San José State University
Department of Art & Art History
Course Number 47922, ART 100W, Section 04
Fall 2014

Course and Contact Information

Instructor: Dr. Hui-chi Lo
Office Location: ART 121
Telephone: TBA
Email: lohuichi@gmail.com (temporary)
Office Hours: M 10:30-11:30 am
Class Days/Time: MW 12:00-1:15 pm
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

Course Fees: Up to $11 of your SSETF fee will go towards image and website development. (Course fees are collected when you register and do not require an additional payment to the instructor or the school.)

An admission fee of $5 may apply for a field trip to the San Jose Asian Art Museum.
COURSE DESCRIPTION
Art 100 W is an advanced writing course for fine art majors. This course focuses on types of writing relevant to artists, art historians, and other visual art professionals. Activities and assignments are organized around the three themes of museum exhibitions, scholarly articles, and self-presentation for career success.

LEARNING OBJECTIVE (SJSU General Education Guidelines)
This course aims to strengthen students’ abilities to 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; and
3. organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.

REQUIRED READINGS
Textbook


I have ordered the newest edition, but you may purchase any edition.

Other Required Readings
Other required readings, syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

Suggested Readings


LIBRARY LIAISON
Rebecca Kohn is the liaison librarian for Art and Art History. She can be reached via e-mail at rebecca.kohn@sjsu.edu or by telephone at 408.808.2007. Her office is located on the 4th floor of King
Library and she welcomes students to contact her with research questions. Library Resources specific to art and art history are available online at: http://libguides.sjsu.edu/ArtDesignResources

**COURSE REQUIREMENTS**

1. SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

2. This course must be passed with a C or better as a CSU graduation requirement.

3. Essay exam. Students not passing or who miss the final exam receive a No Credit (NC) for this course.

**ASSIGNMENTS**

**Types of Assignments**

Formal Writing Assignments: Five formal writing projects (a total of 8,000 words) will be assigned. You will write a comparison essay, a museum paper, an analytical paper, and a research paper. You will also be assigned a professional portfolio that will include a resume, a cover letter, and other materials relevant to a professional in art and design. You can expect to be working on some aspect of a formal writing project every week.

Writing Portfolio: In addition to the formal projects, you will be assigned short writing exercises that are related to the skills we are working on. These will be handed in periodically. Grades will based on quality, effort and completion.

In-class Exercises and Discussions: We will often spend part of class time writing and editing. These will also be turned in periodically and will be received for effort and completion. In-class exercises and discussions that are missed cannot be made up. Absences will harm your final grade.

Oral Presentations: There will be several oral presentations. Students will also have many opportunities to participate in discussions and to read aloud in class.

**Late Work Policy**

All final versions of writing assignments must be submitted with ALL outlines, drafts, and other required material in order to receive full credit. All writing assignments MUST BE turned in on the due date. Late work is not accepted. Let me know at least two days BEFORE a formal writing assignment is due if some unavoidable situation makes it impossible for you to hand in the assignment on time. Points are deducted from assignments turned in late. Assignment is NOT accepted after one week past the due date.

Late in-class assignments will not be accepted or made up. Late participation exercises or worksheets will not be accepted or made up unless prior arrangements have been made and agreed to at least two days before the date of the assignment.
Revision Policy for Formal Writing Assignments

Each writing assignment will be peer-edited in the class period before it is due to me so you can revise based on preliminary feedback. I will then read and grade your paper and hand it back. You will need to revise the paper based on my comments and hand it in again, with the original paper, a week after you receive it. I will spot read it quickly this time. If you have made substantial improvements you might receive a second slightly higher grade. Perfunctory revisions will result in the same grade. No revision means that I will enter a second, lower grade in my grade book. However, I may instead choose to assign extra points to the revision process. I will let you know when that is the case.

Required Materials:
Two-pocket folder with your name on the outer top right corner for submitting assignments. Bring your textbooks, writing paper, pencils, and an eraser to each class.

Assignment Format:
Unless otherwise instructed, all assignments must be double-spaced, having one-inch margins, using 12-point Times New Roman font, and with page number, your name, and name of the assignment on all pages. For formal writing assignments, you are expected to create a title page for your essay. If required by the assignment, include illustrations or figures of works and captions. Staple pages together at the upper left-hand corner and be prepared to turn in with your outline and draft, and other required material in a pocket-folder. Outline and draft text must be typed; brainstorming tools or notes can be submitted hand-written, but everything must be legible. Finally, cite all quoted and paraphrased material using The Chicago Manual of Style (CMS). 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.

Assignment Criteria: Most assignments will be evaluated and graded by the following criteria:

• The purpose of the assignment is understood and kept in view throughout
• Ideas are stated clearly and precisely
• Ideas are organized in a logical order
• Conclusions (inferences) are drawn from information
• Reasons are given for conclusions
• Paragraphs and essays are structured logically and correctly
• The writer uses standard English and correct spelling
• Students are encouraged to be creative beyond the minimum requirements of the assignment

GRADING POLICY
1. Five Formal Projects (60%; 12% each):
2. Writing Portfolio (10%):
3. In-class Exercises and Discussions (10%)
4. Oral Presentations (10%)
5. Final Examination (P/NP).
Incompletes and make-up final exam WILL NOT BE GIVEN. Students not passing or who miss the final exam receive a No Credit (NC) for this course. I grade in number scores. These number scores will be converted to letter grades for all your assignments, final exam, and your course grade according to the following grading scale.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100-93%</td>
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<tr>
<td>A-</td>
<td>92-90%</td>
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<tr>
<td>B+</td>
<td>89-87%</td>
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<tr>
<td>B</td>
<td>86-83%</td>
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<tr>
<td>B-</td>
<td>82-80%</td>
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<tr>
<td>C+</td>
<td>79-77%</td>
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<tr>
<td>C</td>
<td>76-73%</td>
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<tr>
<td>C-</td>
<td>72-70%</td>
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<tr>
<td>D+</td>
<td>69-67%</td>
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<tr>
<td>D</td>
<td>66-63%</td>
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<tr>
<td>D-</td>
<td>62-60%</td>
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<tr>
<td>F</td>
<td>Below 59%</td>
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</table>

This course will not be graded on a curve. You will not be competing against other students. Grades of individual assignments, test, or writing exercises will not be posted through an internet-accessible website or course management tool. If you want to monitor your progress, please communicate with your instructor directly. All papers must be original to this class (no "recycling"). All incidences of plagiarism will result in an assignment grade of "0" and will be reported to the Office of Judicial Affairs.

NOTE that University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

**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.
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)

CLASSROOM PROTOCOL

Students are required to attend every lecture and arrive on time. In-class writing and participation, such as providing constructive comments and asking questions, working with partners and groups, moving seating arrangement for group activities, discussions, and reading aloud, are also expected.

