San José State University

School of Art and Design
Course Number 23735, ART100W, Section 03
Spring 2016

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Janet Silk</th>
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<tbody>
<tr>
<td>Office Location:</td>
<td>Art 115</td>
</tr>
<tr>
<td>Telephone:</td>
<td>(408) 924-4361</td>
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</tbody>
</table>
| Email:           | janet.silk@sjsu.edu  
(Response to email communication Monday-Friday 11:00 a.m.-5:30 p.m.) |
| Office Hours:    | TThr 4:30-5:30  |
| Class Days/Time: | Section 3: TThr 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 Description

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

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

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

Course Requirements

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

Course Goals and Student Learning Objectives

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

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

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

1. Learning Objective 1: Write more correctly, clearly, and concisely; tailor your writing to specific audiences, including the general public and fellow visual
arts professionals; distinguish between primary and secondary sources and make astute use of both.

2. **Learning Objective 2:** Locate and evaluate a wide range of art and design sources; summarize, analyze, and effectively respond to ideas that you find in such sources.

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

**Books/Resources**

**Available online and used for this course**

*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.” In the syllabus, this resource is referred to following topics covered in class.

*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 Recommended Resources**

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

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

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

*San Jose State University Department of Art History and Visual Culture’s Student’s 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, by the second week of class, you will need two folders (one will be used as a back up) with your name and section number clearly written on the outside top right corner. Do not use a plastic folder unless you CLEARLY and securely label it. Please, no large envelopes or well-worn, falling apart folders. You will need some kind of notebook or binder to organize handouts and work done in class. To each class, bring all handouts, all assignments, writing paper, and something to write with. Be prepared to write.

Library Liaison

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

Classroom Protocol

Attendance and participation are critical in order to motivate other students and me; this helps to create an atmosphere of shared learning. Consequently, in-class and take home writing exercises are a significant part of your grade. At the end of the course, I give up to 25 points for general participation based on observing those students who take the initiative to actively contribute to class discussions and to engage with in-class work, and who are present, prepared, and constructive for peer reviews. Because I do my best to arrive punctually with all required materials, and I stay for the entire class, I expect the same. Please ask questions or provide constructive comments because I need to know if we have clear communication. Most importantly, respect your peers and me because this establishes trust in the classroom.

Please do not work on assignments from other classes, insist on drawing or sketching during class, surf the Internet, or use your computer, iPad, or other electronic devices, etc. You are expected to devote your full attention to class work during the hour and fifteen minutes we are together. Please turn off and put away your cell phone. For students who insist on using their device during class. I will give you one warning by email, and if it is not honored, then your participation grade will be lowered without further notice. If an emergency situation makes it necessary for you to make or receive a call during class time, you must inform the instructor before class. Excessively disruptive behavior will be reported to the Chair of the Department for appropriate disciplinary action.

Be prepared to collaborate with your peers, to work with partners and groups, and to move your seating arrangement for group activity. I understand you all work hard towards earning your degree, but if you fall asleep in class, I am obligated to wake you up, and you must leave class immediately. For further reading about the topic of classroom protocol please see, “Understanding Student and Faculty Incivility in Higher Education” by Kristen A. Frey Knepp, which is available on my course web page.
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 take-home assignments. Points are assigned accordingly.  
   90 points

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

3. Papers  
   Three formal writing assignments (L01, L02, L03):  
   a. Formal Analysis/Narrative  
      (15 points for draft, 20 points for final=35)  
   b. Research Paper  
      (10 points for research proposal/thesis, 15 points for draft, 25 points for final=50)  
   c. Professional Documents (Artist’s Statement, Resume, Letter of Introduction)  
      (20 points for draft #1, 10 points for draft #2, 30 points for final=60)  
   145 points

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

4. Participation (L01, L02)  
   Actively taking initiative to participate in class discussions and informal exercises; reading out loud; bringing outlines and drafts to class as required; reviewing and editing colleagues’ papers.  
   25 points

5. Grammar exercise worksheets (L01)  
   Topics include Subject-Verb Agreement; Modifiers; Passive Voice; Punctuation  
   20 points
7. Final Exam (L01, L02)
65 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 and page numbers (preferably bottom right corner) and your name, section number and date on all pages.

For the Formal Analysis and Research Paper, you are expected to create a title page. Again, use page numbers! If required, include illustrations with a caption. For your final version, also turn in your outline and draft, and my draft assessment sheet. Outline and draft text must be typed; brainstorming tools or notes can be submitted handwritten, and everything must be legible.

