San José State University

School of Art and Design
Course Number 49198, ART100W, Section 05
Fall 2016

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Janet Silk</th>
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<tbody>
<tr>
<td>Office Location:</td>
<td>Art 115</td>
</tr>
<tr>
<td>Telephone:</td>
<td>(408) 924-4361</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:janet.silk@sjsu.edu">janet.silk@sjsu.edu</a></td>
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<tr>
<td>Office Hours:</td>
<td>TBA</td>
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<tr>
<td>Class Days/Time:</td>
<td>1:30-2:45</td>
</tr>
<tr>
<td>Classroom:</td>
<td>ART 141</td>
</tr>
</tbody>
</table>
| 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 |
**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.”

*Grammar Bytes! Grammar Instruction with Attitude*: [www.chompchomp.com](http://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**


*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](http://grammar.ccc.commnet.edu/grammar)


Learn about English Grammar and How to Write Better: [www.lousywriter.com](http://www.lousywriter.com)
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

Our library Liaison is Monika Lehman. She can be reached via email at monika.lehman@sjsu.edu and by phone at 408.808.2657. Art and Art History Library Resources are available online at: libguides.sjsu.edu/Art. All of the University Library Resources can be accessed at: libguides.sjsu.edu/az.php ArtDesignResources.

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 up to 25 points 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 constructive 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 an emergency situation makes it necessary for you to make or receive a call during class time, you must inform the instructor before class. 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/academic_programs/calendars/academic_calendar/. 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)  
   Writing exercises vary from informal, in-class handwritten responses to one-two page typed assignments. Points are assigned accordingly.  
   90 points

2. Grammar Quizes (L01) (10 points each)  
   40 points

3. Papers  
   Three formal written assignments (L01, L02, L03):  
   a. Formal Analysis/Narrative  
      (15 points for draft, 20 points for final=35)  
   b. Research Paper  
      (10 points for research proposal, 15 points for draft, 25 points for final=50)  
   c. Professional Documents (Artist’s Statement/Bio; Letter of Introduction; Resume)  
      (15 points for draft, 30 points for final=45)  
   130 points

**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)  
   Actively taking initiative to participate in class discussions and informal exercises; reading out loud; bringing outlines and drafts to class as required; reviewing and editing colleagues’ papers.  
   25 points

5. Grammar exercise worksheets (L01)  
   Topics include Subject-Verb Agreement; Modifiers; Passive Voice; Parallel Form; Punctuation  
   20 points

6. Final Exam (L01, L02)  
   Essay exam. **Students not passing or who miss the final exam receive a No Credit (NC) for this course.**  
   65 points
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 (Formal Analysis and Research Paper), you are expected to create a title page for 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.

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 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.

Although this is an A, B, C, No Credit course, final versions of formal writing
assignments will be graded on the A-F scale and translated to a point system.

Grade Scale:

<table>
<thead>
<tr>
<th>Percentage</th>
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<tbody>
<tr>
<td>94-100%</td>
<td>A</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>80-83</td>
<td>B-</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
</tr>
</tbody>
</table>

90-93 A-
84-86 B
77-79 C+
70-72 C-
63-66 D
0-59 F

Because each formal writing assignment is worth a certain number of points towards your
final grade, the grade earned on the A-F scale is converted to a corresponding point.
Example: Writing Assignment #1 is worth 20 points; therefore an A- is worth 18
points. (18/20=90)

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. (see http://www.sjsu.edu/senate/f88-6.htm)

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. 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://
www.sjsu.edu/senate/S07-2.htm, 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.sa.sjsu.edu/judicial_affairs/index.html.
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 Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

**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: http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm

The Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) 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 LARC website for more information http://www.sjsu.edu/larc/
ART100W Course Schedule as of August 5, 2016
The instructor reserves the right to change the course schedule if necessary

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignments</th>
<th>Topic/References</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/23</td>
<td>FIRST DAY OF INSTRUCTION IS AUGUST 25</td>
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<tr>
<td>2</td>
<td>8/30, 9/1</td>
<td>Intro to syllabus Writing Exercise #1: Personal Ads Writing Exercise #2: Emotion/Mood Grammar Unit: Punctuation</td>
<td>Capturing reader’s attention; writing specifically; description; narrative; storytelling</td>
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<td></td>
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<td>Writing Commons: Punctuation also Editing: Punctuation</td>
<td>Writing Commons! Grammar Instruction with Attitude: <a href="http://www.chompchomp.com">www.chompchomp.com</a></td>
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<tr>
<td>3</td>
<td>9/6, 9/8</td>
<td>punctuation cont’d Description: using sensory vocabulary</td>
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<td>Writing Exercise #3 &amp; #4: Description: The Senses</td>
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<td>4</td>
<td>9/13, 9/15</td>
<td>Formal Analysis/Narrative Paper Assignment</td>
<td>interpretation/judgment; formal analysis; interpretation; storytelling; image/text relationships; poetic language</td>
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<td>Writing Exercise #5: Formal Analysis (Ads)</td>
<td>Writing Commons: Visual Literacy: Breaking Down an Image</td>
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<td>Punctuation Quiz</td>
<td>Writing Commons: Visual Literacy-Ad Analysis</td>
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<td>In-class ad review/discussion</td>
<td>Understanding Advertising: Decoding an Ad’s Appeal</td>
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<td>Writing Commons: Style:Voice/Point of View</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Homework/Assignments</td>
<td>Reading/Writing Resources</td>
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| 5    | 9/20, 9/22 | Writing Exercise #6: Formal Analysis (Fine Art)                                      | Writing Commons: Formal Analysis Vocabulary:  
|      |          | Formal Analysis Draft due/Peer Review                                               | List of Descriptive Words to Critique Art                                                |
|      |          | Grammar Unit: Subject/Verb Agreement                                                 | Bellevue College: Art and Design Vocabulary                                              |
|      |          |                                                                                     | Richard Metzgar: Art Foundations Vocabulary                                               |
|      |          |                                                                                     | Writing Commons: Collaboration: Peer Review:  
|      |          |                                                                                     | Providing and Receiving Feedback                                                         |
|      |          |                                                                                     | Writing Commons: Style:  
<p>|      |          |                                                                                     | Grammar Pronoun Agreement                                                                |
|      |          |                                                                                     | Subject-Verb Agreement                                                                   |
| 6    | 9/27, 9/29 | Subject/Verb Agreement cont’d                                                        | Developing topics; locating resources; international/global contemporary art and design, |
|      |          | Writing Exercise #7: Mozartians, Beethovians, and the Teaching of Writing             | trends                                                                                   |
|      |          | Research Paper Assignment: Overview of Research Paper components and writing processes| Writing Commons: Academic Writing-Using Academic Language                                |
|      |          |                                                                                     | Writing Commons: Writing Processes                                                       |
|      |          | Subject/Verb Agreement Quiz                                                          | Statement                                                                                 |
|      |          | Formal Analysis/Narrative Paper Assignment due                                       | The Chicago Manual of Style Online                                                        |
|      |          | Turabian/Chicago Manual of Style: Endnotes, Bibliography                             | SJSU Citing and Writing Help: Cite &amp; Write                                              |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Activity</th>
<th>Resources</th>
</tr>
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<tbody>
<tr>
<td>8</td>
<td>10/11,</td>
<td>LIBRARY WORKSHOP IS 10/11 at Dr. Martin Luther King, Jr. Library, Room (TBA)</td>
<td>Writing Commons: Information Literacy-Library and Internet Research</td>
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<td></td>
<td>10/13</td>
<td>Organization: Essay analysis</td>
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<tr>
<td>9</td>
<td>10/18,</td>
<td>Research paper thesis due/peer review</td>
<td>Writing Commons: Research Methods &amp; Methodologies/Integrate Evidence-When to Quote and When to Summarize</td>
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<tr>
<td></td>
<td>10/20</td>
<td>Writing Exercise #8 &amp; 9: Summarizing, Paraphrasing, and Quoting</td>
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</tr>
<tr>
<td>10</td>
<td>10/25,</td>
<td>Introduction to Dangling and Misplaced Modifiers</td>
<td>Grammar Bytes! Grammar Instruction with Attitude: <a href="http://www.chompchomp.com">www.chompchomp.com</a></td>
</tr>
<tr>
<td>11</td>
<td>11/1, 11/3</td>
<td>Modifiers Quiz Research Paper Draft due/Peer Review</td>
<td>Writing Commons: Collaboration: Peer Review-Providing and Receiving Feedback</td>
</tr>
<tr>
<td>12</td>
<td>11/8, 11/10</td>
<td>Structure, transitions, and organization</td>
<td>Writing Commons: Writing Process-Organize Structure</td>
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<td></td>
<td></td>
<td>Introduction to Professional Documents Assignment</td>
<td>Writing Commons: Critical Reading Practices-Distinguishing between Main Points and Sub-claims</td>
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<td></td>
<td></td>
<td>Writing Exercise #10: 5 Point Agenda/60 Second Sell</td>
<td>Writing Process-Organize Paragraphs</td>
</tr>
<tr>
<td>13</td>
<td>11/15, 11/17</td>
<td>Research Paper Final version due Overview of Artist’s Statement; Artist’s Bio; Letter of Introduction</td>
<td>Developing Artist Statements and Bios</td>
</tr>
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<td></td>
<td></td>
<td>Artist’s Statement analysis</td>
<td>Artist’s Statement: Molly Gordon</td>
</tr>
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<td></td>
<td></td>
<td>Writing Exercise #11: Stories of Success and Failure</td>
<td></td>
</tr>
</tbody>
</table>
| Week | Dates   | Focus | Professional Documents Artist’s statement & Resume draft due/Peer Review | Writing Commons: The Art of the Pick-up: Wooing Your Future Employer in the Cover Letter  
How to Write a Cover Letter According to Great Artists | Alain de Botton: The Pleasures and Sorrows of Work  
TED Talk: Alain de Botton: A Kinder, Gentler Philosophy of Success |
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<tbody>
<tr>
<td>14</td>
<td>11/22, 11/24</td>
<td>Focus on resumes</td>
<td>Be prepared to show your work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 15   | 11/29, 12/1 | Work on cover letters/letter writing | Passive Voice & Description  
Writing a 1-2 line “mission statement” | | |
| 16   | 12/6, 12/8 | The Pleasures and Sorrows of Work | Formal Analysis, grammar, summarizing and paraphrasing review  
**LAST DAY OF CLASS 12/8**  
Professional Documents due | | |
| 17   | 12/16   | **FINAL EXAM**  
Friday Dec. 16, 12:15-2:30 | Bring greenbook, assigned article, and brain. | | |
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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.”