Students are expected to maintain a learning-centered and civil classroom community by minimizing distractions (e.g., making sure cell phone rings are deactivated before entering the class; using laptop computers only for non-networked, offline note-taking purposes).

Recording of Class and Public Sharing of Instructor's Material

Do NOT make audio or video recordings in the class. Recording permission is granted in extremely rare cases. You need to write to the instructor for her written permission. Permission will be granted on a class by class basis. In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

1. "Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.” (University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf)

2. “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.” (University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf)

UNIVERSITY POLICIES

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 year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/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/.
Academic Integrity
Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. 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/.

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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Accommodation to Students’ Religious Holidays
San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

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

COURSE SCHEDULE
The course schedule, required readings, assignments, and deadlines are subject to change. Notice of changes will be made available through Canvas and/or in class.

Final versions of assignments are due one week after the assignments are graded and returned to students.

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Reading/ Draft Due</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>1 M</td>
<td>Introduction</td>
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<td>8/25</td>
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Museum Exhibitions

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<th>Topic</th>
<th>Required Reading/ Draft Due</th>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Activity</td>
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<tr>
<td>9/01</td>
<td>M</td>
<td>Holiday</td>
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<td>9/03</td>
<td>W</td>
<td>Oral Presentation</td>
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<tr>
<td>9/08</td>
<td>M</td>
<td>Oral Presentation</td>
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<tr>
<td>9/17</td>
<td>W</td>
<td>Exhibition Labels and Wall Text</td>
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<td>9/24</td>
<td>W</td>
<td>San Jose Art Museum</td>
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<td>9/29</td>
<td>M</td>
<td>Revising and Editing for Formal Analysis</td>
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<td>10/01</td>
<td>W</td>
<td>Organizing an Oral Presentation</td>
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<td>Date</td>
<td>Day</td>
<td>Activity</td>
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<td>7 M</td>
<td>10/06</td>
<td>Library Tour</td>
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<tr>
<td>W</td>
<td>10/08</td>
<td>Pick a Topic</td>
</tr>
<tr>
<td>8 M</td>
<td>10/13</td>
<td>Literature Review Introduction Primary sources</td>
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<tr>
<td>W</td>
<td>10/22</td>
<td>Academic Writing Style Paragraph Development</td>
</tr>
<tr>
<td>10 M</td>
<td>10/27</td>
<td>Strong Sentences Common Grammar Mistakes</td>
</tr>
<tr>
<td>W</td>
<td>11/05</td>
<td>Thesis Proposals</td>
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<tr>
<td>13</td>
<td>M 11/17</td>
<td>Oral Presentation</td>
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<tr>
<td>14</td>
<td>M 11/24</td>
<td>Oral Presentation (or TBA)</td>
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This syllabus is adapted from syllabi of ART 100W taught by Dr. Beverly Grindtaff, Dr. Cristy Junkerman, and Ms. Janet Silk.
San José State University
School of Art and Design
Course Number 44814, ART100W, Section 1

Fall 2014

Instructor: Janet Silk
Office Location: Art 115
Telephone: (408) 924-4361
Email: janet.silk@sjsu.edu
(Response to email communication Monday-Thursday 11:00 a.m.-5:30 p.m. only)

Office Hours: Tues./Thurs. 4:30-5:30 p.m.

Class Days/Time: Section 1: T/Thr 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
Course Fees: Up to $11 of your SSETF fee will go towards image and website development. (Course fees are collected when you register and do not require an additional payment to the instructor or the school.)
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 strategies you will find useful 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**

**Required**
Bernstein, Mashey, George Yatchisin. *Writing for the Visual Arts.* Prentice Hall (any edition should be fine)

**Optional**
Grammar Smart: *A guide to perfect usage.* Princeton Review Publishing (any edition is fine, we can work with variations in class)

*It was the best of sentences, it was the worst of sentences,* by June Casagrande. Ten Speed Press

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

**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**
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:**
Grammar Bytes! Grammar Instruction with Attitude: www.chompchomp.com
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
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
ArtLex Art Dictionary: www.artlex.com
Other equipment / material requirements

For submitting coursework, you will need two folders (by the second week of class) 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. Bring your textbook, all handouts, all assignments, writing paper, and something to write with to each class. Be prepared to write in class.

Library Liaison

Rebecca Kohn is the liaison librarian for Art and Art History. She can be reached via e-mail at rebecca.kohn@sjsu.edu or by telephone at 408.808.2007. Her office is located on the 4th floor of King Library and she welcomes students to contact her with research questions.

Library Resources specific to art and art history are available online at: http://libguides.sjsu.edu/ArtDesignResources
Martin Luther King, Jr., Library website: http://sjlibrary.org/

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, writing exercises and class participation are a significant part of your grade. At the end of the course, I give points for general participation based on observing those students who take the initiative to engage in class discussions and 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.

I require you to be engaged with the activities in class. (For example, 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.) 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. Final grades will be lowered for students who insist on using their device during class. I will give you one warning, and if it is not honored, then your 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 engage with your peers and 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) 70 points
   Writing exercises vary from informal in-class, handwritten responses to one-two page typed assignments. Points are assigned accordingly.

2. Grammar Quizes (L01) (15 points each) 60 points

3. Papers 130 points
   Three formal written assignments (L01, L02, L03):
   a. Formal Analysis
      (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)

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) 75 points
   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. (30 points)
   Grammar exercise worksheets (45 points)

5. Final Exam (L01, L02) 50 points
   Essay exam. Students not passing or who miss the final exam receive a No Credit (NC) for this course.

Total points for class: 385 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 number 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, but 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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<tbody>
<tr>
<td>94-100%</td>
<td>A</td>
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<td>87-89</td>
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<td>70-72</td>
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<td>60-62</td>
<td>D-</td>
</tr>
<tr>
<td>0-59</td>
<td>F</td>
</tr>
</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. 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 Room 126 in Clark Hall. It is staffed by
professional instructors and upper-division or graduate-level writing specialists from each
of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement,
and they are well trained to assist all students at all levels within all disciplines to become
better writers. The Writing Center website is located at http://www.sjsu.edu/
writingcenter/about/staff/.

