

San José State University
Department of Art and Art History
ART 100W Section 2 – Writing Workshop: Fine Arts - Fall 2020

Course and Contact Information

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| Instructor: | Dr. Jordan Reznick |
| Email: | jordan.reznick@sjsu.edu |
| Office hours: | Tuesdays, 1-2pm on Zoom Zoom meeting ID: 976 3227 6200, password: 117572 Sign up at Doodle: https://doodle.com/mm/jordanreznick/student-signup |
| Class Days/Time: | Section 2: Monday/Wednesday 3:00-4:15pm |
| Course website: | Section 2: https://sjsu.instructure.com/courses/1369520 |
| Prerequisites: | Upper division and A3, ENGL 1B, HUM 2B, or equivalent with a C- or better OR WST or WST SDP (Visit sjsu.edu/wac/wst/students). Declared Majors: Art, Art History, Interior Design, Industrial Design, DSGD, Fine Art. Or Grad/PBAC. |

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.

Course Goals

1. Develop the capacity to express oneself in clear writing
2. Improve one's grammar, writing mechanics, and vocabulary
3. Understand the different kinds of writing appropriate to different professional contexts within the arts
4. Use written language as a means to advance one's career goals
5. Develop scholarly research and writing skills
6. Learn how to properly format various types of professional and scholarly writing
7. Establish a foundation for future development of writing skills

Course Learning Outcomes (CLO)

Upon successful completion of this course, 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:

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.

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

Learning Objective 3: Observe and be able to explain ethical standards for citation and the use of intellectual property; tailor your writing to specific audiences, including the general public and fellow visual arts professionals; distinguish between primary and secondary sources and make astute use of both.

Learning Objective 4: Locate and evaluate a wide range of art and design sources; summarize, analyze, and effectively respond to ideas that you find in such sources.

Learning Objective 5: Observe and be able to explain ethical standards for citation and the use of intellectual property

Course Delivery

This course is fully online and asynchronous. You are not required to attend lectures on specific days or times. However, please note that activities and assignments are frequently due during scheduled class times.

Course Website and Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas. You are responsible for regularly checking the messaging and announcements on Canvas to learn of any updates. For help with using Canvas see [Canvas Student Resources page](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources) (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)

There are two easy ways to reach me. First, try the discussion forum. There is a Q&A thread under the “Discussions” tab where you can post questions about the class. If you’re confused about something, other students probably are too. Look at the Q&A and see if someone has already asked for clarification on your question. If not, post your question there, so the entire class can benefit from the answer. I respond to questions on the discussion forum two times a day, Monday-Friday. If you have a more private concern, message us through the messaging system in Canvas by clicking on the “Inbox” tab.

Students are expected to communicate with me through Canvas messaging, office hours, the course chatroom, and the course discussion board. Students should check their Canvas inbox and course announcements daily. I will do my best to respond to all messages within 24 hours, Monday-Friday. I check my messages between 9am and 5pm on Monday-Friday. I do not respond to messages on evenings and weekends.

Meeting with the Professor

You can meet with me to ask questions about course content, your grade, or just to say hi. One-on-one meetings during office hours occur over Zoom on Tuesdays from 1-2pm. Appointments must be scheduled one-day in advance on Doodle at: <https://doodle.com/mm/jordanreznick/student-signup>.

Course Geography

The following information can be found in the Intro video in the Week 0 module of Canvas.

The course is divided into four units that are each four weeks long. Each week is represented by a module in Canvas. To unlock each module, you must complete a practice quiz. The beginning of each module has a brief video describing what you can expect during the week ahead. Within each module are readings, videos, resources, assignments, and discussions. Quiz questions are embedded within video lectures. Answering the quiz questions count as attendance at that class. You must answer all the quiz questions correctly in order to proceed to the next step in the module. You must also complete all elements of a module in order to proceed to the next module.

Online learning—and teaching—is new to most of us and this class is designed to help you achieve your learning goals for the class while you also gain fluency in a new way of learning. I have attempted to make everything as clear as possible. If anything feels confusing, please do not hesitate to reach out to me.

Course Meetings

All lectures will occur asynchronously. You may watch lectures on your own time on Canvas.

Proctoring Software and Quizzes

Quizzes will be proctored in through Respondus Monitor and LockDown Browser. These features lock your browser and access to applications and use your webcam and microphone to monitor your attention on the screen during the quiz. Please note it is the instructor's discretion to determine the method of proctoring. If cheating is suspected the proctored videos may be used for further inspection and may become part of the student's disciplinary record. Note that the proctoring software does not determine whether academic misconduct occurred, but does determine whether something irregular occurred that may require further investigation. Students are encouraged to contact the instructor if unexpected interruptions (from a parent or roommate, for example) occur during a quiz.