*Grammar Bytes! Grammar Instruction with Attitude*: [www.chompchomp.com](http://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**


*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 Guid 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](http://grammar.ccc.commnet.edu/grammar)


Learn about English Grammar and How to Write Better: [www.lousywriter.com](http://www.lousywriter.com)
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

Our library Liaison is Monika Lehman. She can be reached via email at monika.lehman@sjsu.edu and by phone at 408.808.2657. Art and Art History Library Resources are available online at: libguides.sjsu.edu/Art. All of the University Library Resources can be accessed at: libguides.sjsu.edu/az.php ArtDesignResources.

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 up to 25 points 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 constructive 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 an emergency situation makes it necessary for you to make or receive a call during class time, you must inform the instructor before class. 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/academic_programs/calendars/academic_calendar/. 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)  
   Writing exercises vary from informal, in-class handwritten responses to one-two page typed assignments. Points are assigned accordingly.  
   90 points

2. Grammar Quizes (L01) (10 points each)  
   40 points

3. Papers  
   Three formal written assignments (L01, L02, L03):  
   a. Formal Analysis/Narrative  
      (15 points for draft, 20 points for final=35)  
   b. Research Paper  
      (10 points for research proposal, 15 points for draft, 25 points for final=50)  
   c. Professional Documents (Artist’s Statement/Bio; Letter of Introduction; Resume)  
      (15 points for draft, 30 points for final=45)  
   130 points

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)  
   Actively taking initiative to participate in class discussions and informal exercises; reading out loud; bringing outlines and drafts to class as required; reviewing and editing colleagues’ papers.  
   25 points

6. Grammar exercise worksheets (L01)  
   Topics include Subject-Verb Agreement; Modifiers; Passive Voice; Parallel Form; Punctuation  
   20 points

7. Final Exam (L01, L02)  
   Essay exam. Students not passing or who miss the final exam receive a No Credit (NC) for this course.  
   65 points
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 (Formal Analysis and Research Paper), you are expected to create a title page for 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.

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 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.

Although this is an A, B, C, No Credit course, final versions of formal writing 
assignments will be graded on the A-F scale and translated to a point system.

Grade Scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>94-100%</td>
<td>A (no grades above &quot;A&quot;)</td>
</tr>
<tr>
<td>87-89</td>
<td>A-</td>
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<tr>
<td>80-83</td>
<td>B+</td>
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<tr>
<td>73-76</td>
<td>B</td>
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<tr>
<td>67-69</td>
<td>B-</td>
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<tr>
<td>60-62</td>
<td>C</td>
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<tr>
<td>59-59</td>
<td>D+</td>
</tr>
<tr>
<td>0-59</td>
<td>D-</td>
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</tbody>
</table>

Because each formal writing assignment is worth a certain number of points towards your 
final grade, the grade earned on the A-F scale is converted to a corresponding point. 
Example: Writing Assignment #1 is worth 20 points; therefore an A- is worth 18 
points. (18/20=90)

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. (see http://www.sjsu.edu/senate/f88-6.htm) 
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. 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:// 
www.sjsu.edu/senate/S07-2.htm, 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.sa.sjsu.edu/judicial_affairs/index.html.
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 Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

**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](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: [http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm](http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm)

**The Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) 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 LARC website for more information [http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/)
ART100W Course Schedule as of August 5, 2016
The instructor reserves the right to change the course schedule if necessary