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 16, 2014
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>8/26, 8/28</td>
<td>Intro to syllabus</td>
<td>Capturing reader's attention; writing specifically; description/interpretation/judgment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing Exercise #1: Personal Ads</td>
<td>Writing for the Visual Arts: How to Write Academic Art Papers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Formal Analysis Paper Assignment</td>
<td>Writing About Art by Majorie Musterberg: <a href="http://www.writingaboutart.org">www.writingaboutart.org</a></td>
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<tr>
<td>2</td>
<td>9/2, 9/4</td>
<td>Writing Exercise #2: Analyzing Advertisements</td>
<td>Formal analysis; interpretation; storytelling; image/text</td>
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<tr>
<td></td>
<td></td>
<td>Writing Exercise #3: Analyzing Art/Design Images</td>
<td>Excerpts from: Transforming Vision: Writers on Art, Art Institute of Chicago</td>
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<tr>
<td></td>
<td></td>
<td>Writing Exercise #4: Interpreting Images</td>
<td></td>
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<tr>
<td>3</td>
<td>9/9, 9/11</td>
<td>Sentence Revision</td>
<td>Writing for the Visual Arts: How to Revise and Peer Review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Formal Analysis Paper: Peer Review/Draft</td>
<td></td>
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<tr>
<td>4</td>
<td>9/16, 9/18</td>
<td>Subject/Verb Agreement</td>
<td>Grammar Bytes! Grammar Instruction with Attitude: <a href="http://www.chompchomp.com">www.chompchomp.com</a></td>
</tr>
<tr>
<td>5</td>
<td>9/23, 9/25</td>
<td>Subject/Verb Agreement Quiz</td>
<td>Theories and Documents of Contemporary Art: A Sourcebook of Artist's Writings, Stiles and Selz</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Additional Information</td>
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<tr>
<td>6</td>
<td>9/30, 10/2</td>
<td>Modifiers Writing Exercise #6: Critical Reading 1</td>
<td>Grammar Bytes! Grammar Instruction with Attitude: <a href="http://www.chompchomp.com">www.chompchomp.com</a></td>
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<tr>
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<td>Guide to Grammar and Writing: <a href="http://grammar.ccc.commnet.edu/grammar/modifiers.htm">http://grammar.ccc.commnet.edu/grammar/modifiers.htm</a></td>
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<tr>
<td>7</td>
<td>10/7, 10/9</td>
<td>Modifiers Quiz Writing Exercise #7: Critical Reading II</td>
<td>Essay structures; logical flow; giving examples; using descriptive language</td>
</tr>
<tr>
<td>8</td>
<td>10/14, 10/16</td>
<td>Research Paper Writing Exercise #8: Mozartians, Beethovenians and the Teaching of Writing Chicago Manual of Style</td>
<td>Developing topics; locating resources; international/global contemporary art and design, trends, materials</td>
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<td>Writing for the Visual Arts: How to Write Academic Art Papers</td>
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<td>ArtLex Art Dictionary: <a href="http://www.artlex.com">www.artlex.com</a></td>
</tr>
<tr>
<td>9</td>
<td>10/21, 10/23</td>
<td>Library Workshop 10/21 Chicago Manual of Style Parallel Form</td>
<td>The Chicago Manual of Style Online: <a href="http://www.chicagomanualofstyle.org/home.html">www.chicagomanualofstyle.org/home.html</a></td>
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<td>Chicago/Turabian Citation Help</td>
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<td>SJSU Research Guides at SJSU Library: <a href="http://libguides.sjsu.edu/content.php?pid=502882&amp;sid=4136843">http://libguides.sjsu.edu/content.php?pid=502882&amp;sid=4136843</a></td>
</tr>
<tr>
<td>10</td>
<td>10/28, 10/30</td>
<td>Parallel Form Research Paper Peer Review/Draft</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>11/4, 11/6</td>
<td>Parallel Form Quiz Professional Documents Assignment Writing Exercise #9: 5 Point Agenda/60 Second Sell</td>
<td>Writing for the Visual Arts: How to Write about Your Art, How to Write a Letter of Application, How to Write a Resume</td>
</tr>
<tr>
<td>12</td>
<td>11/11, 11/13</td>
<td>NO CLASS 11/11: HOLIDAY Writing Exercise #9 continued Writing Exercise #10: Revising Artist’s Statements/Identifying Passive Voice</td>
<td>Overview of Artist’s Statement; Artist’s Bio; Letter of Introduction; Resume</td>
</tr>
<tr>
<td></td>
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<td>Writing for the Visual Arts: How to Write about Your Art</td>
</tr>
<tr>
<td>13</td>
<td>11/18, 11/20</td>
<td>Writing Exercise #10 continued Professional Documents: Peer Review Draft</td>
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<tr>
<td>Date</td>
<td>Events</td>
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</table>
| 15/12/2, 12/4 | Punctuation Quiz  
Writing Exercise #11: Autobiography of the Future  
Professional Documents: Informal Peer/Instructor Review |
| 16/12/9 | LAST DAY OF CLASS  
Grammar Review |
| 17/FINAL EXAMS | Section 1: Tues. 12/16 9:45-12:00  
Section 2: Thurs. 12/18 9:45-12:00  
Section 3: Fri. 12/12 2:45-5:00 |
San José State University
School of Art and Design
Course Number 23291, ART100W, Section 2

Spring 2015

Instructor:            Janet Silk
Office Location:      Art 115
Telephone:            (408) 924-4361
Email:                janet.silk@sjsu.edu
                      (Response to email communication Monday-Friday
                      11:00 a.m.-5:30 p.m.)
Office Hours:         Tues./Thurs. 4:30-5:30 p.m.
Class Days/Time:      Section 2: T/Thr 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       Z
Category:             
Course Fees:          Up to $11 of your SSETF fee will go towards image and
                      website development. (Course fees are collected when you
                      register and do not require an additional payment to the
                      instructor or the school.)
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 strategies you will find useful 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**

**Required**

Bernstein, Mashey, George Yatchisin. *Writing for the Visual Arts*. Prentice Hall (any edition should be fine) This textbook provides invaluable advice for writing effective documents relevant to the creative professions.

**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
The Purdue University Online Writing Lab: http://owl.english.purdue.edu
Writing About Art by Majorie Musterberg: www.writingaboutart.org
ArtLex Art Dictionary: www.artlex.com
The Chicago Manual of Style Online: www.chicagomanualofstyle.org/home.html

Other equipment / material requirements

For submitting coursework, you will need two folders (by the second week of class) 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. Bring your textbook, all handouts, all assignments, writing paper, and something to write with to each class. Be prepared to write in class.

Library Liaison

Rebecca Kohn is the liaison librarian for Art and Art History. She can be reached via e-mail at rebecca.kohn@sjsu.edu or by telephone at 408.808.2007. Her office is located on the 4th floor of King Library and she welcomes students to contact her with research questions.

Library Resources specific to art and art history are available online at:  http://libguides.sjsu.edu/ArtDesignResources
Martin Luther King, Jr., Library website:  http://sjlibrary.org/

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, writing exercises and class participation are a significant part of your grade. At the end of the course, I give up to 30 points (10% of your grade) for general participation based on observing those students who take the initiative to engage in class discussions and 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.