Statement of Time Commitment

Students should allocate the same amount of time that they would typically spend attending class, reading, studying, and completing course work for an in-person 3-unit course, which SJSU estimates as approximately 9 hours per week.

Technical and Software Requirements

1. Regular access to high-speed internet that allows for streaming video and video conferencing.
2. Access to word processing software (such as Microsoft Word, Pages, Google Docs) that allows you to create PDFs, check spelling, format footnotes, format margins, etc.
3. A working video camera on a phone or other device.

Required Readings & Resources

Readings

- *Elements of Indigenous Style: A Guide for Writing By and About Indigenous Peoples*, by Gregory Younging (2018)
- *The Word: Black Writers Talk About the Transformative Power of Reading and Writing*, edited by Marita Golden
- *The Elements of Academic Style: Writing for the Humanities*, by Eric Hayot (2014)
- *A Short Guide to Writing About Art*, Eleventh edition, by Sylvan Barnet (2015)
- *Grammar Smart: The Savvy Student's Guide to Perfect Usage*, by the Princeton Review (2017)
- *A Manual for Writers of Research Papers, Theses, and Dissertations*, by Kate L. Turabian (2018)
- Other readings as noted below in course schedule

Online Resources

We will consult many of the following resources online:

- Writing Commons: writingcommons.org
- Writing About Art by Majorie Musterberg: www.writingaboutart.org
- Grammar Bytes! Grammar Instruction with Attitude: www.chompchomp.com
- 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

Accessing Course Readings

You are not required to purchase any textbooks. Readings are listed below in the course schedule and on Canvas. All readings are available on Canvas in two places: 1. Each reading appears in the module in the order you are expected to read it. 2. Readings also appear under the Files tab, where you can find them if you need to complete readings in advance or view them later.

All PDF's have been scanned with text recognition to make them accessible for text reading software. I am happy to make further disability accommodations upon request.

Accessibility

I aim to make our learning community as accessible as possible. This means that I aim to provide accessible materials and to create opportunities for different kinds of engagement in our classroom space. If you come across materials that are not accessible to you, or experience a barrier to your participation, please bring this to my attention and I will gladly work with you to ensure accessibility. If you are a student with a disability (disabilities can include mental health and attention-related, learning, vision, hearing, physical or health impacts) who requires accommodations to achieve equal access in this course, please register with the Accessible Education Center (AEC) and discuss your accommodations with me privately during my office hours or by appointment, preferably within the first two weeks of the semester. At that time, I would also like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about accommodations to contact the AEC at <https://www.sjsu.edu/aec/index.php> or aec-info@sjsu.edu or (408) 924-6000.

Inclusivity

It is my intent that students from all backgrounds and with all perspectives feel included and are able to learn and achieve their goals in this course. The diversity that all students bring to this class is a resource, strength, and benefit to us all. It is my intent to bring to class materials and activities that embrace a diversity of perspectives, experiences, and positions. Your suggestions for making this learning community as inclusive as possible are encouraged and appreciated. Please let me know if you identify ways to improve the effectiveness of the course for you personally or for other students or student groups. If any of our class meetings conflict with your religious or cultural events, please let me know so that we can work together to make alternative arrangements.

In our online discussions and dialogues, we will have the opportunity to explore challenging, high-stakes issues and increase our understandings of different perspectives. Our conversations may not always be easy. We sometimes will make mistakes in our speaking and our listening. Sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always we will need respect for others. Thus, an important aim of our classroom interactions will be for us to increase our facility with the sometimes difficult conversations that arise inside issues of social justice as we deepen our understandings of multiple perspectives – and make the most of being in a room with people of many backgrounds, experiences, and positions.

Principles of Community

I am committed to providing an atmosphere for learning that respects diversity and supports inclusivity. To achieve this goal, I ask all members of this class to:

- be open to and interested in the views of others
- consider the possibility that your views may change over the course of the term
- be aware that this course asks you to reconsider some “common sense” notions you may hold

- honor the unique life experiences of your colleagues
- appreciate the opportunity that we have to learn from each other
- listen to each other's opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- ground your comments in the texts we are studying. Refer frequently to the texts and make them the focus of your questions, comments, and arguments. This is the single most effective way to ensure respectful discussion and to make the classroom a place where we are all learning together

Academic Integrity

Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a SJSU degree.

All members of the SJSU community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at SJSU.