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignments</th>
<th>Topic/References</th>
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<tbody>
<tr>
<td>1</td>
<td>8/23</td>
<td>FIRST DAY OF INSTRUCTION IS AUGUST 25</td>
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<tr>
<td>2</td>
<td>8/30, 9/1</td>
<td>Intro to syllabus</td>
<td>Capturing reader’s attention; writing specifically; description; narrative; storytelling</td>
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<td></td>
<td></td>
<td>Writing Exercise #1: Personal Ads</td>
<td><strong>Writing Commons:</strong></td>
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<td>Writing Exercise #2: Emotion/Mood</td>
<td><strong>Punctuation</strong></td>
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<td>Grammar Unit: Punctuation</td>
<td>also Editing: <strong>Punctuation</strong></td>
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<td><strong>Grammar Bytes! Grammar Instruction with Attitude:</strong></td>
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<td><strong><a href="http://www.chompchomp.com">www.chompchomp.com</a></strong></td>
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<td>3</td>
<td>9/6, 9/8</td>
<td>punctuation cont’d</td>
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<td></td>
<td></td>
<td>Description: using sensory vocabulary</td>
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<td>Writing Exercise #3 &amp; #4: Description: The Senses</td>
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</table>
| 4 | 9/13, 9/15 | Formal Analysis/Narrative Paper Assignment  
Writing Exercise #5: Formal Analysis (Ads)  
Punctuation Quiz  
In-class ad review/discussion | interpretation/judgment; formal analysis; interpretation; storytelling; image/text relationships; poetic language  
Writing Commons: Visual Literacy: [Breaking Down an Image](#)  
Writing Commons: Visual Literacy- [Ad Analysis](#)  
Understanding Advertising: [Decoding an Ad's Appeal](#)  
Writing Commons: [Style: Voice/Point of View](#) |
|---|---|---|---|
| 5 | 9/20, 9/22 | Writing Exercise #6: Formal Analysis (Fine Art)  
Formal Analysis Draft due/Peer Review  
Grammar Unit: Subject/Verb Agreement | Writing Commons:  
Formal Analysis Vocabulary: [List of Descriptive Words to Critique Art](#)  
Bellevue College: [Art and Design Vocabulary](#)  
Richard Metzgar: [Art Foundations Vocabulary](#)  
Writing Commons:  
Collaboration: Peer Review- Providing and Receiving Feedback  
Writing Commons: [Style: Grammar](#)  
Pronoun Agreement  
Subject-Verb Agreement |
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<tr>
<td>6</td>
<td>9/27, 9/29</td>
<td>Subject/Verb Agreement cont’d</td>
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<td>Writing Exercise #7: Mozartians, Beethovians, and the Teaching of Writing</td>
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<td>Research Paper Assignment: Overview of Research Paper components and writing processes</td>
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<td>Developing topics; locating resources; international/global contemporary art and design, trends</td>
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<td>Writing Commons: Academic Writing-Using Academic Language</td>
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<td>Writing Commons: Writing Processes</td>
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<td>7</td>
<td>10/4, 10/6</td>
<td>Identifying and Writing a Thesis Statement/Research Paper Proposal</td>
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<td>Subject/Verb Agreement Quiz</td>
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<td>Formal Analysis/Narrative Paper Assignment due</td>
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<td>Turabian/Chicago Manual of Style: Endnotes, Bibliography</td>
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<td>Writing Commons: Critical Reading Practices-The Guiding Idea and Argumentative Thesis Statement</td>
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<td></td>
<td>The Chicago Manual of Style Online</td>
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<td></td>
<td>SJSU Citing and Writing Help: Cite &amp; Write</td>
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<tr>
<td>8</td>
<td>10/11, 10/13</td>
<td>LIBRARY WORKSHOP IS 10/11 at Dr. Martin Luther King, Jr. Library, Room (TBA)</td>
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<td></td>
<td>Organization: Essay analysis</td>
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<td>Writing Commons: Information Literacy-Library and Internet Research</td>
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<tr>
<td>9</td>
<td>10/18, 10/20</td>
<td>Research paper thesis due/peer review</td>
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<td>Writing Exercise #8 &amp; 9: Summarizing, Paraphrasing, and Quoting</td>
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<td>Writing Commons: Research Methods &amp; Methodologies/Integrate Evidence-When to Quote and When to Summarize</td>
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<tr>
<td>10</td>
<td>10/25, 10/26</td>
<td>Introduction to Dangling and Misplaced Modifiers</td>
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<td>CMS Quiz</td>
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<td>Grammar Bytes! Grammar Instruction with Attitude: <a href="http://www.chompchomp.com">www.chompchomp.com</a></td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Assignments</td>
<td>Notes</td>
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<tr>
<td>11</td>
<td>11/1, 11/3</td>
<td>Modifiers Quiz Research Paper Draft due/Peer Review</td>
<td>Writing Commons: Collaboration: Peer Review- Providing and Receiving Feedback</td>
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<tr>
<td>12</td>
<td>11/8, 11/10</td>
<td>Structure, transitions, and organization Introduction to Professional Documents Assignment Writing Exercise #10: 5 Point Agenda/60 Second Sell</td>
<td>Writing Commons: Writing Process-Organize Structure Writing Commons: Critical Reading Practices- Distinguishing between Main Points and Sub-claims Writing Process-Organize Paragraphs</td>
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<tr>
<td>13</td>
<td>11/15, 11/17</td>
<td>Research Paper Final version due Overview of Artist’s Statement; Artist’s Bio; Letter of Introduction Artist’s Statement analysis Writing Exercise #11: Stories of Success and Failure</td>
<td>Developing Artist Statements and Bios Artist’s Statement: Molly Gordon</td>
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<tr>
<td>14</td>
<td>11/22, 11/24</td>
<td>Focus on resumes Professional Documents Artist’s statement &amp; Resume draft due/ Peer Review Be prepared to show your work</td>
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<tr>
<td>15</td>
<td>11/29, 12/1</td>
<td>Work on cover letters/letter writing Passive Voice &amp; Description Writing a 1-2 line “mission statement”</td>
<td>Writing Commons: The Art of the Pick-up: Wooing Your Future Employer in the Cover Letter How to Write a Cover Letter According to Great Artists</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
<td>Notes</td>
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<tr>
<td>16/6, 12/8</td>
<td>The Pleasures and Sorrows of Work</td>
<td>Alain de Botton: The Pleasures and Sorrows of Work&lt;br&gt;TED Talk: Alain de Botton: A Kinder, Gentler Philosophy of Success</td>
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<tr>
<td>12/8</td>
<td>LAST DAY OF CLASS</td>
<td></td>
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<tr>
<td>12/9</td>
<td>FINAL EXAM&lt;br&gt;Monday Dec. 19, 9:45-12:00</td>
<td>Bring greenbook, assigned article, and brain.</td>
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</tbody>
</table>
Art 100W (Writing Workshop) Fall, 2016

San José State University
Department of Art & Art History
Art 100W: Writing Workshop (Section 1), Fall, 2016

Instructor: Dr. Christy Junkerman
Office Location: Art 117
Telephone: (408) 924-4334
Email: christy.junkerman@sjsu.edu
Office Hours: T: 2-3, W 12:00-1:00 or by appointment
Class Days/Time: MW 1:30-2:45
Classroom: Art 141
Department Office Art 116
Department Contact: Website: www.sjsu.edu/art Email: art@sjsu.edu
Prerequisites: Prerequisites are the completion of English 1A and 1B with a grade of C or better, upper division standing (60 units), completion of CORE GE courses and a passing grade on the Writing Skills Test (WST)
GE/SJSU Studies Category: Area Z

Course Description

Art 100W is an advanced writing course for majors in the visual arts. It is a career-oriented course designed to aid students in the development of a self-confident and appropriate English prose style. The course will emphasize both research skills and practical writing tasks that might be encountered by a professional in any field related to the visual arts.

As a professional in the visual arts, you will find that writing is an essential form of self-presentation. The goal of this class is to increase your written effectiveness and thus enhance your self-presentation as a writer. Good professional writing requires you to understand thoroughly whatever it is you need to write about and then present your ideas clearly and persuasively through appropriate language that is carefully aimed to its audience. These are the things we will work on, with particular attention to writing for an audience. Correct usage and grammar are important, but not ends in themselves. They are means to effective written communication.
Course Goals and 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 IA and IB.
2: express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.
3: organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.”