I require you to be engaged with the activities in class. (For example, 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.) 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. Final grades will be lowered for students who insist on using their device during class. I will give you one warning, and if it is not honored, then your 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 engage with your peers and 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.  
   75 points

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

3. Papers  
   Three formal written assignments (L01, L02, L03):  
   a. Formal Analysis  
      (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.  
   30 points
6. Grammar exercise worksheets (L01) 45 points
   Topics include Subject-Verb Agreement; Modifiers; Passive
   Voice; Parallel Form; Punctuation

7. Final Exam (L01, L02) 55 points
   Essay exam. Students not passing or who miss the final exam receive a No Credit (NC) for this course.

Total points for class: 375 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, but 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.

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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](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. 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**

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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.

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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, 2015
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>1/22</td>
<td>Intro to syllabus</td>
<td>Capturing reader's attention; writing specifically; description/interpretation/judgment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing Exercise #1: Personal Ads</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/27,1/29</td>
<td>Formal Analysis Paper Assignment</td>
<td>Formal analysis; interpretation; storytelling/image/text relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing Exercise #2: Analyzing Art Images</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing Exercise #3: Describing and Interpreting Images</td>
<td>Writing Commons: Visual Literacy-Breaking Down an Image; Ad Analysis</td>
</tr>
<tr>
<td>3</td>
<td>2/3,2/5</td>
<td>Discuss “Aesthetic Views” Formal Analysis Paper Draft/Peer Review/Draft</td>
<td>Writing Commons: Visual Literacy; Ad Analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Writing for the Visual Arts Chapter 3: How to Revise and Peer Review</td>
</tr>
<tr>
<td>4</td>
<td>2/10,2/12</td>
<td>Subject/Verb Agreement</td>
<td>Writing Commons: Grammar</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Grammar Bytes! Grammar Instruction with Attitude:</td>
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<tr>
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<td></td>
<td><a href="http://www.chompchomp.com">www.chompchomp.com</a></td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topics</td>
<td>Resources</td>
</tr>
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<td>------</td>
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<td>---------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>5</td>
<td>2/17, 2/19</td>
<td>Subject/Verb Agreement Quiz Research Paper Assignment Writing Exercise #4: Reading Artist’s Interviews Writing Exercise #5: Mozartians, Beethovians and the Teaching of Writing The Chicago Manual of Style Online</td>
<td>Developing topics; locating resources; international/global contemporary art and design, trends Writing for the Visual Arts Chapter 1: How to Write Academic Art Papers Writing Commons: Critical Reading Practices-The Guiding Idea and Argumentative Thesis Statement Writing Commons: Writing Processes Writing Commons: Style-Point of View</td>
</tr>
<tr>
<td>6</td>
<td>2/24, 2/26</td>
<td>Discuss Writing Process Overview of Research Paper Components (2/24) LIBRARY WORKSHOP 2/26 DR. MARTIN LUTHER KING, JR. LIBRARY ROOM 213</td>
<td>Writing Commons: Information Literacy-Library and Internet Research The Chicago Manual of Style Online Chicago/Turabian Citation Help SJSU Research Guides at SJSU Library</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Activity</td>
<td>Notes</td>
</tr>
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</tbody>
</table>
| 8    | 3/10, 3/12 | Critical Reading: Inferred Outline Dangling and Misplaced Modifiers | Essay structures; logical flow  
*Writing Commons: Writing Process*-Organize Structure  
*Grammar Bytes! Grammar Instruction with Attitude:*  
www.chompchomp.com  
*Guide to Grammar and Writing:*  
http://grammar.ccc.commnet.edu/grammar/modifiers.htm |
| 9    | 3/17, 3/19 | Dangling and Misplaced Modifiers continued Research Paper Draft/Peer Review |  
*Writing Commons: Peer Review*-Questions to Consider Providing and Receiving Feedback  
*Writing for the Visual Arts Chapter 3: How to Revise and Peer Review* |
| 10   | 3/24, 3/26 | **SPRING BREAK** | |
| 11   | 3/31, 4/2 | Modifiers Quiz  
Writing Exercise #7 Critical Reading: Essay Structure and Vocabulary Building  
Parallel Form |  
*Writing Commons: Critical Reading Practices*-Distinguishing between Main Points and Sub-claims, Writing Process*-Organize Paragraphs  
*Grammar Bytes! Grammar Instruction with Attitude:*  
www.chompchomp.com |
| 12   | 4/7, 4/9 | Parallel Form cont’d  
Writing Exercise #8: Working with Parallel Form |  
*Writing Commons: Sentence Construction-Use Parallel Structure* |
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<tr>
<td>13</td>
<td>4/14, 4/16</td>
<td>Parallel Form Quiz Professional Documents Assignment Writing Exercise #9: 5 Point Agenda/60 Second Sell</td>
<td>Overview of Artist’s Statement; Artist’s Bio; Letter of Introduction; Resume Artist’s Statement analysis Writing for the Visual Arts Chapter 2: How to Write about Your Art; Chapter 4: How to Write a Resume in 30 Seconds; Chapter 5: How to Write a Letter of Application [Optional] Chapter 6: Writing Art Manifestos: Expressing Your Philosophy</td>
</tr>
<tr>
<td>14</td>
<td>4/21, 4/23</td>
<td>Professional Documents cont’d Letters Passive Voice Professional Documents Draft/Peer Review</td>
<td>Writing for the Visual Arts: Chapter 1: How to Write about Your Art pp. 32-37; p. 41 Writing Commons: Style-Voice; Description-Write with Clarity</td>
</tr>
<tr>
<td>15</td>
<td>4/28, 4/30</td>
<td>Punctuation Writing Exercise #10: Stories of Success and Failure</td>
<td>Grammar Bytes! Grammar Instruction with Attitude: <a href="http://www.chompchomp.com">www.chompchomp.com</a> Writing Commons: Punctuation</td>
</tr>
<tr>
<td>16</td>
<td>5/5, 5/7</td>
<td>Punctuation Quiz Optional: Informal Peer Review Prof Docs Assignment in-class only Writing Exercise #11: Formal Analysis Review</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>5/12</td>
<td><strong>LAST DAY OF CLASS</strong> Grammar Review Critical Reading Review Exam Materials Overview</td>
<td><strong>FINAL EXAMS</strong> Section 2: Wednesday, May 20, 9:45-12:00 Section 3: Friday, May 15, 9:45-12:00 Section 4: Monday, May 18, 2:45-5:00</td>
</tr>
</tbody>
</table>
Instructor: Janet Silk
Office Location: Art 115
Telephone: (408) 924-4361
Email: janet.silk@sjsu.edu
(Response to email communication Monday-Thursday 11:00 a.m.-5:30 p.m. only)
Office Hours: Tues./Thurs. 4:30-5:30 p.m.
Class Days/Time: Section 3: T/Thr 3:00-4:15
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
Course Fees: Up to $11 of your SSETF fee will go towards image and website development. (Course fees are collected when you register and do not require an additional payment to the instructor or the school.)
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 strategies you will find useful 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

#### Required

Bernstein, Mashey, George Yatchisin. *Writing for the Visual Arts.* Prentice Hall (any edition should be fine)

#### Optional

*Grammar Smart: A guide to perfect usage.* Princeton Review Publishing (any edition is fine, we can work with variations in class)

*It was the best of sentences, it was the worst of sentences,* by June Casagrande. Ten Speed Press

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

#### 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

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:

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

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)
**Other equipment / material requirements**

For submitting coursework, you will need two folders (by the second week of class) 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. Bring your textbook, all handouts, all assignments, writing paper, and something to write with to each class. Be prepared to write in class.

