

San José State University

Fall 2019

Department of Art and Art History
Course Number 45137, ART100W, Section 1
Writing Workshop: Fine Arts

Instructor:	Janet Silk
Office Location:	Art 115
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Office Hours:	Tues/Thurs: 10:30-11:00 a.m. & 3:00-4:00 p.m.
Class Days/Time:	4:30-5:45 p.m.
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 advanced writing course that focuses on types of writing relevant to visual arts professionals. Our goal is to develop proficiency in the research, reading, and writing skills and strategies you will use in academic and business contexts. 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; organize and develop standard professional documents; 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; tailor your writing to specific audiences, including the general public and fellow visual arts professionals; distinguish between primary and secondary sources and make astute use of both.
2. **Learning Objective 2:** Locate and evaluate a wide range of art and design sources; summarize, analyze, and effectively respond to ideas that you find in such sources.
3. **Learning Objective 3:** Observe and be able to explain ethical standards for citation and the use of intellectual property.

Books/Resources

Available online

Writing Commons, writingcommons.org, is a “free, comprehensive, peer-reviewed, award-winning Open Text for students and faculty in college-level courses that require writing and research.”

Writing About Art by Majorie Musterberg: www.writingaboutart.org

Grammar Bytes! Grammar Instruction with Attitude: 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

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.

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

Useful websites about writing:

Guide to Grammar and Writing: <http://grammar.ccc.commnet.edu/grammar>

Grammar Girl: Quick and Dirty Tips: <http://grammar.quickanddirtytips.com>

Learn about English Grammar and How to Write Better: www.lousywriter.com

The Purdue University Online Writing Lab: <http://owl.english.purdue.edu>

The Chicago Manual of Style Online: www.chicagomanualofstyle.org (This links to SJSU library link for free access to CMS. You will need a library account.)

Other equipment / material requirements

For submitting formal writing assignments, by the second week of class, please obtain at least one folder with **your name and section number clearly written on the outer top right corner**. You most likely 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.

Depending on the assignment, I will require students to submit hard copies of work in addition to submitting work online through Canvas. PLEASE PAY ATTENTION TO INSTRUCTIONS AND ASK QUESTIONS FOR CLARITY.

Library Liaison

Gareth Scott

email: gareth.scott@sjsu.edu

phone: (408) 808-2094

Dr. Martin Luther King, Jr. Library

4th Floor Administration Offices

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 participation and take-home writing exercises are a significant part of your grade. At the end of the course, I give a separate letter grade for general participation based on observing those students who take the initiative to actively contribute to class discussions, in-class work, and are present, prepared, and engaged for peer reviews. Because I do my best to arrive punctually with all required materials, and I stay for the entire class, I expect the same. **Be on time.** People who are consistently late will be questioned, and if the issue does not improve, your participation grade will be affected. 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.

We all need to improve our skills in respecting each other and creating [a shared space of civility in the classroom](#). Please do not work on assignments from other classes, insist on drawing or sketching during class, surf the Internet, or, unless approved by me as part of class activity, 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 devices during class, I will give you one warning by email, and if it is not honored, then your participation grade at the end of the course will be lowered. **If you use your phone or device during a quiz or exam**, which is against San Jose State University policy on Academic Integrity (see http://www.sjsu.edu/studentconduct/facultyandstaff/Academic_Integrity/), your action will be noted and reported the Chair of the Department of Art and Art History to determine disciplinary action, and your grade will be lowered at the end of the course. **As an act of courtesy, please eat your food outside the classroom.** Some people may be fasting or otherwise unable to schedule meals, so eating in front of them can be stressful and distracting. Beverages are acceptable. 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. For in-class workshops, I expect you to bring in draft copies of your work in a format that is readable and editable (by me), meaning content can be presented as a hard copy or on a laptop or tablet, i.e., not on your phone. I understand you all work hard towards earning your degree; however, for your benefit and other students' morale, if you fall asleep in class, I am obligated to wake you up, and you must leave class immediately.

Department Advising

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

Department syllabi/greensheets. Please note that after August 7, 2019, 5:00 p.m., all changes to the syllabus (such as the course schedule and assignment due dates) will be announced through [Canvas](#). Students are expected to check in with coursework through Canvas.

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. Add/drop deadlines can be found on the [current academic calendar](#) web page. The Late Drop Policy is available [here](#). 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](#).