As in any university course, Art 100W does not give you these competencies but creates an opportunity for you to work toward achieving them. You must work hard to learn and develop your skills.

GE Learning Outcomes

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.

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.

Learning Objective 3: Observe and be able to explain ethical standards for citation and the use of intellectual property.

Required Texts/Readings

You will need to have an English handbook for this course. If you have kept the book you used for English 1A and 1B you do not have to purchase another one. We will discuss this in class. You should, of course, have easy access to a dictionary and should use it frequently. No other text is required.

Other Readings

Course readings will be posted on the course website at http://arth.sjsu.edu. Click on course webpages on the left hand column of the screen, then click on our course. The user name is arth and I will give you the password on the first day of class.

Library Liaison

Rebecca Kohn (rebecca.kohn@sjsu.edu)
Website: http://libguides.sjsu.edu/collectiondevelopment/CDhumanities
Course Requirements and Assignments

People involved in the visual arts pay close and skillful attention to the world around them. Writing can sharpen that ability, and at the same time, visual skill can also lead to more effective writing. To develop visual attention, our course will be focused on works of art around us on the campus and the near-by city. We will work hard on description and visual analysis and will develop research skills in order to improve our understanding of things in our environment. We will write descriptive exercises (LO 1), visual analysis papers (LO 1), a research paper (LO 1, 2 and 3) and a resume (LO 1). In-class work will emphasize reading comprehension, visual analysis, brainstorming, the research process, editing and revision and selected issues of grammar and professional English style.

Grading Policy

- Grades will be based on a combination of formal assignments including a descriptive paper (10%) visual analysis papers (20%) and a research project of several parts (total of 35%), two oral presentations (10 %) and a series of informal writing assignments and in-class exercises (20%) and a resume (5%). Grades for formal assignments will be assigned based on points earned according to a rubric for each assignment which will be given to you on a cover sheet ahead of time.
- Each formal paper must be revised in a way that addresses the feedback from my first reading. Failure to do so will result in a second lowered grade for that assignment--I will deduct points equal to 20 percent of the points received on the original paper.
- There is no extra credit unless attendance at some event would be pertinent to our work.
- Papers must be turned in on time, but if for some reason you are unable to do so, I must receive an email from you, by the time the paper is due, saying that the paper will have to be late. If you do not notify me, I will have to deduct points--2 points for each day the paper is late.
- Please read the university policy on Academic Integrity below and know that I will not tolerate plagiarism of any kind, including reuse of your own work from another class.

Classroom Protocol

The citizens of the State of California subsidize your education at a level that is higher than you probably realize. You owe it not only to yourself, but also to them to attend every class and make the most of it. I shouldn’t have to put in writing that you are expected to be on time with your cell phone turned off and put away. That is simply mature behavior expected of any college student. If an emergency situation makes it necessary for you to make or receive a call during class time, you must inform me before class. I do not subscribe to the widespread current notion that a person who is not physically present requires more consideration than the people around you.
University Policies
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 100W: Writing Workshop (Section 1), Fall, 2016

Course Schedule: We will proceed according to the following general schedule, but changes may be made as need and opportunity arise. For example, if something interesting to write about goes up in one of the student galleries, we will try to take advantage of it. I will hand out more specific schedules for a few weeks at a time with definite due dates. Refer to those schedules for due dates. Any significant changes will be announced in class and by email. Each paper will be revised and thus will be due a second time. Those due dates will depend on when I am able to read the papers the first time.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 24</td>
<td>Introduction</td>
</tr>
<tr>
<td>2</td>
<td>August 29</td>
<td>Description and Figurative Language</td>
</tr>
<tr>
<td></td>
<td>August 31</td>
<td>Read: Scott Momaday, “Introduction,” The Way to Rainy Mountain (Course Website)</td>
</tr>
<tr>
<td>3</td>
<td>Sept. 5</td>
<td>Labor Day Holiday (no class)</td>
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<tr>
<td></td>
<td>Sept. 7</td>
<td>Oral Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Descriptive Due in Class for Peer Editing</td>
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<tr>
<td>4</td>
<td>Sept. 12</td>
<td>Descriptive Paper due to me</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read: Jennifer Belle, “Y: the Art Critic” (Course Website)</td>
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<tr>
<td></td>
<td></td>
<td>Effective Verbs</td>
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<tr>
<td></td>
<td></td>
<td>Descriptive Language and Vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read: Elkins, &quot;How to Look at a Twig,&quot; (Course Website)</td>
</tr>
<tr>
<td>5</td>
<td>Sept. 19</td>
<td>Visual Analysis: Sculpture Read: Sayre, Sculpture (Course Website)</td>
</tr>
<tr>
<td></td>
<td>Sept. 21</td>
<td>Paragraphs</td>
</tr>
<tr>
<td>6</td>
<td>Sept. 26</td>
<td>Public Sculpture Paper due in class for peer-editing</td>
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<tr>
<td></td>
<td></td>
<td>Public Sculpture Paper due to me</td>
</tr>
</tbody>
</table>

Art 100W (Writing Workshop) Fall, 2016
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 28</td>
<td>Visual Analysis: Architecture Read: Barnet, “Architecture” (Course Website)</td>
</tr>
<tr>
<td>7</td>
<td>Oct. 3 Visit to San Jose City Hall (weather permitting)</td>
</tr>
<tr>
<td></td>
<td>Oct. 5 City Hall Architecture: The Los Angeles City Hall</td>
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<tr>
<td></td>
<td>Read: Jeremy White, Los Angeles City Hall (Course Website)</td>
</tr>
<tr>
<td>8</td>
<td>Oct. 10 Civic Architecture: The Architect’s Viewpoint</td>
</tr>
<tr>
<td></td>
<td>Oct. 12 First City hall paper due for peer-editing</td>
</tr>
<tr>
<td></td>
<td>Thesis statements</td>
</tr>
<tr>
<td>9</td>
<td>Oct. 17 First City Hall Paper Due to me</td>
</tr>
<tr>
<td></td>
<td>Oct. 19 Editing exercise</td>
</tr>
<tr>
<td></td>
<td>Meeting with Art Reference Librarian</td>
</tr>
<tr>
<td>10</td>
<td>Oct. 24 Research Bibliography due in class</td>
</tr>
<tr>
<td></td>
<td>Oct. 26 Evaluating Internet Sources</td>
</tr>
<tr>
<td>11</td>
<td>Oct. 31 Language exercise</td>
</tr>
<tr>
<td></td>
<td>Nov. 2 Research Paper Due for Peer-Editing</td>
</tr>
<tr>
<td>12</td>
<td>Nov. 7-9 Research Paper Due to Me</td>
</tr>
<tr>
<td></td>
<td>Nov. 14 Oral Presentations</td>
</tr>
<tr>
<td></td>
<td>Nov. 16 Language Exercises</td>
</tr>
<tr>
<td>13</td>
<td>Nov. 21 No Class (Non-Instructional Day)</td>
</tr>
<tr>
<td></td>
<td>Nov. 23 Language Exercises</td>
</tr>
<tr>
<td>14</td>
<td>Nov. 28 Revision work</td>
</tr>
<tr>
<td></td>
<td>Nov. 30 Research Questions due to me</td>
</tr>
<tr>
<td>15</td>
<td>Dec. 5-7 Resume Writing</td>
</tr>
<tr>
<td>16</td>
<td>Dec. 12 Resume and Letter Due for Peer-Editing</td>
</tr>
<tr>
<td>17</td>
<td>Final Exam Final Exam and Project Due: Thursday, Dec. 15, 12:15-2:30</td>
</tr>
</tbody>
</table>
Course and Contact Information

Instructor: Rose-Ellen Lessy
Office Location: Art 123
Telephone: (408) 924-4320
Email: Rose.Lessy@sjsu.edu
Office Hours: M/W 1:30-2:30
Class Days/Time: M/W 10:30-11:45
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 upper division writing course that focuses on types of writing relevant to artists, photographers, art historians, and other visual arts professionals. Our goal is to develop proficiency in the research, reading, and writing skills you will need throughout your career. We will emphasize the writing process including revising, editing, and proofreading. This course emphasizes the production of clear, concise prose and works to achieve this through the cultivation of editing and revision skills.

