each. |
| 9   | Thursday 3/22 | (25 min each, 2 grads present lectures)  
1.  
2.  
Discussions around “Conversations” chapters 5 + 13 turn in written responses  
Teaching Philosophy due 4/5 |
| 10  | Thursday 3/29 | Spring Break                                                          |
| 11  | Thursday 4/5  | (25 min each, 2 grads present lectures)  
1.  
2.  
Project and discuss teaching philosophies. (six students) |
| 12  | Thursday 4/12 | (25 min each, 2 grads present lectures)  
1.  
2.  
Project and discuss teaching philosophies. (six students) |
| 13  | Thursday 4/20 | 25 min each, 2 grads present lectures)  
1.  
2.  
Project and discuss teaching philosophies. (any additional students) |
| 14  | Thursday 4/26 | 25 min each, 2 grads present lectures)  
1.  
2.  
Discuss any questions around final drafts of syllabus or teaching philosophy |
| 15  | Thursday 5/3  | 25 min each, 2 grads present lectures)  
1.  
2.  
Discuss any questions around final drafts of syllabus or teaching philosophy  
Turn in final syllabus and teaching philosophy, due 5/10 |
| 16  | Thursday 5/10 | Discuss final documents as a group and final roundtable discussion.  
Final Exam*  
Venue and Time |

*Final Exam
*There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course.

Recent news reports indicate that U.S. Immigration and Customs Enforcement (ICE) may soon launch a major sweep in Northern California. There is no indication that stepped-up enforcement will focus on our campus specifically.

However, I would like all of us to be mindful of the guidance we received on this matter from California State University Chancellor Timothy P. White. You can review the entire message here. Especially pertinent at this time is the following excerpt:

"We do advise any member of our CSU community – students, faculty and staff – who is approached while on campus by federal, state or local officials asking for information or documentation regarding immigration status, to immediately contact the University Police Department. The University Police Department will act as a liaison with the on-site officials, and will coordinate with the Office of General Counsel to provide guidance, references and resources as available."

Here at San Jose State, this means contacting UPD at (408) 924-2222 before responding to any inquiries regarding immigration status. Should you have questions on this matter, please contact your dean or direct supervisor. Thank you for your attention to this important matter.