**Library Liaison**

Rebecca Kohn is the liaison librarian for Art and Art History. She can be reached via e-mail at rebecca.kohn@sjsu.edu or by telephone at 408.808.2007. Her office is located on the 4th floor of King Library and she welcomes students to contact her with research questions.

Library Resources specific to art and art history are available online at: [http://libguides.sjsu.edu/ArtDesignResources](http://libguides.sjsu.edu/ArtDesignResources)

Martin Luther King, Jr., Library website: [http://sjlibrary.org/](http://sjlibrary.org/)

**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, writing exercises and class participation are a significant part of your grade. At the end of the course, I give points for general participation based on observing those students who take the initiative to engage in class discussions and 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.

I require you to be engaged with the activities in class. (For example, 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.) 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. Final grades will be lowered for students who insist on using their device during class. I will give you one warning, and if it is not honored, then your 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 engage with your peers and 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. 70 points

2. **Grammar Quizes (L01) (15 points each)**
   60 points

3. **Papers**
   Three formal written assignments (L01, L02, L03):
   a. **Formal Analysis**
      (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

**REMINDE**r: 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. (30 points)
   Grammar exercise worksheets (45 points) 75 points

5. **Final Exam (L01, L02)**
   Essay exam. Students not passing or who miss the final exam receive a No Credit (NC) for this course. 50 points

Total points for class: 385 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 number 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, but 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>
</tr>
</thead>
<tbody>
<tr>
<td>94-100%</td>
<td>A (no grades above &quot;A&quot;)</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
</tr>
<tr>
<td>80-83</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>70-72</td>
<td>C</td>
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<td>C-</td>
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<tr>
<td>60-62</td>
<td>D-</td>
</tr>
<tr>
<td>0-59</td>
<td>F</td>
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ART100W Course Schedule as of August 16, 2014
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>8/26, 8/28</td>
<td>Intro to syllabus</td>
<td>Capturing reader's attention; writing specifically; description/interpretation/judgment</td>
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<tr>
<td></td>
<td></td>
<td>Writing Exercise #1: Personal Ads</td>
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<td></td>
<td></td>
<td>Formal Analysis Paper Assignment</td>
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<tr>
<td>2</td>
<td>9/2, 9/4</td>
<td>Writing Exercise #2: Analyzing Advertisements</td>
<td>Excerpts from: Transforming Vision: Writers on Art, Art Institute of Chicago</td>
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<td></td>
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<td>Writing Exercise #3: Analyzing Art/Design Images</td>
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<td>Writing Exercise #4: Interpreting Images</td>
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<tr>
<td>3</td>
<td>9/9, 9/11</td>
<td>Sentence Revision</td>
<td>Writing for the Visual Arts: How to Revise and Peer Review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Formal Analysis Paper: Peer Review/Draft</td>
<td></td>
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<tr>
<td>4</td>
<td>9/16, 9/18</td>
<td>Subject/Verb Agreement</td>
<td>Grammar Bytes! Grammar Instruction with Attitude: <a href="http://www.chompchomp.com">www.chompchomp.com</a></td>
</tr>
<tr>
<td>5</td>
<td>9/23, 9/25</td>
<td>Subject/Verb Agreement Quiz</td>
<td>Theories and Documents of Contemporary Art: A Sourcebook of Artist's Writings, Stiles and Selz</td>
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<tr>
<td></td>
<td></td>
<td>Writing Exercise #5: Reading Artist's Interviews</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Resource</td>
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<tr>
<td>6</td>
<td>9/30, 10/2</td>
<td>Modifiers Writing Exercise #6: Critical Reading 1</td>
<td>Grammar Bytes! Grammar Instruction with Attitude: <a href="http://www.chompchomp.com">www.chompchomp.com</a></td>
</tr>
<tr>
<td>7</td>
<td>10/7, 10/9</td>
<td>Modifiers Quiz Writing Exercise #7: Critical Reading II</td>
<td>Essay structures; logical flow; giving examples; using descriptive language</td>
</tr>
<tr>
<td>8</td>
<td>10/14, 10/16</td>
<td>Research Paper Writing Exercise #8: Mozartians, Beethovians and the Teaching of Writing Chicago Manual of Style</td>
<td>Developing topics; locating resources; international/global contemporary art and design, trends, materials</td>
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<td>Writing for the Visual Arts: How to Write Academic Art Papers</td>
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<td>ArtLex Art Dictionary: <a href="http://www.artlex.com">www.artlex.com</a></td>
</tr>
<tr>
<td>9</td>
<td>10/21, 10/23</td>
<td>Library Workshop 10/21</td>
<td>The Chicago Manual of Style Online: <a href="http://www.chicagomanualofstyle.org/home.html">www.chicagomanualofstyle.org/home.html</a></td>
</tr>
<tr>
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<td></td>
<td>Chicago/Turabian Citation Help SJSU Research Guides at SJSU Library: <a href="http://libguides.sjsu.edu/content.php?pid=502882&amp;sid=4136843">http://libguides.sjsu.edu/content.php?pid=502882&amp;sid=4136843</a></td>
</tr>
<tr>
<td>10</td>
<td>10/28, 10/30</td>
<td>Parallel Form Research Paper Peer Review/Draft</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>11/4, 11/6</td>
<td>Parallel Form Quiz Professional Documents Assignment Writing Exercise #9: 5 Point Agenda/60 Second Sell</td>
<td>Writing for the Visual Arts: How to Write about Your Art, How to Write a Letter of Application, How to Write a Resume</td>
</tr>
<tr>
<td>12</td>
<td>11/11, 11/13</td>
<td>NO CLASS 11/11: HOLIDAY Writing Exercise #9 continued Writing Exercise #10: Revising Artist’s Statements/Identifying Passive Voice</td>
<td>Overview of Artist’s Statement; Artist’s Bio; Letter of Introduction; Resume Writing for the Visual Arts: How to Write about Your Art</td>
</tr>
<tr>
<td>13</td>
<td>11/18, 11/20</td>
<td>Writing Exercise #10 continued Professional Documents: Peer Review Draft</td>
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<tr>
<td>Date</td>
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<tr>
<td>12/2, 12/4</td>
<td>Punctuation Quiz  &lt;br&gt; Writing Exercise #11: Autobiography of the Future  &lt;br&gt; Professional Documents: Informal Peer/Instructor Review</td>
<td></td>
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<tr>
<td>12/9</td>
<td>LAST DAY OF CLASS  &lt;br&gt; Grammar Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/16, 12/18, 12/19</td>
<td>FINAL EXAMS  &lt;br&gt; Section 1: Tues. 12/16 9:45-12:00  &lt;br&gt; Section 2: Thurs. 12/18 9:45-12:00  &lt;br&gt; Section 3: Fri. 12/12 2:45-5:00</td>
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</table>
## San José State University