GE Learning Outcomes
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.
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.
Learning Objective 3: Observe and be able to explain ethical standards for citation and the use of intellectual property.

Course Learning Outcomes (CLO)
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 IA and IB.
2: express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.
3: organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.”

Required Texts/Readings

Textbook
You will need to have an English writing handbook for this course. If you have kept the book you used for English 1A and 1B you do not have to purchase another one. If you do not have an English handbook, I recommend *A Writer's Reference*, Diane Hackett.

All required readings will be available on the course page of the art history website: http://arth.sjsu.edu

Strongly recommended, but not strictly required, is the purchase of the following text:


Library Liaison
Our library Liaison is Rebecca Kohn. She can be reached via email at Rebecca.Kohn@sjsu.edu and by phone at libguides.sjsu.edu/Art. All of the University Library Resources can be accessed at libguides.sjsu.edu/az.php (408) 808-2007. Her office is located on the 4th floor of the King Library and she welcomes students to contact her with research questions. Art and Art History Library Resources are available online at: libguides.sjsu.edu/Art. All of the University Library Resources can be accessed at libguides.sjsu.edu/az.php

Course Requirements and Assignments
-Students must produce a minimum of 32 pages of formal writing in this class.
-Assignments include an artist statement, exhibition reviews, visual analyses, a position paper, and a final research paper.
-Students are expected to participate fully in the revision process by producing both first and final drafts.
-Active class participation is expected.
-All readings must be completed on time.
-This course must be passed with a C or better as an SJSU graduation requirement.

Grading Information

Writing assignment grades factor in both the strength of the writing and the strength of the revisions you make over the course of the drafting process. Class participation figures into your final grade, so please do not be shy!

Papers, including drafts, must be submitted on the day they are due. Every late paper will receive a 2-point deduction per day. If you have an emergency and cannot complete a paper on time, you must email me prior to class on the paper's due date. Papers more than one week late will NOT be accepted.

Assignments/Grading Structure

- Ongoing: participation and peer review work (10%)
- Ongoing: Brief in-class/take home writing assignments (10%)
- Week 4: Analysis 1 (10%)
- Week 6: Analysis 2 (10%)
- Week 7: Position Statement (10%)
- Week 10: Research Paper (25%)
- Finals: Final in-class writing (15%)

A rubric will be handed out in class in conjunction with the first assignment, Paper grades will represent the following scale:

1. 94-100% A (no grades above "A")
2. 90-93 A-
3. 87-89 B+
4. 84-86 B
5. 80-83 B-
6. 77-79 C+
7. 73-76 C
8. 70-72 C-
9. 67-69 D+
10. 63-66 D
60-62 D-
0-59 F

Academic Integrity:

Plagiarism, or academic theft, is claiming someone else's work as your own. Do not plagiarize under any circumstances. Please consult me if you have any questions about what constitutes plagiarism. To avoid the appearance of plagiarism, please make sure to cite every source you cite—this includes every online source.
Please consult *A Writer’s Reference* for guidelines on the documentation of online sources. Should you choose to willfully disregard these guidelines, you will be given a zero on the paper in question and will be subject to academic discipline. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf 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/.

**Paper Formatting:**

- All papers must be typed, double-spaced, page-numbered, and stapled or paper-clipped. Papers lacking these features will not be accepted.
- No funny business with fonts and margins. Please use one-inch margins and standard fonts in eleven- or twelve-point.
- Always choose a title, but skip the title page. Place all information (name, date, course, assignment) in the upper right-hand corner of your first page.

**Classroom Protocol**

- It is disruptive to the class if people are wandering in throughout the period; chronic lateness will not be tolerated. All cell phone ringers must be turned off.
- Cell phone use is not allowed in class. Laptops are only allowed when we are working on editing drafts; no Internet access is allowed. If you have a special circumstance that requires you to have your phone visible/on during class time, please see me.
- Active class participation is expected.

**University Policies**

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/

**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.
Course Number / Title, Semester, 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*

*Subject to change with adequate notice

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/30</td>
<td>Cliché [Sonnet 130] [cliché assignment for homework]</td>
</tr>
<tr>
<td>1</td>
<td>2/1</td>
<td>Cliché and the Artist Statement – Bring in your current artist statement</td>
</tr>
<tr>
<td>2</td>
<td>2/6</td>
<td>Meet at San Jose Museum of Art; [turn in revised artist statement]</td>
</tr>
<tr>
<td>2</td>
<td>2/8</td>
<td>For Class: one-page response to Beauty Triennial and read assigned reviews</td>
</tr>
<tr>
<td>3</td>
<td>2/15</td>
<td>Peer Editing/Workshop; paragraph work</td>
</tr>
<tr>
<td>4</td>
<td>2/20</td>
<td>Revised Review due, Look at work of Sebastiao Salgado.</td>
</tr>
<tr>
<td>4</td>
<td>2/22</td>
<td>Read “Formal Analysis and Style” and “Asking Questions to Get Answers: Photography” in Sylvan Barnet. Work on in-class analysis of a Salgado photo</td>
</tr>
<tr>
<td>5</td>
<td>2/27</td>
<td>Read David Levi Strauss, “The Documentary Debate” and “Epiphany of the Other” and Susan Sontag excerpts</td>
</tr>
<tr>
<td>5</td>
<td>3/1</td>
<td>Turn in Analysis of Salgado photo(s); in-class editing workshop</td>
</tr>
<tr>
<td>6</td>
<td>3/6</td>
<td>Meet at San Jose museum to see Life and Labor: The Photographs of Milton Rogovin; Turn in Revised Analysis of Salgado photo(s)</td>
</tr>
<tr>
<td>6</td>
<td>3/8</td>
<td>Due: brief analysis of one or more images from Rogovin exhibition. Do the debates about Salgado apply here? The idea is to use your description to engage with the broader arguments about the politics of documentary photography. Citation Workshop</td>
</tr>
<tr>
<td>7</td>
<td>3/13</td>
<td>Turn in revised Rogovin analysis. Watch Beltracchi - The Art of the Forgery in class</td>
</tr>
<tr>
<td>7</td>
<td>3/15</td>
<td>Discuss Beltracchi and assigned film reviews</td>
</tr>
<tr>
<td>8</td>
<td>3/20</td>
<td>Read the two fakes and forgeries essays in Arguing about Art, Discuss</td>
</tr>
<tr>
<td>8</td>
<td>3/22</td>
<td>Position statement due (modeled on They Say/I Say); in-class editing</td>
</tr>
<tr>
<td>9</td>
<td>3/27</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>9 3/29</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>10 4/3</td>
<td>Turn in revised, final version of position statement</td>
<td></td>
</tr>
<tr>
<td>10 4/5</td>
<td>Introduction of final research paper, brainstorming</td>
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</tr>
<tr>
<td>11 4/10</td>
<td>Proposal for Final Paper due, revise in class</td>
<td></td>
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<tr>
<td>11 4/12</td>
<td>Revised Proposal Due, Thesis workshop</td>
<td></td>
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<tr>
<td>12 4/17</td>
<td>First Paragraph due</td>
<td></td>
</tr>
<tr>
<td>12 4/19</td>
<td>First Page due</td>
<td></td>
</tr>
<tr>
<td>13 4/24</td>
<td>First four pages due</td>
<td></td>
</tr>
<tr>
<td>13 4/26</td>
<td>Full Rough Draft due, workshop</td>
<td></td>
</tr>
<tr>
<td>14 5/1</td>
<td>Peer Editing</td>
<td></td>
</tr>
<tr>
<td>14 5/3</td>
<td>Peer Editing</td>
<td></td>
</tr>
<tr>
<td>15 5/8</td>
<td>Individual Meetings</td>
<td></td>
</tr>
<tr>
<td>15 5/10</td>
<td>Individual Meetings</td>
<td></td>
</tr>
<tr>
<td>16 5/15</td>
<td>Research Paper due</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>5/19 9:45 am</td>
<td></td>
</tr>
</tbody>
</table>
Art 100W: Writing Workshop (Section 2), Spring, 2017

