

San José State University
Spring 2020
Department of Art and Art History
Course Number 26087, ART100W, Section 2

Instructor:	Janet Silk
Office Location:	Art 115
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Email:	janet.silk@sjsu.edu
Office Hours:	Tues/Thurs: 1:30-2:30
Class Days/Time:	10:30-11:45
Classroom:	ART 141
Prerequisites:	Completion of core GE, satisfaction of Writing Skills Test and upper division standing. Art and Design Majors only. Note: Must be passed with C or better to satisfy the CSU Graduation Writing Assessment requirement (GWAR).
GE/SJSU Studies Category:	Z

Additional Contact Information

E-mail is generally the best method of contact during non-office hours.
Please allow 48-hours for an e-mail response.

Emergency: 911

Campus Escort: 42222

Individuals with disabilities may contact the Disability Resource Center (DRC), Administrative Building 110, 408/ 924-6000, for a variety of formats such as Braille, large print, sign interpreters, assistive listening devices, audio tape and accommodations for physical

accessibility.

SJSU Writing Center: <http://www.sjsu.edu/writingcenter/>

SJSU Counseling Services: <http://www.sjsu.edu/counseling>

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, critical thinking and writing skills and strategies you will use in academic and professional 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
- Improving and enhancing critical reading skills and information literacy
- Developing a global perspective of visual culture

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.**

SJSU S12-3 Credit Hour Policy recommendation stipulates that “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.” <https://www.sjsu.edu/senate/docs/S12-3.pdf>

Because it is a writing seminar, there is considerable reading, research, and writing, so students need to plan their time to meet the assignment requirements of the course. There is a strong emphasis on refining students' writing skills that involves discussion about and exercises in English grammar and understanding the differences between spoken and written language. We seek to understand and make informed decisions about the art and craft of writing for general, professional, and art and design audiences.

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.

Required Texts/Readings Required Readings

You will need to have an English handbook for this course. If you have kept the book you used for English 1A and 1B that will suffice or be prepared to refer to the relevant readings from *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." The section I use most often is "Style" <https://writingcommons.org/section/style/>, and I have topic-related links on the course syllabus. You should, of course, have easy access to a dictionary and should use it frequently. No other text is required.

Other Books/Resources

Available online

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.

Books

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

You most likely will need some kind of notebook, file, or binder to organize hard copies of the handouts, worksheets, and exercises done in class. To each class, bring something to write with: some exercises will be handwritten. (For discussion about the value of handwriting see ["Handwriting in the 21st Century?"](#)

https://www.hw21summit.com/media/zb/hw21/files/H2948_HW_Summit_White_Paper_eVersion.pdf

Because this is a writing seminar, we will be doing writing in class, so be prepared to bring in your laptop or tablet. It is your responsibility to check in with course announcements on Canvas and bring in the necessary materials so that we can make productive use of time in class. **Depending on the assignment, I will require students to submit hard copies of work and or submit 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](tel:(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. **Please be on time.** People who are consistently late will be questioned and encouraged to improve in order that their participation grade will not be affected. Do not leave early without checking in and obtaining permission from me first.

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, connecting, and creating a shared space of civility in the classroom. For example, please do not work on assignments from other classes, draw or sketch during class, surf the Internet, etc. or, unless approved by me as part of class activity, use your computer, tablet, 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 or silence and put away your cell phone. For disruptive behavior, students will be asked to leave the classroom and must do so immediately. (See [University Academic Integrity Policy F-15.7](http://www.sjsu.edu/studentconduct/docs/Academic%20Integrity%20Policy%20F15-7.pdf) <http://www.sjsu.edu/studentconduct/docs/Academic%20Integrity%20Policy%20F15-7.pdf>)

For students who insist on using their devices or engaging in non-course related activities during class, I will give you one warning in class and or by email,

and, if there is no improvement, 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.

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](tel:408-924-4320), art@sjsu.edu

Department syllabi/greensheets. <http://www.sjsu.edu/art/documents/greensheets/> Please note that after January 20, 2020, 5:00 p.m., all changes to the syllabus (such as the course schedule and assignment due dates) will be announced in class and through <http://www.sjsu.edu/ecampus/teaching-tools/canvas/index.html> 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](http://info.sjsu.edu/static/catalog/policies.html) <http://info.sjsu.edu/static/catalog/policies.html> section. Add/drop deadlines can be found on the [current academic calendar](https://www.sjsu.edu/provost/academic_affairs/resources/Academic_Calendars/) web page at https://www.sjsu.edu/provost/academic_affairs/resources/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](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Assignments and Grading Policy

Assignments:

1. <u>Writing Exercises (L01, L02, L03)</u>	20%
Writing exercises vary from informal, in-class handwritten responses to one-two page typed assignments. Points are assigned accordingly.	
2. <u>Grammar Quizzes (L01)</u>	10%
3. <u>Papers</u>	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 Statement/Manifesto, Letter Writing; Artist Resume or CV/Summary of accomplishments) (1 draft each, 1 final each)	
4. <u>Participation (L01, L02)</u>	20%
Actively taking initiative to contribute and participate in class discussions, activities, 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 <u>(L01)</u>	5%
Topics such as Punctuation; Subject-Verb Agreement; Modifiers; Passive Voice	
7. <u>Final Exam (L01, L02)</u>	
15%	

Essay exam. **Students not passing or who miss the final exam receive a Fail for this course.** [Final Exam Schedule for Spring 2020](http://info.sjsu.edu/static/catalog/final-exam-schedule-spring.html) <http://info.sjsu.edu/static/catalog/final-exam-schedule-spring.html>

Assignment Format:

Unless I have allowed the assignment to be handwritten, type all assignments. Unless instructed otherwise, the default formatting for papers is called "basic academic formatting": 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. (See page two on this PDF for an example <http://writing.umn.edu/sws/assets/pdf/quicktips/academicessaystructures.pdf>)

Pay attention to **requirements for each assignment and take time to read the instruction sheet carefully and ask questions in class; some assignments have multiple components or details**, such as creating a title page, including illustrations with a caption, or other academic or professional formatting.

It is your responsibility to keep graded hardcopies of coursework in a file and back-up of all your work for this course.

Grading:

Students can access their grades through Canvas. "All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades." See University Policy F13-1 at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

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 and 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

General participation grade guidelines:

Participation grades (Assignment item #4 above) will be awarded according to University policy from A to F as outlined in the SJSU catalog.

A= Excellent engagement, focus, energetic participation, professional demeanor, sustained effort throughout the semester

B= Good engagement, focus, participation, effort

C= Average engagement, participation, effort

D= Below average engagement, participation, effort

F= Unsatisfactory engagement, participation, effort

Final grades given in all 100W courses are A, B, C, and NC. 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>)

This course will not be graded on a curve. You will not be competing against other students.

Because this course meets GE Requirements, it cannot be taken for a NC (No credit) option (See <https://www.sjsu.edu/registrar/registration/grading-option.php>)

Except in cases of documented emergencies, incomplete grades are not given in this course. It is the responsibility of the student to bring pertinent information to the attention of the instructor immediately (i.e., not at the end of the semester) regarding the unforeseen reason(s) for requesting an Incomplete. An Incomplete will not be considered if the student has completed under 85% of the coursework. An Incomplete will not be considered if the student has made no effort to communicate with the instructor regarding their emergency situation. Documentation includes doctor's notes and or signed letters from legally established institutions and or professional individuals involved in the student's situation. More information regarding Incompletes can be found in the course catalog at <http://info.sjsu.edu/static/catalog/grades-incomplete.html> and at the [SJSU School of Information Department website https://ischool.sjsu.edu/incompletes](https://ischool.sjsu.edu/incompletes)

There are no extra credit options for this course.

As per SJSU Senate Policy S17-1 www.sjsu.edu/senate/docs/S17-1.pdf, your need to be present for the final exam for this course. Make sure in advance that you will have no conflicts with the final exam. Do not book flight tickets, make appointments, or in any other way compromise your ability to be present at the final exam. The final exam may not be taken early and can only be made up in the case of an unforeseen emergency which needs to be communicated in a timely

manner and supported with a signed doctor's note or a signed letter from a legally established institutions and or professional individuals involved in the student's situation.

Late work policy

SPECIFIC DUE DATES AND SUBMISSION REQUIREMENTS FOR ALL ASSIGNMENTS ARE GIVEN IN CLASS AND POSTED ON [CANVAS](https://www.sjsu.edu/at/ec/canvas/). It is your responsibility to keep up with coursework, assignment instructions, and be aware of announcements and changes. If you miss class for any reason, you are responsible for acquiring coursework information from a fellow student or review the material on Canvas. If you cannot make it to class, do not email me to find out what you missed before reviewing what has been communicated on Canvas).

Late papers and coursework will not be accepted except under special circumstances and require a signed doctor's note or other legal documentation. Any issues with submission requirements and arrangements for alternative work delivery need to be discussed with and agreed to by me before the assignment deadline. For example, please 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.

A pattern of inconsistent or casual work ethic will have a negative impact on your grade. For example, do not submit an assignment incomplete and expect to bargain for a new deadline. Repeatedly bargaining for deadline extensions or asking the instructor to make exceptions to assignment requirements, and or making excuses regarding missed deadlines is not acceptable behavior and will affect your grade. Strive to do your best and keep communication open before problems occur.