### School of Art and Design

**Course Number 26140, ART100W, Section 3**  
**Spring 2015**

<table>
<thead>
<tr>
<th><strong>Instructor:</strong></th>
<th>Janet Silk</th>
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</thead>
<tbody>
<tr>
<td><strong>Office Location:</strong></td>
<td>Art 115</td>
</tr>
<tr>
<td><strong>Telephone:</strong></td>
<td>(408) 924-4361</td>
</tr>
</tbody>
</table>
| **Email:** | janet.silk@sjsu.edu  
(Response to email communication Monday-Friday 11:00 a.m.-5:30 p.m.) |
| **Office Hours:** | Tues./Thurs. 4:30-5:30 p.m. |
| **Class Days/Time:** | Section 3: T/Thr 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 |
| **Course Fees:** | Up to $11 of your SSETF fee will go towards image and website development. (Course fees are collected when you register and do not require an additional payment to the instructor or the school.) |
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 strategies you will find useful 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

#### Required

Bernstein, Mashey, George Yatchisin. *Writing for the Visual Arts*. Prentice Hall (any edition should be fine) This textbook provides invaluable advice for writing effective documents relevant to the creative professions.

#### 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
- Learn about English Grammar and How to Write Better: www.lousywriter.com
- The Purdue University Online Writing Lab: http://owl.english.purdue.edu
- Writing About Art by Majorie Musterberg: www.writingaboutart.org
- ArtLex Art Dictionary: www.artlex.com
- The Chicago Manual of Style Online: www.chicagomanualofstyle.org/home.html

Other equipment / material requirements

For submitting coursework, you will need two folders (by the second week of class) 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. Bring your textbook, all handouts, all assignments, writing paper, and something to write with to each class. Be prepared to write in class.

Library Liaison

Rebecca Kohn is the liaison librarian for Art and Art History. She can be reached via e-mail at rebecca.kohn@sjsu.edu or by telephone at 408.808.2007. Her office is located on the 4th floor of King Library and she welcomes students to contact her with research questions.

Library Resources specific to art and art history are available online at: http://libguides.sjsu.edu/ArtDesignResources

Martin Luther King, Jr., Library website: http://sjlibrary.org/

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, writing exercises and class participation are a significant part of your grade. At the end of the course, I give up to 30 points (10% of your grade) for general participation based on observing those students who take the initiative to engage in class discussions and 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.

I require you to be engaged with the activities in class. (For example, 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.) 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. Final grades will be lowered for students who insist on using their device during class. I will give you one warning, and if it is not honored, then your 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 engage with your peers and 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) 75 points
   Writing exercises vary from informal, in-class handwritten responses to one-two page typed assignments. Points are assigned accordingly.

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

3. Papers 130 points
   Three formal written assignments (L01, L02, L03):
   a. Formal Analysis
      (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)

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) 30 points
   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.

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

7. Final Exam (L01, L02) 
Essay exam. **Students not passing or who miss the final exam receive a No Credit (NC) for this course.**

Total points for class: 375 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, but 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>
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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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<td>77-79</td>
<td>C+</td>
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<tr>
<td>73-76</td>
<td>C</td>
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<tr>
<td>70-72</td>
<td>C-</td>
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<tr>
<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>
</tr>
<tr>
<td>0-59</td>
<td>F</td>
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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. 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 Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

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)

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ART100W Course Schedule as of January 19, 2015