Course and Contact Information

Instructor: Rose-Ellen Lessy
Office Location: Art 123
Telephone: (408) 924-4320
Email: Rose.Lessy@sjsu.edu
Office Hours: M/W 1:30-2:30
Class Days/Time: M/W 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

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-Active class participation is expected.
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Assignments/Grading Structure

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Ongoing: Brief in-class/take home writing assignments (10%)
Week 4: Review 1 (10%)
Week 6: Analysis 1) (10%)
Week 7: Analysis 2 (10%)
Week 10 Position Statement (10%)
Week 16: Research Paper (25%)
Finals Final in-class writing (15%)

A rubric will be handed out in class in conjunction with the first assignment, Paper grades will represent the following scale:

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3. 87-89 B+
4. 84-86 B
5. 80-83 B-
6. 77-79 C+
7. 73-76 C
8. 70-72 C-
9. 67-69 D+
10. 63-66 D
60-62 D-
0-59 F

Academic Integrity:

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Please consult *A Writer's Reference* for guidelines on the documentation of online sources. Should you choose to willfully disregard these guidelines, you will be given a zero on the paper in question and will be subject to academic discipline. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf 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/.

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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/”

**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.
**Course Number / Title, Semester, 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***

*Subject to change with adequate notice

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/30</td>
<td>Cliché [Sonnet 130] [cliché assignment for homework]</td>
</tr>
<tr>
<td>1</td>
<td>2/1</td>
<td>Cliché and the Artist Statement – Bring in your current artist statement</td>
</tr>
<tr>
<td>2</td>
<td>2/6</td>
<td>Meet at San Jose Museum of Art; [turn in revised artist statement]</td>
</tr>
<tr>
<td>2</td>
<td>2/8</td>
<td>For Class: one-page response to Beauty Triennial and read assigned reviews</td>
</tr>
<tr>
<td>3</td>
<td>2/15</td>
<td>Peer Editing/Workshop; paragraph work</td>
</tr>
<tr>
<td>4</td>
<td>2/20</td>
<td>Revised Review due, Look at work of Sebastiao Salgado.</td>
</tr>
<tr>
<td>4</td>
<td>2/22</td>
<td>Read “Formal Analysis and Style” and “Asking Questions to Get Answers: Photography” in Sylvan Barnet. Work on in-class analysis of a Salgado photo</td>
</tr>
<tr>
<td>5</td>
<td>2/27</td>
<td>Read David Levi Strauss, “The Documentary Debate” and “Epiphany of the Other” and Susan Sontag excerpts</td>
</tr>
<tr>
<td>5</td>
<td>3/1</td>
<td>Turn in Analysis of Salgado photo(s); in-class editing workshop</td>
</tr>
<tr>
<td>6</td>
<td>3/6</td>
<td>Meet at San Jose museum to see Life and Labor: The Photographs of Milton Rogovin; Turn in Revised Analysis of Salgado photo(s)</td>
</tr>
<tr>
<td>6</td>
<td>3/8</td>
<td>Due: brief analysis of one or more images from Rogovin exhibition. Do the debates about Salgado apply here? The idea is to use your description to engage with the broader arguments about the politics of documentary photography. Citation Workshop</td>
</tr>
<tr>
<td>7</td>
<td>3/13</td>
<td>Turn in revised Rogovin analysis. Watch Beltracchi - The Art of the Forgery in class</td>
</tr>
<tr>
<td>7</td>
<td>3/15</td>
<td>Discuss Beltracchi and assigned film reviews</td>
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<tr>
<td>8</td>
<td>3/20</td>
<td>Read the two fakes and forgeries essays in Arguing about Art, Discuss</td>
</tr>
<tr>
<td>8</td>
<td>3/22</td>
<td>Position statement due (modeled on They Say/I Say); in-class editing</td>
</tr>
<tr>
<td>9</td>
<td>3/27</td>
<td>SPRING BREAK</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>3/29</td>
<td>SPRING BREAK</td>
<td></td>
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<tr>
<td>4/3</td>
<td>Turn in revised, final version of position statement</td>
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<tr>
<td>4/5</td>
<td>Introduction of final research paper, brainstorming</td>
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<tr>
<td>4/10</td>
<td>Proposal for Final Paper due, revise in class</td>
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<tr>
<td>4/12</td>
<td>Revised Proposal Due, Thesis workshop</td>
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<tr>
<td>4/17</td>
<td>First Paragraph due</td>
<td></td>
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<tr>
<td>4/19</td>
<td>First Page due</td>
<td></td>
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<tr>
<td>4/24</td>
<td>First four pages due</td>
<td></td>
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<tr>
<td>4/26</td>
<td>Full Rough Draft due, workshop</td>
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<tr>
<td>5/1</td>
<td>Peer Editing</td>
<td></td>
</tr>
<tr>
<td>5/3</td>
<td>Peer Editing</td>
<td></td>
</tr>
<tr>
<td>5/8</td>
<td>Individual Meetings</td>
<td></td>
</tr>
<tr>
<td>5/10</td>
<td>Individual Meetings</td>
<td></td>
</tr>
<tr>
<td>5/15</td>
<td>Research Paper due</td>
<td></td>
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<tr>
<td>5/19</td>
<td>Final Exam</td>
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<tr>
<td></td>
<td>9:45 am</td>
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</tbody>
</table>
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.”

*Grammar Bytes! Grammar Instruction with Attitude*: [www.chompchomp.com](http://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**


*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](http://grammar.ccc.commnet.edu/grammar)


Learn about English Grammar and How to Write Better: [www.lousywriter.com](http://www.lousywriter.com)

The Purdue University Online Writing Lab: [http://owl.english.purdue.edu](http://owl.english.purdue.edu)

Writing About Art by Majorie Musterberg: [www.writingaboutart.org](http://www.writingaboutart.org)

ArtLex Art Dictionary: [www.artlex.com](http://www.artlex.com)

The Chicago Manual of Style Online: [www.chicagomanualofstyle.org/home.html](http://www.chicagomanualofstyle.org/home.html)

**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**

Our library Liaison is **Rebecca Kohn**. She can be reached via email at
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 an emergency situation makes it necessary for you to make or receive a call during class time, you must inform the instructor before class. 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/academic_programs/calendars/academic_calendar/. 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)**
   Writing exercises vary from informal, in-class handwritten responses to one-two page typed assignments. Points are assigned accordingly.