Course Requirements and Assignments

Freewrites (26) - 13% (5 points each)

Due every Monday and Wednesday, 4pm (exceptions listed below in Course Schedule)

These free-writing exercises are designed to allow you to warm up your writing mind and freely jot down your thoughts on a topic. Each freewrite will contain a prompt. Read the prompt, then set a timer for 15 minutes and write anything that comes to mind continuously for that 15 minutes without stopping. Your freewrites must be completed to receive credit, but they are not graded for quality or length.

More instructions are in each writing assignment on Canvas.

Grammar and Writing Mechanics Quizzes (13) - 10% (10 points each, lowest 3 grades dropped)

Due Mondays and Wednesdays, 3pm (exceptions listed below in Course Schedule)

In order to unlock each module, students must complete an ungraded practice quiz by Monday. Later on in the module, the same skills will be quizzed again in a graded quiz. You may take each quiz twice.

Proctoring Software and Quizzes

Quizzes will be proctored in through Respondus Monitor and LockDown Browser. These features lock your browser and access to applications and use your webcam and microphone to monitor your attention on the screen during the quiz. Please note it is the instructor's discretion to determine the method of proctoring. If cheating is suspected the proctored videos may be used for further inspection and may become part of the student's disciplinary record. Note that the proctoring software does not determine whether academic misconduct occurred, but does determine whether something irregular occurred that may require further investigation. Students are encouraged to contact the instructor if unexpected interruptions (from a parent or roommate, for example) occur during a quiz.

Weekly writing assignments (14) - 42% (30 points each)

Due each Monday, 3pm (see exceptions in Course Schedule)

Instructions for each writing assignment are listed on Canvas under that assignment.

Final Research Paper - 20% (200 points)

Due Thursday, December 10, 2:30pm
5-7 pages

Your final research paper will explore an artwork you select from a list of available artworks on Canvas in the instructions for the final paper. You can explore any aspect about the artwork and its history in which you are interested. However your exploration must utilize and take a position related to other scholarly writing on your topic.

The purpose of the research paper is to demonstrate your ability to perform advanced research on your chosen modern artwork and to use your findings to:

- Enter into a scholarly conversation with others who have written about this work or issues related to the work, AND
- Develop your own approach to the critical analysis of the work, while building an original argument that is sustained throughout the paper

Your final essay is the most complex project of the term. As such, its development will be broken up into discrete stages in the assignment sequence. Your paper should synthesize writing and research skills you have been developing all term, including:

- Credible and relevant research
- Organization of ideas
- A sustained argument with a well-crafted thesis supported with sufficient analysis

The essay should frame and synthesize relevant research in light of your evolving topic and thesis. As such, the essay should not be a disjointed series of source summaries, but a unified piece of analytical writing that relates the sources to your argument, and puts them in conversation with each other. It should be an organized, shapely piece of writing that stands on its own.

Format:

- Papers must be 5-7 double-spaced typed pages in Times New Roman with one-inch margins all around, a standard first page header, and subsequent headers including your last name and page number for each page.
- Include an interesting title (beyond “Research Paper”).
- You must find, select, and incorporate at least 3 appropriate sources from peer-reviewed journals and academic presses.
- Cite all outside sources in footnotes and provide a Bibliography. Citations must conform to the format of the Chicago Manual of Style, 17th ed. For details of Chicago style see OWL Purdue Online Writing Lab: <https://owl.english.purdue.edu/owl/resource/717/01/>
- Papers not meeting these minimum requirements will be returned for correction and graded as late.

Attendance and Participation - 15%

You earn attendance points by watching lecture videos and responding to the questions in the videos. You earn participation points by participating in the discussion board.

Grammar and Writing Mechanics Principles - 30 points

Weekly with no specific deadlines, completed during each module

Each module contains resources about different grammar principles that will guide you to review a video, online resource, or reading to learn about and improve your grammar skills. Canvas tracks your viewing behavior while watching these videos and figures it into your attendance and participation grade. Make sure you watch the whole video without other pages or apps open to get full credit.

Lecture Quizzes

Due during lecture videos

Embedded within lectures are quiz questions that ask you to recall information from the lecture. You must earn 100% on the quiz questions in order to proceed in the module and you may repeat the quiz as many times as necessary.

Please note that Canvas tracks watching activity. Students will not receive credit for lectures they do not fully watch, even if they answer the questions correctly.

Discussion Board

Due every Monday and Wednesday by 4pm

Students will be assigned to a small discussion group of 5 students. You will stay with this same group throughout the semester.

Mondays - Upload a short (3 minutes or less) video reflecting on that week's discussion prompt.