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<th>Week</th>
<th>Dates</th>
<th>Assignments</th>
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| 1    | 1/22        | Intro to syllabus  
Writing Exercise #1: Personal Ads | Capturing reader’s attention; writing specifically; description/interpretation/judgment |
| 2    | 1/27, 1/29  | Formal Analysis Paper Assignment  
Writing Exercise #2: Analyzing Art Images  
Writing Exercise #3: Describing and Interpreting Images | Formal analysis; interpretation; storytelling; image/text relationships  
*Writing Commons: Visual Literacy*-[Breaking Down an Image; Ad Analysis](http://www.sjsu.edu/larc/)
| 3    | 2/3, 2/5    | Discuss “Aesthetic Views”  
Formal Analysis Paper Draft/Peer Review/Draft | *Writing Commons: Visual Literacy*-[Ad Analysis](http://www.sjsu.edu/larc/)  
*Writing for the Visual Arts* Chapter 3: How to Revise and Peer Review |
| 4    | 2/10, 2/12  | Subject/Verb Agreement | *Writing Commons: Grammar*  
*Grammar Bytes!* Grammar Instruction with Attitude: [www.chompchomp.com](http://www.chompchomp.com) |
| 5 | 2/17, 2/19 | Subject/Verb Agreement Quiz  
Research Paper Assignment  
Writing Exercise #4: Reading Artist’s Interviews  
Writing Exercise #5: Mozartians, Beethovians and the Teaching of Writing  
The Chicago Manual of Style Online | Developing topics; locating resources; international/global contemporary art and design, trends  
Writing for the Visual Arts  
Chapter 1: How to Write Academic Art Papers  
Writing Commons: Critical Reading Practices-The Guiding Idea and Argumentative Thesis Statement  
Writing Commons: Writing Processes  
Writing Commons: Style-Point of View |
|---|---|---|---|
| 6 | 2/24, 2/26 | Discuss Writing Process  
Overview of Research Paper Components (2/24)  
LIBRARY WORKSHOP 2/26 DR. MARTIN LUTHER KING, JR. LIBRARY ROOM 213 | Writing Commons: Information Literacy-Library and Internet Research  
The Chicago Manual of Style Online  
Chicago/Turabian Citation Help SJSU Research Guides at SJSU Library |
| 7 | 3/3, 3/5 | More on Chicago Manual of Style: Endnotes, Bibliography  
Identifying and Writing a Thesis Statement/Research Paper Proposal  
Writing Exercise #6: Summarizing, Paraphrasing, and Quoting | Writing for the Visual Arts  
Chapter 1: How to Write Academic Art Papers (pp. 13-16)  
Writing Commons: Research Methods & Methodologies/Integrate Evidence-When to Quote and When to Summarize |
<table>
<thead>
<tr>
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<th>Date</th>
<th>Topic</th>
<th>Related Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>3/10, 3/12</td>
<td>Critical Reading: Inferred Outline; Dangling and Misplaced Modifiers</td>
<td>Essay structures; logical flow; <em>Writing Commons: Writing Process</em> - Organize Structure; <em>Grammar Bytes! Grammar Instruction with Attitude:</em> <a href="http://www.chompchomp.com">www.chompchomp.com</a></td>
</tr>
<tr>
<td>9</td>
<td>3/17, 3/19</td>
<td>Dangling and Misplaced Modifiers continued; Research Paper Draft/Peer Review</td>
<td><em>Writing Commons: Peer Review</em> - Questions to Consider Providing and Receiving Feedback; <em>Writing for the Visual Arts</em> Chapter 3: How to Revise and Peer Review</td>
</tr>
<tr>
<td>10</td>
<td>3/24, 3/26</td>
<td><strong>SPRING BREAK</strong></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>3/31, 4/2</td>
<td>Modifiers Quiz; Writing Exercise #7 Critical Reading: Essay Structure and Vocabulary Building; Parallel Form</td>
<td><em>Writing Commons: Critical Reading Practices</em> - Distinguishing between Main Points and Sub-claims, Writing Process - Organize Paragraphs; <em>Grammar Bytes! Grammar Instruction with Attitude:</em> <a href="http://www.chompchomp.com">www.chompchomp.com</a></td>
</tr>
<tr>
<td>12</td>
<td>4/7, 4/9</td>
<td>Parallel Form cont’d; Writing Exercise #8: Working with Parallel Form</td>
<td><em>Writing Commons: Sentence Construction-Use Parallel Structure</em></td>
</tr>
</tbody>
</table>
| 13 | 4/14, 4/16 | Parallel Form Quiz  
Professional Documents Assignment  
Writing Exercise #9: 5 Point Agenda/60 Second Sell | Overview of Artist’s Statement;  
Artist’s Bio; Letter of Introduction; Resume  
Artist’s Statement analysis  
*Writing for the Visual Arts*  
Chapter 2: How to Write about Your Art; *Chapter 4: How to Write a Resume in 30 Seconds; Chapter 5: How to Write a Letter of Application*  
[Optional-Chapter 6: Writing Art Manifestos: Expressing Your Philosophy] |
|---|---|---|---|
| 14 | 4/21,4/23 | Professional Documents cont’d Letters  
Passive Voice  
Professional Documents Draft/Peer Review | *Writing for the Visual Arts*:  
*Chapter 1: How to Write about Your Art pp. 32-37; p. 41*  
*Writing Commons*: Style-Voice; Description-Write with Clarity |
| 15 | 4/28, 4/30 | Punctuation  
Writing Exercise #10: Stories of Success and Failure | *Grammar Bytes! Grammar Instruction with Attitude*:  
[www.chompchomp.com](http://www.chompchomp.com)  
*Writing Commons*: Punctuation |
| 16 | 5/5, 5/7 | Punctuation Quiz  
Optional: Informal Peer Review Prof Docs Assignment in-class only  
Writing Exercise #11: Formal Analysis Review | |
| 17 | 5/12 | **LAST DAY OF CLASS**  
Grammar Review  
Critical Reading Review  
Exam Materials Overview | **FINAL EXAMS**  
Section 2: Wednesday, May 20, 9:45-12:00  
Section 3: Friday, May 15, 9:45-12:00  
Section 4: Monday, May 18, 2:45-5:00 |
San José State University

School of Art and Design
Course Number 27045, ART100W, Section 4
Spring 2015

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Janet Silk</th>
</tr>
</thead>
<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></td>
<td>(Response to email communication Monday-Friday 11:00 a.m.-5:30 p.m.)</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Tues./Thurs. 4:30-5:30 p.m.</td>
</tr>
<tr>
<td>Class Days/Time:</td>
<td>Section 4: T/Thr 3:00-4:15</td>
</tr>
<tr>
<td>Classroom:</td>
<td>ART 141</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Completion of GE core</td>
</tr>
<tr>
<td></td>
<td>Completion of English 1A and 1B with “C” or better</td>
</tr>
<tr>
<td></td>
<td>Satisfaction of Writing Skills Test</td>
</tr>
<tr>
<td></td>
<td>Upper division standing (60 units)</td>
</tr>
<tr>
<td>GE/SJSU Studies Category:</td>
<td>Z</td>
</tr>
<tr>
<td>Course Fees:</td>
<td>Up to $11 of your SSETF fee will go towards image and website development. (Course fees are collected when you register and do not require an additional payment to the instructor or the school.)</td>
</tr>
</tbody>
</table>
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 strategies you will find useful 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**

**Required**

Bernstein, Mashey, George Yatchisin. *Writing for the Visual Arts*. Prentice Hall (any edition should be fine) This textbook provides invaluable advice for writing effective documents relevant to the creative professions.

**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)
   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, you will need two folders (by the second week of class) 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. Bring your textbook, all handouts, all assignments, writing paper, and something to write with to each class. Be prepared to write in class.

Library Liaison

Rebecca Kohn is the liaison librarian for Art and Art History. She can be reached via e-mail at rebecca.kohn@sjsu.edu or by telephone at 408.808.2007. Her office is located on the 4th floor of King Library and she welcomes students to contact her with research questions.

Library Resources specific to art and art history are available online at:  [http://libguides.sjsu.edu/ArtDesignResources](http://libguides.sjsu.edu/ArtDesignResources)
Martin Luther King, Jr., Library website:  [http://sjlibrary.org/](http://sjlibrary.org/)

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, writing exercises and class participation are a significant part of your grade. At the end of the course, I give up to 30 points (10% of your grade) for general participation based on observing those students who take the initiative to engage in class discussions and 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.

I require you to be engaged with the activities in class. (For example, 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.) 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. Final grades will be lowered for students who insist on using their device during class. I will give you one warning, and if it is not honored, then your 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 engage with your peers and 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](http://info.sjsu.edu/static/catalog/policies.html) section at [http://info.sjsu.edu/static/catalog/policies.html](http://info.sjsu.edu/static/catalog/policies.html). Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic_programs/calendars/academic_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at [http://www.sjsu.edu/aars/policies/latedrops/policy/](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](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.
   