2. **Grammar Quizes (L01)**

3. **Papers**
   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)**
   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)**
   Topics include Punctuation; Subject-Verb Agreement; Modifiers; Passive Voice

7. **Final Exam (L01, L02)**
   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 (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.
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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
<td>(no grades above &quot;A&quot;)</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>84-86</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>80-83</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>C</td>
<td>70-72</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>D+</td>
<td>63-66</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>60-62</td>
<td>F</td>
</tr>
<tr>
<td>D-</td>
<td>0-59</td>
<td></td>
</tr>
</tbody>
</table>

ART100W, Professor Silk, Spring 2017
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. (see http://www.sjsu.edu/senate/f88-6.htm)

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://www.sjsu.edu/senate/S07-2.htm, 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.sa.sjsu.edu/judicial_affairs/index.html.

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 Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.
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: http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm

The Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) 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 LARC website for more information http://www.sjsu.edu/larc/
# ART100W Course Schedule as of January 19, 2017

The instructor reserves the right to change the course schedule if necessary

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignments</th>
<th>Topic/References</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/26</td>
<td>Intro to syllabus</td>
<td>Capturing reader’s attention; writing specifically; description; narrative; storytelling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing Exercise #1: Personal Ads</td>
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<tr>
<td>2</td>
<td>1/31, 2/2</td>
<td>Writing Exercise #2: Emotion/Mood</td>
<td>Writing Commons: <a href="#">Punctuation</a></td>
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<tr>
<td></td>
<td></td>
<td>Grammar Unit: Punctuation</td>
<td>also Editing: <a href="#">Punctuation</a></td>
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<td></td>
<td><a href="#">Grammar Bytes! Grammar Instruction with Attitude:</a></td>
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<td></td>
<td>punctuation cont’d</td>
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<td></td>
<td>Description: using sensory vocabulary</td>
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<td>Writing Exercise #3 &amp; #4: Description: The Senses</td>
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<tr>
<td>3</td>
<td>2/7, 2/9</td>
<td></td>
<td>Using sensory description: verbs, adjectives, adverbs; action</td>
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<tr>
<td>Date</td>
<td>Events and Resources</td>
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<tr>
<td>2/14, 2/16</td>
<td>Formal Analysis/Narrative Paper Assignment</td>
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<td></td>
<td>Writing Exercise #5: Formal Analysis (Ads)</td>
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<td>Punctuation Quiz</td>
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<td>In-class ad review/discussion</td>
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<td>Writing Exercise #6: Your writing process</td>
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<td>Interpretation/judgment; formal analysis; interpretation; storytelling; image/text relationships; poetic language</td>
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<td><em>Writing Commons</em>: Visual Literacy: <a href="#">Breaking Down an Image</a></td>
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<td><em>Writing Commons</em>: Visual Literacy: <a href="#">Ad Analysis</a></td>
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<td></td>
<td>Understanding Advertising: <a href="#">Decoding an Ad’s Appeal</a></td>
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<td><em>Writing Commons</em>: <a href="#">Style: Voice/Point of View</a></td>
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<td><em>Writing Commons</em>: <a href="#">Academic Writing-Using Academic Language</a></td>
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<td><em>Writing Commons</em>: <a href="#">Writing Processes</a></td>
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<td><em>Writing Commons</em>: Writing Process-<a href="#">Organize Structure</a></td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Assignments</td>
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</table>
| 5    | 2/21, 2/23 | Writing Exercise #7: Formal Analysis (Fine Art)  
Formal Analysis Draft due/Peer Review  
Grammar Unit: Subject/Verb Agreement |
|      |        | Writing Commons: Formal Analysis Vocabulary: List of Descriptive Words to Critique Art  
Bellevue College: Art and Design Vocabulary  
Richard Metzgar: Art Foundations Vocabulary  
Writing Commons: Collaboration: Peer Review-Providing and Receiving Feedback  
Writing Commons: Style: Grammar Pronoun Agreement Subject-Verb Agreement |
| 6    | 2/28, 3/2 | Subject/Verb Agreement cont’d  
Research Paper Assignment: Overview of Research Paper components |
|      |        | Developing topics; locating resources; artist interviews; character description; setting the scene; applying sensory description |
| 7    | 3/7, 3/9 | LIBRARY WORKSHOP Tuesday March 7 at Dr. Martin Luther King, Jr. Library, Room 217.  
Formal Analysis/Narrative Paper Assignment due (bring to workshop)  
Subject/Verb Agreement Quiz (3/9)  
Identifying and Writing a Thesis Statement/Research Paper Proposal |
|      |        | Writing Commons: Critical Reading Practices-The Guiding Idea and Argumentative Thesis Statement  
Writing Commons: Information Literacy-Library and Internet Research |
| 8    | 3/14, 3/16 | Artist interview analysis  
Research paper thesis due/peer review/selected presentations |
<p>|      |        | Asking questions/inventing answers; inference/observation; physical mannerisms; language tone and style |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Resources</th>
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<tbody>
<tr>
<td>9</td>
<td>3/31, 3/23</td>
<td>Character, dialogue, scene writing and formatting</td>
<td>Writing Exercise #8: Summarizing, Paraphrasing, and Quoting</td>
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<td>language patterns, conveying personality with description, plot devices</td>
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<td>10</td>
<td>3/28, 3/30</td>
<td><strong>NO CLASS–SPRING RECESS</strong></td>
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<td>11</td>
<td>4/4, 4/6</td>
<td>Turabian/Chicago Manual of Style: Endnotes, Bibliography</td>
<td><em>The Chicago Manual of Style Online</em></td>
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<td>Summarizing, paraphrasing, quoting</td>
<td><em>SJSU Citing and Writing Help: Cite &amp; Write</em></td>
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<td>Research Paper Draft due/Peer Review</td>
<td><em>Writing Commons: Collaboration: Peer Review- Providing and Receiving Feedback</em></td>
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<tr>
<td>12</td>
<td>4/11, 4/13</td>
<td>Introduction to Dangling and Misplaced Modifiers</td>
<td><em>Grammar Bytes! Grammar Instruction with Attitude: <a href="http://www.chompchomp.com">www.chompchomp.com</a></em></td>
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<td><em>Guide to Grammar and Writing: <a href="http://grammar.ccc.commnet.edu/grammar/modifiers.htm">http://grammar.ccc.commnet.edu/grammar/modifiers.htm</a></em></td>
</tr>
<tr>
<td>13</td>
<td>4/18, 4/20</td>
<td>Modifiers Quiz</td>
<td><em>Developing Artist Statements and Bios</em></td>
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<td>Research Paper Final version due</td>
<td>Artist’s Statement: <a href="#">Molly Gordon</a></td>
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<td>Introduction to Professional Documents Assignment</td>
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<td>Overview of Artist’s Statement; Resume; Letter of Introduction</td>
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<td>Artist’s Statement analysis</td>
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<td>Writing Exercise #9: Stories of Success and Failure</td>
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<td>Dates</td>
<td>Assignments</td>
<td>Notes</td>
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| 14   | 4/25, 4/27 | Focus on resumes & Letter of Introduction  
Writing a 1-2 line “mission statement” | Writing with passion; avoiding the passive voice; action verbs  
Writing Commons: The Art of the Pick-up: Wooing Your Future Employer in the Cover Letter  
How to Write a Cover Letter According to Great Artists |
| 15   | 5/2, 5/4 | Professional Documents Artist’s statement & Resume draft due/Peer Review; Be prepared to show your work  
Writing Exercise #10: 5 Point Agenda/60 Second Sell | Self-presentation; confidence |
| 16   | 5/9, 5/11 | The Pleasures and Sorrows of Work  
Formal Analysis, grammar, storytelling review | Alain de Botton: The Pleasures and Sorrows of Work  
TED Talk: Alain de Botton: A Kinder, Gentler Philosophy of Success |
| 17   | 5/15 | LAST DAY OF CLASS  
Professional Documents due | Networking; presenting your work |
| 18   | 5/22, 9:45-12:00 | FINAL EXAM  
Section 4: Monday, May 22, 9:45-12:00  
Section 5: Wednesday, May 24, 9:45-12:00 | Bring greenbook, assigned materials, and brain. |
San José State University