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

Grading:

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

Writing exercises, essays, and papers will be graded/given points 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 (no grades above &quot;A&quot;)</td>
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<tr>
<td>87-89</td>
<td>B+</td>
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<tr>
<td>80-83</td>
<td>B-</td>
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<tr>
<td>73-76</td>
<td>C</td>
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<td>67-69</td>
<td>D+</td>
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<tr>
<td>60-62</td>
<td>D-</td>
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<td>90-93</td>
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<td>84-86</td>
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<td>77-79</td>
<td>C+</td>
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<tr>
<td>70-72</td>
<td>C-</td>
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<tr>
<td>63-66</td>
<td>D</td>
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<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. DO NOT slide your late work under the door in my office, put it in my mailbox, or hide it (so I can “discover” it) in the same folder for another assignment. All incidences of plagiarism will result in an assignment grade of "0" and will be reported to the Office of Judicial Affairs. Please do not use profanity in your work.

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of
Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) 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](http://www.drc.sjsu.edu/) (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

**SJSU Writing Center**

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

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

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

* If you use a sentence (or even a part of a sentence) that someone else wrote and do not reference the source, you have committed plagiarism.
* If you paraphrase somebody else’s theory or idea and do not reference the source, you have committed plagiarism.
* If you use a picture or table from a web page or book and do not reference the source, you have committed plagiarism.
* If your paper incorporates data someone else has collected and you do not reference the source, you have committed plagiarism.

The SJSU library has a tutorial that explains how to identify and avoid plagiarism, available at: [http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm](http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm)

**The Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information [http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/)
ART100W Course Schedule as of January 23, 2016
The instructor reserves the right to change the course schedule if necessary