Wednesday - Watch all the videos for your group. Ask follow-up questions to the other students in your discussion group and respond to the follow-up questions they leave on your video.

OOPS! Tokens - 3

Each student has three OOPS! tokens to use at will throughout the course. An OOPS! token can be turned in for a no-questions asked deadline extension (up to one week), the opportunity to revise and resubmit an assignment, or otherwise make up for an unexpected challenge or honest mistake.

To use an OOPS! token, message me through Canvas letting me know how you would like to use the OOPS! token.

Students who use none of their OOPS! tokens will receive 2% extra credit.

Grading Information

Determination of Grades

- A grading rubric is listed in each assignment's description on Canvas
- Students may use one of their three OOPS! tokens for late assignments, to revise
- Late work for which an OOPS! token has not been redeemed will be marked down 5% per day that it is late
- Extra Credit
 - ◆ Students who use none of their OOPS! tokens will earn 20 points extra credit

Grading and Feedback

You can expect to receive graded papers back 7-10 days after you turn them in. You will receive comments each week letting you know which objectives in the grading rubric you are succeeding at and which need improvement. Use this feedback as a guide to improve your next paper.

Quiz grades appear instantly on Canvas.

| Grade | Percentage | Points |
|---------|------------|----------|
| A plus | 96 to 100% | 960-1000 |
| A | 93 to 95% | 930-959 |
| A minus | 90 to 92% | 900-929 |
| B plus | 86 to 89 % | 860-889 |
| B | 83 to 85% | 830-859 |
| B minus | 80 to 82% | 800-829 |
| C plus | 76 to 79% | 760-799 |
| C | 73 to 75% | 730-759 |
| C minus | 70 to 72% | 700-729 |
| D plus | 66 to 69% | 660-699 |
| D | 63 to 65% | 630-659 |
| D minus | 60 to 62% | 600-629 |

Course Schedule

| Week | Date | Topic | Activities and Quizzes | Assignments Due |
|-------------|-------------------|-----------------------------------|--|------------------------|
| 0 | | Intro | | |
| 1 | Wednesday, Aug 19 | Unit 1: Voice & Vision | Practice Quiz Freewrite - Your Relationship to Language Skills - Identifying Your Relationship to Language Discussion - Post, Respond | |
| 2 | Monday, Aug 24 | Unit 1: Voice & Vision | Practice Quiz Freewrite - Identify your Skills and Knowledge Skills - Letting Your Writing Flow Discussion - Post | Language Bio |
| 2 | Wednesday, Aug 26 | Unit 1: Voice & Vision | Quiz Freewrite - Explore your Fears, Identify your Value Skills - Crafting a Sentence Discussion - Respond | |
| 3 | Monday, Aug 31 | Unit 1: Voice & Vision | Practice Quiz Freewrite - Imagine your Life in Ten Years Skills - Analyzing and Editing Your Writing Discussion - Post | Life Goals |

| Week | Date | Topic | Activities and Quizzes | Assignments Due |
|-------------|-----------------------------------|-----------------------------------|---|-------------------------|
| 3 | Wednesday, Sept 2 | Unit 1: Voice & Vision | Quiz Freewrite - Identify your Intentions Skills - Word Choice Discussion - Respond | |
| 4 | Monday, Sept 7 Federal Holiday | No class | | |
| 4 | Wednesday, Sept 9 | Unit 1: Voice & Vision | Practice Quiz Quiz Freewrite - Identify Your Values Skills - Mood Discussion - Post, Respond | Language Goals |
| 5 | Monday, Sept 14 | Unit 1: Voice & Vision | Practice Quiz Freewrite - Let Yourself Imagine Skills - Voice Discussion - Post | |
| 5 | Wednesday, Sept 16 | Unit 1: Voice & Vision | Quiz Discussion - Respond | Vision Statement |
| 6 | Monday, Sept 21 | Unit 2: Get It | Practice Quiz Freewrite - Who are You on the Job Market? Skills - Translating Your Skills and Values into a Professional Bio Discussion - Post | |