Spring 2017

School of Art and Design
Course Number 27401, ART100W, Section 05

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Janet Silk</th>
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<tbody>
<tr>
<td>Office Location:</td>
<td>Art 115</td>
</tr>
<tr>
<td>Telephone:</td>
<td>(408) 924-4361</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:janet.silk@sjsu.edu">janet.silk@sjsu.edu</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Tuesdays 2:00-4:00</td>
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<tr>
<td>Class Days/Time:</td>
<td>T/Thrs. 12:00-1:15</td>
</tr>
<tr>
<td>Classroom:</td>
<td>ART 141</td>
</tr>
</tbody>
</table>
| 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                 |

**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.”

*Grammar Bytes!* Grammar Instruction with Attitude:  [www.chompchomp.com](http://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**


*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](http://grammar.ccc.commnet.edu/grammar)


Learn about English Grammar and How to Write Better: [www.lousywriter.com](http://www.lousywriter.com)

The Purdue University Online Writing Lab: [http://owl.english.purdue.edu](http://owl.english.purdue.edu)

Writing About Art by Majorie Musterberg: [www.writingaboutart.org](http://www.writingaboutart.org)

ArtLex Art Dictionary:  [www.artlex.com](http://www.artlex.com)

The Chicago Manual of Style Online: [www.chicagomanualofstyle.org/home.html](http://www.chicagomanualofstyle.org/home.html)

**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**

Our library Liaison is **Rebecca Kohn**. She can be reached via email at
Rebecca.Kohn@sjsu.edu and by phone at (408) 808-2007. Her office is located on the 4th floor of the King Library and she welcomes students to contact her with research questions. Art and Art History Library Resources are available online at: libguides.sjsu.edu/Art. All of the University Library Resources can be accessed at: libguides.sjsu.edu/az.php.

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 an emergency situation makes it necessary for you to make or receive a call during class time, you must inform the instructor before class. 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/academic_programs/calendars/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)**
   Writing exercises vary from informal, in-class handwritten responses to one-two page typed assignments. Points are assigned accordingly.

2. **Grammar Quizes (L01)**

3. **Papers**
   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)**
   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)**
   Topics include Punctuation; Subject-Verb Agreement; Modifiers; Passive Voice

7. **Final Exam (L01, L02)**
   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 (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.
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:**

<table>
<thead>
<tr>
<th>Percentage</th>
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<tbody>
<tr>
<td>94-100%</td>
<td>A</td>
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<tr>
<td>90-93</td>
<td>A-</td>
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<tr>
<td>87-89</td>
<td>B+</td>
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<tr>
<td>84-86</td>
<td>B</td>
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<tr>
<td>80-83</td>
<td>B-</td>
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<tr>
<td>77-79</td>
<td>C+</td>
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<tr>
<td>73-76</td>
<td>C</td>
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<td>70-72</td>
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<td>67-69</td>
<td>D+</td>
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<td>63-66</td>
<td>D</td>
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<tr>
<td>60-62</td>
<td>D-</td>
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<tr>
<td>0-59</td>
<td>F</td>
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ART100W, Professor Silk, Spring 2017
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. (see http://www.sjsu.edu/senate/f88-6.htm)

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://www.sjsu.edu/senate/S07-2.htm, 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.sa.sjsu.edu/judicial_affairs/index.html.

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 Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.
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: http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm

The Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) 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 LARC website for more information http://www.sjsu.edu/larc/
ART100W Course Schedule as of January 19, 2017
The instructor reserves the right to change the course schedule if necessary

<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Assignments</th>
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| 1    | 1/26    | Intro to syllabus  
     |         | Writing Exercise #1: Personal Ads | Capturing reader’s attention; writing specifically; description; narrative; storytelling |
| 2    | 1/31, 2/2 | Writing Exercise #2: Emotion/ Mood  
     |         | Grammar Unit: Punctuation | Writing Commons: Punctuation  
     |         |                          | also Editing: Punctuation  
     |         |                          | Grammar Bytes! Grammar Instruction with Attitude: www.chompchomp.com |
| 3    | 2/7, 2/9 | punctuation cont’d  
     |         | Description: using sensory vocabulary  
     |         | Writing Exercise #3 & #4: Description: The Senses | Using sensory description: verbs, adjectives, adverbs; action |
| 4 | 2/14, 2/16 | Formal Analysis/Narrative Paper Assignment  
Writing Exercise #5: Formal Analysis (Ads)  
Punctuation Quiz  
In-class ad review/discussion  
Writing Exercise #6: Your writing process | interpretation/judgment; formal analysis; interpretation; storytelling; image/text relationships; poetic language  
*Writing Commons: Visual Literacy:* [Breaking Down an Image](#)  
*Writing Commons: Visual Literacy-* [Ad Analysis](#)  
Understanding Advertising: [Decoding an Ad’s Appeal](#)  
*Writing Commons:* [Style: Voice/Point of View](#)  
*Writing Commons:* [Academic Writing-Using Academic Language](#)  
*Writing Commons:* [Writing Processes](#)  
*Writing Commons:* [Writing Process-Organize Structure](#) |
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| 5    | 2/21, 2/23 | Writing Exercise #7: Formal Analysis (Fine Art)  
Formal Analysis Draft due/Peer Review  
Grammar Unit: Subject/Verb Agreement |
|      |        |  
**Writing Commons:**  
Formal Analysis Vocabulary: List of Descriptive Words to Critique Art  
Bellevue College: Art and Design Vocabulary  
Richard Metzgar: Art Foundations Vocabulary  
**Writing Commons: Collaboration:** Peer Review-Providing and Receiving Feedback  
**Writing Commons: Style:** Grammar Pronoun Agreement Subject-Verb Agreement |
| 6    | 2/28, 3/3 | Subject/Verb Agreement cont’d  
Research Paper Assignment: Overview of Research Paper components |
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*How to Write a Cover Letter According to Great Artists* |
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| 16 | 5/9, 5/11 | The Pleasures and Sorrows of Work  
Formal Analysis, grammar, storytelling review | *Alain de Botton: The Pleasures and Sorrows of Work*  
*TED Talk: Alain de Botton: A Kinder, Gentler Philosophy of Success* |
| 17 | 5/15 | LAST DAY OF CLASS  
Professional Documents due | Networking; presenting your work |
| 18 | | FINAL EXAM  
Section 4: Monday, May 22, 9:45-12:00  
Section 5: Wednesday, May 24, 9:45-12:00 | Bring greenbook, assigned materials, and brain. |