

San José State University
Department of Art & Art History
Art 276, Artists Teaching Art, Section 01, Spring 2018

Course and Contact Information

Instructor:	Robin Lasser
Office Location:	IS 219
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Email:	Robin.lasser@sjsu.edu
Office Hours:	Tu. and Thurs. IS 219, 11-12AM
Class Days/Time:	(Thursdays from 6:00-8:45 PM)
Classroom:	IS 219
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 suggested but not required readings

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

Library Liaison

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

Website: <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? I also have invited a faculty member/artist and her mentor to share their own artworks and talk about how they have influenced one and other.

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, 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

Week	Date	Topics, Readings, Assignments, Deadlines
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	<p>3 min. Elevator talk & 10 min. presentation (6 students)</p> <p>Reading/Discussion – The Critique Handbook – Chapter 1 Turn in one-page written response (due 2/15)</p> <ol style="list-style-type: none"> 1. Logan 2. Mason 3. Alana 4. Kat 5. Leily 6. Victor
3	Thursday 2/8	<p>3 min. Elevator talk & 10 min. presentation (6 students)</p> <p>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</p> <ol style="list-style-type: none"> 1. Cleia 2. Monica 3. Sunny 4. Andrew 5. Omar 6. Emily
4	Thursday 2/15	<p>Guest Lecturers: Current Grad panel addresses the difficulties and joys of teaching (first hour) Guest speakers: Emily Van Engel (pictorial), Roya Ebtehai (DMA) Carmina Elliason (Photo) Minami Oya (spatial)</p> <p>Discuss <u>The Critique Handbook</u> chapter 1 and 5 (Turn in written responses.)</p> <p>http://www.sjsu.edu/art/documents/greensheets/-Review</p> <p>TEMPLATE is in our google folder</p> <p>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.</p>

		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.
5	Thursday 2/22	Discuss Greensheets for overall content. Each student brings up specific questions they may have in terms of developing their specific syllabi. 20-minutes per student. Six Students present 1. 2. 3. 4. 5. 6. Read <u>Art School</u> chapters 1 and 3. Response due 3/1. Look up websites and do a little research on our visiting faculty for March 1 st . Come prepared with the questions and or comments for each visiting artist next week: Gale Antokal (pictorial) Adam Shiverdecker (spatial) Melissa Day (interdisciplinary) Craig Hobbs (digital media arts)
6	Thursday 3/1	Roundtable discussion 2- Faculty discuss fostering a healthy art practice while teaching. (1.5 hours) Discuss Art School chapters 1 and 3.
7	Thursday 3/8	Rhonda Holberton and Kim Anno guest educators/artists mentor/student Read <u>Art School</u> chapters 5 + 13, "Conversations" and responses due 3/22
8	Thursday 3/15	Presentation of syllabus, 2 nd group of students. 20 minutes per student 1. 2. 3. 4. 5. 6. Read Teaching Philosophy samples in google drive and take a look at the template and associated url. 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. Leily 2. Mason Discussions around “Conversations” chapters 5 + 13 turn in written responses Teaching Philosophy due 4/5- send to Google folder
10	Thursday 3/29	Spring Break
11	Thursday 4/5	(25 min each, 2 grads present lectures) 1.Emily 2. Cleia Project and discuss teaching philosophies. (six students) 1. Alana 2. Kat 3. Monica 4. Leily 5. Omar 6. Emily
12	Thursday 4/12	(25 min each, 2 grads present lectures) 1. Alana 2. Monica Project and discuss teaching philosophies. (six students) 1. Logan 2. Mason 3. Victor 4. Sunny 5. Andrew 6. Cleia
13	Thursday 4/19	25 min each, 2 grads present lectures) 1. Mason 2. Kat Project and discuss teaching philosophies. (any additional students for philosophies and or syllabus) Review examples of resume and create your own Resume folder examples are in the google drive. Yours are due either 4/26 or 5/3
14	Thursday 4/26	25 min each, 2 grads present lectures) 1.Logan 2.Victor Resume presentations 1. 2. 3.

		4. 5. 6.
15	Thursday 5/3	25 min each, 2 grads present lectures) 1. 2. Resume presentations 1. 2. 3. 4. 5. 6. Discuss any questions around final drafts of all tool kit texts. Turn in final Syllabus, Teaching Statement, and Resume on 5/10
16	Thursday 5/10	Discuss final documents as a group - roundtable discussion.
Final Exam*		Venue and Time

*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](tel:4089242222) 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.