| Week | Date | Topic | Activities and Quizzes | Assignments Due |
|-------------|--------------------|-----------------------|--|--------------------------------------|
| 6 | Wednesday, Sept 23 | Unit 2: Get It | Quiz Freewrite - Gut Response to a Job Posting Skills - Job Searches Discussion - Respond | |
| 7 | Monday, Sept 28 | Unit 2: Get It | Practice Quiz Freewrite - Why do you care? What do you have to offer? Skills - Breakdown a Job Posting Discussion - Post | LinkedIn Bio and Resume or CV |
| 7 | Wednesday, Sept 30 | Unit 2: Get It | Quiz Freewrite - Facing your fears, finding your value Skills - The Cover Letter Discussion - Respond | |
| 8 | Monday, Oct 5 | Unit 2: Get It | Practice Quiz Freewrite - Reflecting on the Cover Letter Skills - Highlight your Skills, Claim your Voice Discussion - Post | Cover Letter |
| 8 | Wednesday, Oct 7 | Unit 2: Get It | Quiz Freewrite - Imagining Your CV Grow Skills - Maintaining a Fluid and Dynamic Resume/CV over Time Discussion - Respond | |

| Week | Date | Topic | Activities and Quizzes | Assignments Due |
|-------------|-------------------|------------------------|---|---|
| 9 | Monday, Oct 12 | Unit 2: Get It | Practice Quiz Freewrite - Social Media vs. LinkedIn vs. You IRL Skills - Get Meticulous with Formatting Discussion - Post | |
| 9 | Wednesday, Oct 14 | Unit 2: Get It | Quiz Discussion - Respond | Revised Cover Letter and LinkedIn Resume or CV |
| 10 | Monday, Oct 19 | Unit 3: Looking | Practice Quiz Freewrite - What do you care about? Skills - Choosing a Research Topic, Questions that Researchers Ask Discussion - Post | |
| 10 | Wednesday, Oct 21 | Unit 3: Looking | Quiz Freewrite - What do you see? Skills - Formal Analysis Discussion - Respond | |
| 11 | Monday, Oct 26 | Unit 3: Looking | Practice Quiz Freewrite - What do you think/feel about what you see? Skills - The Spirit of Research Discussion - Post | Formal Analysis |

| Week | Date | Topic | Activities and Quizzes | Assignments Due |
|-------------|--------------------------------------|------------------------|--|-------------------------------|
| 11 | Wednesday, Oct 28 | Unit 3: Looking | Quiz Freewrite - Why does it matter? Skills - Moving from a Topic to a Question to a Working Hypothesis Discussion - Respond | |
| 12 | Monday, Nov 2 | Unit 3: Looking | Practice Quiz Freewrite - Your Feelings About Reading Skills - Finding and Reading Useful Academic Sources, Write as You Read Discussion - Post | Research Proposal |
| 12 | Wednesday, Nov 4 | Unit 3: Looking | Quiz Freewrite - Reading and Responding Skills - Quoting, Paraphrasing, and Summarizing Discussion - Respond | |
| 13 | Monday, Nov 9 | Unit 3: Looking | Practice Quiz Freewrite - What do you want to say? Skills - Elements of an Argument Discussion - Post, Respond | Annotated Bibliography |
| 13 | Wednesday, Nov 11 Federal Holiday | No class | | |

| Week | Date | Topic | Activities and Quizzes | Assignments Due |
|-------------|--|-----------------------|---|--|
| 14 | Monday, Nov 16 | Unit 4: Say It | Practice Quiz Freewrite - What do you want to say now? Skills - Paragraph Structure, Evidence and Analysis Discussion - Post | Intro, Thesis Statement and Outline |
| 14 | Wednesday, Nov 18 | Unit 4: Say It | Quiz Freewrite - What is your evidence? Skills - Citation Practices Discussion - Respond | |
| 15 | Monday, Nov 23 | Unit 4: Say It | Practice Quiz Freewrite - Everything you can possibly say about your topic in 15 minutes! Skills - Transitions, Revising Sentences Discussion - Post | Well-Crafted Paragraph and Footnote |
| 15 | Wednesday, Nov 25 Non-instructional Day | No class | | |
| 16 | Monday, Nov 30 | Unit 4: Say It | Practice Quiz Freewrite - Next steps Skills - Let Your Draft Cool, then Revise It, Checking Paragraphs Discussion - Post | Three Paragraphs |

| Week | Date | Topic | Activities and Quizzes | Assignments Due |
|--------------------|---------------------------------------|-----------------------|---|---|
| 16 | Wednesday, Dec 2 | Unit 4: Say It | Quiz Freewrite - How has your thinking changed about your topic since you began? Skills - Giving and Receiving Feedback, Write Your Intro, Conclusion, and Title Last Discussion - Respond | |
| 17 | Monday, Dec 7 | Unit 4: Say It | | Feedback for Writing Partner |
| Finals Week | Thursday, Dec 10, 12:15-2:30pm | Unit 4: Say It | Final Discussion Post and Response | Final Research Paper due by 2:30pm |