   75 points

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

3. **Papers**
   
   Three formal written assignments (L01, L02, L03):
   
   a. Formal Analysis
      
      (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

**REMINIDER:** 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

   30 points
drafts to class as required; reviewing and editing colleagues’ papers.

6. Grammar exercise worksheets (L01)  
Topics include Subject-Verb Agreement; Modifiers; Passive Voice; Parallel Form; Punctuation  
45 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.**  
55 points

Total points for class: 375 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, but 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>
</tr>
</thead>
<tbody>
<tr>
<td>94-100%</td>
<td>A (no grades above &quot;A&quot;)</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>
<tr>
<td>90-93</td>
<td>A-</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
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<tr>
<td>77-79</td>
<td>C+</td>
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<tr>
<td>70-72</td>
<td>C-</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
</tr>
<tr>
<td>0-59</td>
<td>F</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. 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 Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

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 at http://www.sjsu.edu/larc/

ART100W Course Schedule as of January 19, 2015

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>1/22</td>
<td>Intro to syllabus</td>
<td>Capturing reader’s attention; writing specifically; description/interpretation/judgment</td>
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<tr>
<td></td>
<td></td>
<td>Writing Exercise #1: Personal Ads</td>
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<tr>
<td>2</td>
<td>1/27,1/29</td>
<td>Formal Analysis Paper Assignment</td>
<td>Formal analysis; interpretation; storytelling; image/text relationships</td>
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<tr>
<td></td>
<td></td>
<td>Writing Exercise #2: Analyzing Art Images</td>
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<td>Writing Exercise #3: Describing and Interpreting Images</td>
<td></td>
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<tr>
<td>3</td>
<td>2/3,2/5</td>
<td>Discuss “Aesthetic Views”</td>
<td>Writing Commons: Visual Literacy - Ad Analysis</td>
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<tr>
<td></td>
<td></td>
<td>Formal Analysis Paper Draft/Peer Review/Draft</td>
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<tr>
<td>4</td>
<td>2/10,2/12</td>
<td>Subject/Verb Agreement</td>
<td>Writing Commons: Grammar Instruction with Attitude: <a href="http://www.chompchomp.com">www.chompchomp.com</a></td>
</tr>
<tr>
<td>5</td>
<td>2/17, 2/19</td>
<td>Subject/Verb Agreement Quiz</td>
<td>Developing topics; locating resources; international/global contemporary art and design, trends</td>
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<tr>
<td></td>
<td></td>
<td>Research Paper Assignment</td>
<td>Writing for the Visual Arts Chapter 1: How to Write Academic Art Papers</td>
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<td>Writing Exercise #4: Reading Artist’s Interviews</td>
<td>Writing Commons: Critical Reading Practices-The Guiding Idea and Argumentative Thesis Statement</td>
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<td>Writing Exercise #5: Mozartians, Beethovians and the Teaching of Writing</td>
<td>Writing Commons: Writing Processes</td>
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<td>The Chicago Manual of Style Online</td>
<td>Writing Commons: Style-Point of View</td>
</tr>
<tr>
<td>6</td>
<td>2/24, 2/26</td>
<td>Discuss Writing Process</td>
<td>Writing Commons: Information Literacy-Library and Internet Research</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overview of Research Paper Components (2/24)</td>
<td>The Chicago Manual of Style Online</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LIBRARY WORKSHOP 2/26 DR. MARTIN LUTHER KING, JR. LIBRARY ROOM 213</td>
<td>Chicago/Turabian Citation Help SJSU Research Guides at SJSU Library</td>
</tr>
<tr>
<td>7</td>
<td>3/3, 3/5</td>
<td>More on Chicago Manual of Style: Endnotes, Bibliography</td>
<td>Writing for the Visual Arts Chapter 1: How to Write Academic Art Papers (pp. 13-16)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifying and Writing a Thesis Statement/Research Paper Proposal</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></td>
<td>Writing Exercise #6: Summarizing, Paraphrasing, and Quoting</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Resources</td>
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<tr>
<td>9</td>
<td>3/17, 3/19</td>
<td>Dangling and Misplaced Modifiers continued Research Paper Draft/Peer Review</td>
<td>Writing Commons: Peer Review Questions to Consider Providing and Receiving Feedback Writing for the Visual Arts Chapter 3: How to Revise and Peer Review</td>
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<td>10</td>
<td>3/24, 3/26</td>
<td>SPRING BREAK</td>
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<tr>
<td>11</td>
<td>3/31, 4/2</td>
<td>Modifiers Quiz Writing Exercise #7 Critical Reading Essay Structure and Vocabulary Building Parallel Form</td>
<td>Writing Commons: Critical Reading Practices Distinguishing between Main Points and Sub-claims, Writing Process Organize Paragraphs Grammar Bytes! Grammar Instruction with Attitude: <a href="http://www.chompchomp.com">www.chompchomp.com</a></td>
</tr>
<tr>
<td>12</td>
<td>4/7, 4/9</td>
<td>Parallel Form cont’d Writing Exercise #8: Working with Parallel Form</td>
<td>Writing Commons: Sentence Construction-Use Parallel Structure</td>
</tr>
</tbody>
</table>
| 13 | 4/14, 4/16 | Parallel Form Quiz  
Professional Documents Assignment  
Writing Exercise #9: 5 Point Agenda/60 Second Sell | Overview of Artist’s Statement;  
Artist’s Bio; Letter of Introduction; Resume  
Artist’s Statement analysis  
Writing for the Visual Arts  
Chapter 2: How to Write about Your Art;  
Chapter 4: How to Write a Resume in 30 Seconds;  
Chapter 5: How to Write a Letter of Application  
[Optional - Chapter 6: Writing Art Manifestos: Expressing Your Philosophy] |
| 14 | 4/21, 4/23 | Professional Documents cont’d Letters  
Passive Voice  
Professional Documents Draft/Peer Review | Writing for the Visual Arts:  
Chapter 1: How to Write about Your Art pp. 32-37; p. 41  
Writing Commons: Style-Voice; Description-Write with Clarity |
| 15 | 4/28, 4/30 | Punctuation  
Writing Exercise #10: Stories of Success and Failure | Grammar Bytes! Grammar Instruction with Attitude:  
www.chompchomp.com  
Writing Commons: Punctuation |
| 16 | 5/5, 5/7 | Punctuation Quiz  
Optional: Informal Peer Review Prof Docs Assignment in-class only  
Writing Exercise #11: Formal Analysis Review |  |
| 17 | 5/12 | LAST DAY OF CLASS  
Grammar Review  
Critical Reading Review  
Exam Materials Overview | FINAL EXAMS  
Section 2: Wednesday, May 20, 9:45-12:00  
Section 3: Friday, May 15, 9:45-12:00  
Section 4: Monday, May 18, 2:45-5:00 |