Assignments and Grading Policy

Assignments:

1. Writing Exercises (L01, L02, L03) 20%
Writing exercises vary from informal, in-class handwritten responses to one-two page typed assignments. Points are assigned accordingly.
2. Grammar Quizzes (L01) 10%
3. Papers 30%
Three formal written assignments (L01, L02, L03):
 - a. Formal Analysis/Narrative
(1 draft; 1 final)
 - b. Research Paper
(research proposal, 1 draft; 1 final)
 - c. Professional Documents (Artist's Statement/bio; Letter of Introduction; Resume)
(1 draft each, 1 final each)

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

4. Participation (L01, L02) 20%
Actively taking initiative to participate in class discussions, presentations, and informal exercises; reading out loud; bringing outlines and drafts to class as required; reviewing and editing colleagues' papers.
6. Grammar exercise worksheets/exercises (L01) 5%
Topics such as Punctuation; Subject-Verb Agreement; Modifiers; Passive Voice
7. Final Exam (L01, L02) 15%
Essay exam. **Students not passing or who miss the final exam receive a No Credit (NC) for this course.**

Assignment Format:

Unless I have allowed the assignment to be handwritten, type all assignments with one-inch margins and a 12-point font. Double-space, use 1" margins, with page numbers and your name, section number and assignment title on all pages.

For **formal writing assignments** (the Formal Analysis and Research Paper), you are expected to create a **title page** for the final version of your essay. If required by the assignment, include illustrations with a caption. For your final version, staple pages together at the upper left-hand corner and also turn in **your outline and draft, and my draft assessment sheet**. Outline and draft text must be typed; brainstorming tools or notes can be submitted handwritten, and everything must be legible. Turn in all documents inside a folder with your name and section number on the top right corner. **Keep a printed copy and a back-up 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: As of August 7, I do not post grades through an internet-accessible website or course management tool. This may change as I work to integrate my grade book for Fall 2019. However, until further notice, if you want to monitor your progress, communicate with me directly.

Formal Written Assignments and take-home writing exercises will be assigned points and graded according to **SJSU academic writing standards guidelines** for assessment. When necessary, specific rubrics will be created and presented in class and or posted on Canvas. Again, please be aware that assignment instructions will communicate specific submission requirements such as the need for a hard copy or online submission.

SJSU academic standards guidelines:

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 is not appropriate to the assignment. The paper will also receive an F if some or all parts of the paper have been plagiarized, as defined below.

Grade Scale:

94-100%	A (no grades above "A")	90-93	A-
87-89	B+	84-86	B
80-83	B-	77-79	C+
73-76	C	70-72	C-
67-69	D+	63-66	D
60-62	D-	0-59	F

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/docs/F88-6.pdf>)

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 a hard copy of your work under the door in my office after the due date, post it late on Canvas or send via email, or put it in my mailbox. Arrangements for alternative work delivery need to be

discussed and agreed with by me BEFORE the assignment deadline. *Extreme emergencies that impact your ability to meet deadlines will be considered, but not necessarily agreed to.* A pattern of inconsistent or poor work ethic will earn a lower grade. Repeatedly bargaining for deadline extensions and making excuses is not acceptable behavior and will affect your grade.

All incidences of plagiarism will result in an assignment grade of "0" and will be reported to the Office of Judicial Affairs. **Please do not use profanity in your work; exceptions might be made depending on the context and are discussed and agreed to.**

SPECIFIC DUE DATES AND SUBMISSION REQUIREMENTS FOR ALL ASSIGNMENTS ARE GIVEN IN CLASS AND POSTED ON [CANVAS](#). It is your responsibility to keep up with coursework and be aware of announcements and changes. My suggestion is to connect with several classmates in case you need information. Again, unless instructed otherwise, assignments are to be typed using [standard academic formatting](#).

Communication:

My communication preference is in person, via email, or through Canvas.

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](#), 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](#).

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.

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.

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 [Accessibility Education Center](#) (AEC) 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](#). For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook or their official blog, "[The Write Attitude.](#)"

To access Writing Center resources while on the go, download the SJSU Writing Center app on your Android device in the Google Play Store.

Peer Mentor Center

The [Peer Mentor Center](#) is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering "roadside assistance" to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer

Mentor services are free and available on a drop-in basis, no reservation required.

ART100W, Section 1: Writing Workshop: Fine Arts, Fall 2019
Course Schedule as of August 7, 2019

This schedule serves as an overview of the workflow for the course. The instructor reserves the right to change the course schedule and assignments as needed. **Specifics about the assignments and their due dates are communicated in class with support materials, coursework changes, and updates posted on [Canvas](#).** For university deadlines, see [SJSU Academic Calendar](#).