Students must be present for all quizzes and exams on the days and at the times for which they are scheduled. Exceptions and make-ups will be allowed only in cases of documented emergency (e.g. sudden hospitalization, death in the immediate family) and require a doctor's note or other legal documentation. Make sure in advance that you will have no conflicts with the final exam. Do not book flight tickets, make appointments, or in any other way compromise your ability to be present at the final exam. The final exam may not be taken early and can only be made up in the case of an unforeseen emergency and require a doctor's note or other legal documentation.

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. Again, unless instructed otherwise, assignments are to be typed using [standard academic formatting](#). (See above for further explanation.)

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.

Students must be present in class to receive credit for in-class assignments. As the University Policy states, “Attendance per se shall not be used as a criterion for grading. However, students are expected to attend all meetings for the courses in which they are enrolled.... Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated.”

Communication:

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

University Policies

“Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/>.”

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](#), <http://www.sjsu.edu/studentconduct/docs/Academic%2520Integrity%2520Policy%2520F15-7.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](#) <http://www.sjsu.edu/studentconduct/students/>.

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](#) at <https://libguides.sjsu.edu/plagiarism> 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](#) www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessibility Education Center](#) (AEC) www.sjsu.edu/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](#) 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 or their official blog, ["The Write Attitude."](#) <https://sjsuwritingcenter.wordpress.com/> 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](#) peerconnections.sjsu.edu/ 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 Course Schedule as of January 9, 2020

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](#), https://www.sjsu.edu/provost/academic_affairs/resources/Academic_Calendars/

Week	Dates	Assignments	Topic/References
1	1/23	Intro to syllabus Writing Exercise #1: 5 point agenda/60 second sell	Capturing reader's attention; writing specifically; description; writing a mission statement, 5 point agenda 60 second sell Writing Commons: Voice, Tone, Persona https://writingcommons.org/article/making-sure-your-voice-is-present/
2	1/28 1/30	class introductions in-class work on sensory description Writing Exercise #2: Sensory Description Grammar Unit: Punctuation Worksheet #1	narrative; storytelling The Magic of Sensory Words https://www.enchantingmarketing.com/sensory-words/ <i>Writing Commons: Punctuation</i> https://writingcommons.org/article/punctuation/ <i>Grammar Bytes! Grammar Instruction with Attitude:</i> www.chompchomp.com

3	2/4 2/6	<p>punctuation cont'd Worksheet #2</p> <p>Introduction to Formal Analysis Paper assignment</p> <p>Writing Exercise #3: Review the Review</p> <p>Applying Feldman's model of art criticism https://files.eric.ed.gov/fulltext/EJ1086252.pdf ; Feldman's method of art criticism https://www.youtube.com/watch?v=1b3CvtRMGtg</p>	<p>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'</p> <p><i>Writing About Art</i> by Marjorie Musterberg: www.writingaboutart.org</p>
4	2/11 2/13	<p>Punctuation Quiz</p> <p>Artwork hunt</p> <p>Discuss Writing Exercise #3: Review the Review</p> <p>in-class work on Formal Analysis: focus on vocabulary and writing content</p>	<p>essay style/art & design vocabulary; critique; formal vs. informal tone; poetic language</p> <p><i>Writing Commons:</i> Formal Analysis Vocabulary: List of Descriptive Words to Critique Art https://grammar.yourdictionary.com/word-lists/list-of-descriptive-words-to-critique-art.html</p> <p>Bellevue College: Art and Design Vocabulary https://www.bellevuecollege.edu/ArtsHum/materials/art/Tanzi/Spr04/105/Vocabulary.htm</p> <p>Richard Metzgar: Art Foundations Vocabulary https://www.bellevuecollege.edu/ArtsHum/materials/art/Tanzi/Spr04/105/Vocabulary.htm</p>

5	2/18 2/20	<p>in-class work on paper: discuss artwork, focus on aspects of Description, discuss differences between Description, Analysis, Interpretation, Judgment, apply sensory description, Voice/Style</p> <p>Formal Analysis Draft due/Peer Review</p> <p>Grammar Unit: Subject/Verb Agreement Worksheet #1</p>	<p><i>Writing Commons: Making Sure Your Voice is Present</i> https://writingcommons.org/making-sure-your-voice-is-present</p> <p><i>Writing Commons: Collaboration: Peer Review-Providing and Receiving Feedback</i> writingcommons.org/index.php?option=com_content&view=article&id=85:providing-and-receiving-feedback-in-group-situations&catid=107:peer-review&Itemid=250</p>
6	2/25 2/27	<p>Grammar Unit: Subject/Verb Agreement Worksheet #2</p> <p>Writing exercise: Passive voice analyze your writing and revise</p>	<p><i>Writing Commons: Pronoun Agreement</i> https://writingcommons.org/article/pronouns-and-antecedents/</p> <p><i>Subject-Verb Agreement</i> https://writingcommons.org/article/subject-verb-agreement/</p> <p><i>Writing Commons: Use the Active Voice</i> https://writingcommons.org/article/use-the-active-voice/</p> <p><i>Grammar Bytes! Grammar Instruction with Attitude:</i> www.chompchomp.com</p>