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignments</th>
<th>Topic/References</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>1/28</td>
<td>Intro to syllabus</td>
<td>Capturing reader’s attention; writing specifically; description; narrative; storytelling</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>2/2, 2/4</td>
<td>Writing Exercise #2: Emotion/Mood</td>
<td>Description: vocabulary choice and atmosphere</td>
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<td>Grammar Unit: Punctuation</td>
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<td>Writing Commons: Punctuation</td>
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<td>also Editing: Punctuation</td>
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<td>Grammar Bytes! Grammar</td>
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<td>Instruction with Attitude</td>
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<td><a href="http://www.chompchomp.com">www.chompchomp.com</a></td>
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<td>3</td>
<td>2/9, 2/11</td>
<td>Writing Exercise #3 &amp; #4:</td>
<td>Description: The Senses</td>
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<td>Description: The Senses</td>
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<td>Descriptive and Sensory Details, Professor David Wilson, Wright State University</td>
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<td>Writing Commons: Style-Description</td>
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</tbody>
</table>
| 4 | 2/16, 2/18 | Formal Analysis/Narrative Paper Assignment  
Writing Exercise #5: Formal Analysis (Ads)  
Punctuation Quiz  
In-class ad review/discussion | interpretation/judgment; formal analysis; interpretation; storytelling; image/text relationships; poetic language  
*Writing Commons: Visual Literacy: [Breaking Down an Image](#)  
*Writing Commons: Visual Literacy-Ad Analysis  
Understanding Advertising: [Decoding an Ad’s Appeal](#)  
*Writing Commons: [Style: Voice/Point of View](#)  
Formal Analysis Vocabulary: [List of Descriptive Words to Critique Art](#)  
Bellevue College: [Art and Design Vocabulary](#)  
Richard Metzgar: [Art Foundations Vocabulary](#) |
|---|---|---|
| 5 | 2/23, 2/25 | Writing Exercise #6: Formal Analysis (Fine Art)  
Grammar unit: Subject-Verb Agreement  
Formal Analysis/Narrative Draft due 2/25  
Peer Review | *Writing Commons: [Style: Grammar Pronoun Agreement](#)  
Subject-Verb Agreement  
Grammar Bytes! Grammar Instruction with Attitude: [www.chompchomp.com](#)  
*Writing Commons: [Collaboration: Peer Review-Providing and Receiving Feedback](#) |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Notes</th>
<th>Syllabus/Assignments</th>
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</table>
| 6    | 3/1, 3/3 | Subject/Verb Agreement cont’d  
Writing Exercise #7: Mozartians, Beethovians, and the Teaching of Writing  
Research Paper Assignment: Overview of Research Paper components and writing processes | Developing topics; locating resources; international/global contemporary art and design, trends  
*Writing Commons: Academic Writing—Using Academic Language*  
*Writing Commons: Writing Processes*  
*SJSU Citing and Writing Help: Cite & Write* |
| 7    | 3/8, 3/10 | Subject/Verb Agreement Quiz  
Formal Analysis/Narrative Paper final version due 3/8  
More on Chicago Manual of Style: Endnotes, Bibliography | *The Chicago Manual of Style Online*  
*Writing Commons: Information Literacy—Library and Internet Research*  
*Writing Commons: Writing Process—Organize Structure*  
*Writing Commons: Critical Reading Practices—Distinguishing between Main Points and Sub-claims* |
Writing Exercise #8 & #9: Summarizing, Paraphrasing, and Quoting | *Writing Commons: Research Methods & Methodologies/Integrate Evidence—When to Quote and When to Summarize* |
<p>| 10   | 3/29, 3/31 | <strong>SPRING RECESS: NO CLASS</strong> |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Notes</th>
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<tbody>
<tr>
<td>11 4/5, 4/7</td>
<td>CMS Review/Quiz</td>
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<tr>
<td></td>
<td>Organizing Paragraphs/Transitions within and between paragraphs</td>
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<td></td>
<td>Research Paper Draft due 4/7</td>
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<tr>
<td></td>
<td>Peer Review</td>
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<tr>
<td></td>
<td>Grammar Unit: Dangling and Misplaced Modifiers</td>
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<tr>
<td></td>
<td>Writing Process-Organize Paragraphs</td>
</tr>
<tr>
<td>12 4/12, 4/14</td>
<td>Dangling and Misplaced Modifiers cont’d</td>
</tr>
<tr>
<td></td>
<td>Introduction to Professional Documents Assignment</td>
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<tr>
<td></td>
<td>Overview Artist’s Statement/Resume/Cover letter</td>
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<tr>
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<td>Writing Exercise #10: 5 Point Agenda/60 Second Sell</td>
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<tr>
<td>13 4/19, 4/21</td>
<td>Modifiers Quiz</td>
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<tr>
<td></td>
<td>Research Paper Final version due 4/19</td>
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<td></td>
<td>Writing Artist’s Statements</td>
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<td></td>
<td>Writing Exercise #11: Stories of Success/Failure</td>
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<td></td>
<td>Developing Artist Statements and Bios</td>
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<tr>
<td></td>
<td>Artist’s Statement: Molly Gordon</td>
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<tr>
<td>14 4/26, 4/28</td>
<td>Writing Artist’s Resume: use active verbs, concrete language</td>
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<tr>
<td></td>
<td>Professional Documents Artist’s Statement and Resume Draft due 4/28</td>
</tr>
<tr>
<td></td>
<td>Peer Review</td>
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<td></td>
<td>Grammar Bytes! Grammar Instruction with Attitude: <a href="http://www.chompchomp.com">www.chompchomp.com</a></td>
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<tr>
<td></td>
<td>Alain de Botton: The Pleasures and Sorrows of Work</td>
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<tr>
<td>15 5/3, 5/5</td>
<td>Writing Cover Letters</td>
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<tr>
<td></td>
<td>Avoiding the passive voice/using description and examples</td>
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<tr>
<td></td>
<td>Final Draft of Artist’s Statement, Resume, and Cover letter due 5/5</td>
</tr>
<tr>
<td></td>
<td>In-class work/Peer Review</td>
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<tr>
<td></td>
<td>Writing a 1-2 line “mission statement”</td>
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<tr>
<td></td>
<td>Writing Commons: The Art of the Pick-up: Wooing Your Future Employer in the Cover Letter</td>
</tr>
<tr>
<td></td>
<td>How to Write a Cover Letter According to Great Artists</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
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<td>----------------------------------------------------------------------</td>
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</tbody>
</table>
| 16/5/10, 5/12 | Grammar Review
Formal Analysis Review
Professional Documents assignment due 5/12, LAST DAY OF CLASS
Peer interviews | TED Talk: Alain de Botton: A Kinder, Gentler Philosophy of Success |
| 17          | FINAL EXAMS | FOR DATE AND TIME GO TO SJSU SPRING 2016 ACADEMIC CALENDAR
http://info.sjsu.edu/static/catalog/final-exam-schedule-spring.html |