Week	Dates	Assignments	Topic/References
1	8/22	Intro to syllabus Writing Exercise #1: Personal Ads	Capturing reader's attention; writing specifically; description; narrative; storytelling Writing Commons: Voice, Tone, Persona
2	8/27 8/29	in-class work on sensory description Writing Exercise #2: Sensory Description Grammar Unit: Punctuation	The Magic of Sensory Words <i>Writing Commons:</i> Punctuation <i>Grammar Bytes! Grammar Instruction with Attitude:</i> www.chompchomp.com
3	9/3 9/5	punctuation cont'd Introduction to Formal Analysis Paper assignment Applying Feldman's model of art criticism ; Feldman's method of art criticism	critical thinking in the arts: description/analysis/interpretation/judgment; using art and design critique methods in studio courses, history courses, or when presenting your work or reviewing others' <i>Writing About Art</i> by Majorie Musterberg: www.writingaboutart.org

4	9/10	Punctuation Quiz Artwork hunt	essay style/art & design vocabulary; critique; formal vs. informal tone; poetic language
	9/12	in-class work on Formal Analysis Writing Exercise #3: Review the Review	<i>Writing Commons:</i> Formal Analysis Vocabulary: List of Descriptive Words to Critique Art Bellevue College: Art and Design Vocabulary Richard Metzgar: Art Foundations Vocabulary
5	9/17	in-class work on paper: discuss artwork, focus on aspects of Description, apply sensory description, Voice/Style	<i>Writing Commons:</i> Making Sure Your Voice is Present
	9/19	Formal Analysis Draft due/Peer Review	<i>Writing Commons:</i> <i>Collaboration:</i> Peer Review- Providing and Receiving Feedback
6	9/24	Grammar Unit: Subject/Verb Agreement	<i>Writing Commons:</i> Pronoun Agreement Subject-Verb Agreement
	9/26	continue in-class Subject/Verb agreement	<i>Grammar Bytes! Grammar Instruction with Attitude:</i> www.chompchomp.com

9	10/15 10/17	<p>Research paper proposal due</p> <p>paraphrasing, summarizing, quoting</p> <p>Writing Exercise #5: Summarizing, Paraphrasing, and Quoting</p> <p>Turabian/Chicago Manual of Style: Endnotes, Bibliography</p>	<p><i>Writing Commons:</i> When to Quote and When to Paraphrase</p> <p><i>Writing Commons:</i> Avoiding Plagiarism, A Checklist for Student Writers</p> <p>The Chicago Manual of Style Online</p> <p><i>SJSU Citing and Writing Help:</i> Cite & Write</p>
10	10/22 10/24	<p>CMS citations: body text, illustrations page</p> <p>in-class work on draft: content development; organizing ideas throughout essay and within paragraphs</p> <p>Research Paper Draft due/Peer Review; topic discussion</p>	<p><i>Writing Commons:</i> Introduction: Writing a Paragraph (video)</p> <p><i>Writing Commons:</i> What is the Point of this Paragraph?</p>
11	10/29 10/31	<p>Introduction to Dangling and Misplaced Modifiers</p> <p>more Dangling and Misplaced Modifiers</p>	<p><i>Grammar Bytes! Grammar Instruction with Attitude:</i> www.chompchomp.com</p>
12	11/5 11/7	<p>Dangling and Misplaced Modifiers Quiz</p> <p>In-class work on paper</p> <p>Discuss inferred outline method; paragraph analysis; outline as diagnostic tool</p> <p>Introduction to Professional Documents assignment</p> <p>Writing Exercise #6: mission statement; 5 point agenda 60 second sell</p>	<p><i>Guide to Grammar and Writing:</i> http://grammar.ccc.commnet.edu/grammar/modifiers.htm</p> <p>writing a mission statement, 5 point agenda 60 second sell; general overview artist statement/bio, resume, cover letter</p> <p>Alain de Botton: The Pleasures and Sorrows of Work</p>

			TED Talk: Alain de Botton: A Kinder, Gentler Philosophy of Success
13	11/12	Research paper due Professional Docs: Focus on Artist Statement/bio	Artist's Statement: Artist statement blog
	11/14	Professional Docs: Focus on resumes Writing Exercise #7: Stories of Success and Failure/accomplishment statements	Developing Artist Statements and Bios action verbs, highlights/achievements/ac complishments
14	11/19	Professional Docs: Focus on Letter of Introduction (aka cover letter) option: passive voice; sentence clarity	Writing Commons: The Art of the Pick-up: Wooing Your Future Employer in the Cover Letter
	11/21	Professional Documents draft due/Peer Review	How to Write a Cover Letter According to Great Artists
15	11/26	In-class work grammar questions; student-specific advice	
	11/28	NO CLASS: HOLIDAY	
16	12/3	Course review for exam	
	12/5	LAST DAY OF CLASS: SPEED NETWORKING Professional Documents Due	connecting; confidence; putting it all together
17+		FINAL EXAM Section 1: Tuesday, Dec. 17, 2:45-5:00 p.m.	Bring one (any size) greenbook, writing implement, assigned text, and brain.