7	3/3	<p>Subject/Verb Agreement Quiz</p> <p>Formal Analysis Paper assignment group discussions of artwork chosen and group art critique using formal analysis</p>	<p><i>Writing Commons: Academic Writing-Using Academic Language</i></p> <p>https://writingcommons.org/article/academic-writing/</p>
	3/5	<p>Formal Analysis Paper assignment due, Discuss and present work/art critique</p> <p>Introduction to Research Paper assignment; Overview of Research Paper components</p>	<p><i>Writing Commons: What is Research?</i> https://writingcommons.org/section/research/</p>
		<p>Writing Exercise #4: Writing Processes: Mozartians, Beethovenians, and the Teaching of Writing; Steps for writing a Research Paper</p>	
8	3/10	<p>In-class discussion/workshop focusing on</p> <p>a) thesis development in-class brainstorming for research paper proposal/questions</p> <p>b) Research Paper analysis for structure; CMS formatting; paragraph breaks</p>	<p>Asking questions/inventing answers</p>
	3/12	<p>LIBRARY WORKSHOP MEET</p> <p>Dr. Martin Luther King, Jr. Library Room #219, second floor</p>	<p><i>Writing Commons: Writing Process-What Logical Plan Informs Your Paper?</i></p> <p>https://writingcommons.org/article/what-logical-plan-informs-your-papers-organization/</p>
			<p><i>Writing Commons: Information Literacy-Library and Internet Research</i></p> <p>https://writingcommons.org/article/library-and-internet-research/</p>

9	3/17 3/19	<p>Research paper proposal due</p> <p>workshop on paraphrasing, summarizing, quoting</p> <p>Writing Exercise #5: Summarizing, Paraphrasing, and Quoting</p> <p>workshop on Turabian/Chicago Manual of Style: Endnotes, Bibliography</p>	<p><i>Writing Commons: When to Quote and When to Paraphrase</i> https://writingcommons.org/article/when-to-paraphrase/</p> <p><i>Writing Commons: Avoiding Plagiarism, A Checklist for Student Writers</i> https://writingcommons.org/article/avoiding-plagiarism-a-checklist-for-student-writers/</p> <p><i>The Chicago Manual of Style Online</i></p> <p><i>SJSU Citing and Writing Help: Cite & Write</i> https://lib-guides.sjsu.edu/writeandcite</p>
10	3/24 3/26	<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>Introduction to Dangling and Misplaced Modifiers Worksheet #1</p>	<p><i>Grammar Bytes! Grammar Instruction with Attitude:</i> www.chompchomp.com</p>
11	3/31 4/2	<p>SPRING RECESS</p>	

12	4/7 4/9	<p>more Dangling and Misplaced Modifiers Worksheet #2</p> <p>Writing Exercise #6: inferred outline method; paragraph analysis; outline as diagnostic tool</p>	<p><i>Guide to Grammar and Writing:</i> http://grammar.ccc.commnet.edu/grammar/modifiers.htm</p> <p><i>Writing Commons:</i> Introduction: Writing a Paragraph (video) https://writingcommons.org/article/paragraph-structure/</p> <p><i>Writing Commons:</i> What is the Point of this Paragraph? https://writingcommons.org/article/what-is-the-point-of-this-paragraph/</p> <p><i>TED Talk: Alain de Botton: A Kinder, Gentler Philosophy of Success</i> https://www.ted.com/talks/alain_de_botton_a_kinder_gentler_philosophy_of_success?language=en</p>
13	4/14 4/16	<p>Dangling and Misplaced Modifiers Quiz</p> <p>Introduction to Professional Documents assignment</p> <p>Research paper due Professional Docs: Focus on Art Manifesto</p> <p>Readings from historical Art Manifestos</p>	

14	4/21 4/23	<p>Professional Docs: Focus on Letter Writing</p> <p>Professional Docs: Focus on Artist Resume/CV and or Summary of Achievements</p>	<p>Writing Commons: The Art of the Pick-up: Wooing Your Future Employer in the Cover Letter</p> <p>How to Write a Cover Letter According to Great Artists</p>
15	4/28 4/30	<p>Professional Documents Draft due Peer Review</p> <p>Course review for exam</p>	
16	5/5 5/7	<p>Revise 5 point agenda/60 second sell</p> <p>LAST DAY OF CLASS: SPEED NETWORKING</p> <p>Professional Documents Due</p>	connecting; confidence; putting it all together
17+		<p>FINAL EXAM</p> <p>Section 2: Monday, May 18, 9:45-12:00</p> <p>Section 3: Wednesday, May 13, 9:45-12:00</p>	Bring one (any size) green-book, writing implement, assigned text, and brain.