

San José State University  
Department of Art and Art History  
ART 100W, Section 1 Writing Workshop: Fine Arts  
Spring 2021

**Course and Contact Information**

Instructor:	Dr. Jordan Reznick
Email:	Jordan.Reznick@sjsu.edu <b>Please message instructor through Canvas direct messaging</b>
Office Hours:	Mondays, 3-4pm Sign up at <a href="#">Doodle</a> <a href="#">Office hours Zoom</a>
Class Days/Time:	Monday/Wednesday, 12-1:15pm
Classroom:	<a href="#">Classroom Zoom</a>
Course Webpage	<a href="#">Course Canvas Page</a>
Prerequisites:	Upper division and A3, ENGL 1B, HUM 2B, or equivalent with a C- or better OR WST or WST SDP (Visit <a href="http://sjsu.edu/wac/wst/students">sjsu.edu/wac/wst/students</a> ). Declared Majors: Art, Art History, Interior Design, Industrial Design, DSGD, Fine Art. Or Grad/PBAC.

**Course Format**

This is a synchronous online course. To complete the requirements for this course you will need:

- A computer
- A working webcam and microphone
- Internet connectivity
- Zoom application
- Web browser application
- Canvas account
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The most up-to-date course materials such as syllabus, handouts, quizzes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the Canvas course website and messaging system to learn of any updates.

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**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

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## Course Delivery

Each week is represented by a module in Canvas that appears when you are on the Home page for the course. If you only click on assignments that are due from your Dashboard, you will miss important components of the module or accidentally do them out of order and find yourself confused. **Always navigate to course materials from the course Home page.** All assignments, readings, videos, quizzes, announcements, and other materials can be found there.

Each week you are required to:

- attend 2 online class sessions on Zoom (lectures will be recorded to review later)
- complete a writing assignment
- complete 2 free writes
- complete a quiz related to grammar and/or writing mechanics
- watch any related videos, including lectures and grammar instruction

### Course Website and Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas at <https://sjsu.instructure.com/courses/1414895>. 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](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources))

Students are expected to communicate with Prof. Reznick through Canvas direct messaging (not email), office hours, the course chatroom, and the course discussion board. Students should check their Canvas inbox and course announcements daily. I will 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 my office hours occur over Zoom on Mondays, 3-4pm. Office hours appointments must be scheduled 24 hours in advance on Doodle at: <https://doodle.com/mm/jordanreznick/student-signup>.

### Required Readings

PDFs of all readings will be provided on Canvas.

### Course Geography

The course is divided into four units that are each approximately four weeks long. Each week is represented by a module in Canvas. Within each module are readings, videos, resources, quizzes, assignments, and discussions.

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.

### 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.

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## Course Requirements and Assignments

### Freewrites (30) - 15% (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 (11) - 10% (10 points each, lowest grade dropped)

Due Mondays and Fridays

An ungraded practice quiz is due each Monday. A graded quiz on the same topic is due Friday. You may take each quiz twice. Sometimes a worksheet activity is required in place of a quiz.

Lectures and additional videos posted in each week's module will cover the grammar and writing mechanics skills. Please be sure to navigate to the course through the Canvas Home page, or you will miss the grammar videos.

### Weekly writing assignments (14) - 50% (40 points each, lowest grade dropped)

Due each Friday (see exceptions in Course Schedule)

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

### Final Research Paper - 10% (100 points)

Due Thursday May 20, 9:45-12:00pm

4-6 pages

Think about your research paper as an extended analysis paper or longer version of a five-paragraph essay. Your task is to analyze an artwork in light of what you have learned about it by:

- reading what has been written about the artist and their historical/cultural context by other authors
- carefully observing the artwork and reflecting on it

Please organize your essay around a core idea or thesis statement which you set out to prove using evidence from the readings and your own visual analysis of the artwork. Your essay should be organized logically into paragraphs. Each paragraph should also be organized with a topic sentence and evidence that relates to the topic sentence.

Your essay should have an introduction that introduces the reader to your topic and states your thesis statement within the first two paragraphs. The introduction may be followed by a background paragraph (optional) that covers relevant historical, biographical information or a visual analysis of the artwork which the reader needs to know before they proceed to read the paragraphs that prove the thesis. This should be followed by at least three body paragraphs which provide evidence that proves your thesis statement. Finally, use a concluding paragraph to sum up and reinforce your thesis statement, and possibly deepen its significance now that your reader has all of the information. Don't forget to give your essay an interesting title that is both descriptive of the topic and piques the reader's interest.

#### Format

- Papers must be 4-6 double-spaced pages
- Times New Roman, 12pt font
- 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 "Researched position paper").
- Cite all outside sources in both your footnotes and a Bibliography.
- You must site at least three scholarly peer-reviewed sources in your paper
- 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
- Include all relevant illustrations (your researched artwork and any other artworks you describe in your paper) with proper attribution. (For example: "Figure 1. Title, by Artist Name, Year.")

#### **Attendance and Participation - 15%**

You earn attendance points by attending course meeting times and participating in class discussions. Students should keep their videos turned on during most of each class period. When Zoom sessions are recorded, student videos will not be captured or made available to the class. Attendance will be taken with screenshots made randomly throughout each class meeting. Students who are present with their videos on during most or all of the screenshots AND contribute to class discussions will receive full attendance and participation for that class. If you need to have your video turned off during most or all of a class meeting, please send me a message on Canvas ahead of time.

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## Grading Information

### **Grading and Feedback**

You can expect to receive graded papers back 7-14 days after you turn them in. A detailed grading rubric is listed in each assignment's description on Canvas. Students can use the grading rubric on graded papers to determine areas for improvement. Specific written feedback will not be provided on all papers. If you have any concerns about a grade, please send the instructor a message or attend office hours to discuss your questions.

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

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## Required Readings & Resources

### Recommended 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](http://writingcommons.org)
- Writing About Art by Majorie Musterberg: [www.writingaboutart.org](http://www.writingaboutart.org)

- Grammar Bytes! Grammar Instruction with Attitude: [www.chompchomp.com](http://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](http://www.lousywriter.com)
- The Purdue University Online Writing Lab: <http://owl.english.purdue.edu>
- The Chicago Manual of Style Online: [www.chicagomanualofstyle.org](http://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.

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## 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](mailto:aec-info@sjsu.edu) or (408) 924-6000.

### 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

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## 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.

### **Accommodation to Students' Religious Holidays**

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

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## 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

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## 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.

# ART 100W, Section 01- Writing Workshop: Fine Arts

## Spring 2021

### Course Schedule

*Course schedule is subject to change. Please consult the Course Home page at <https://sjsu.instructure.com/courses/1414895> for the most up-to-date information*

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#### Week 1 // Unit 1: Personal Voice and Vision

January 27

Due Wednesday:  
Freewrite

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#### Week 2 // Unit 1: Personal Voice and Vision

February 1-3

Due Monday:  
Practice Quiz  
Freewrite

Due Wednesday:  
Freewrite

Due Friday:  
Quiz  
Language Bio

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#### Week 3 // Unit 1: Personal Voice and Vision

February 8-10

Due Monday:  
Practice Quiz  
Freewrite

Due Wednesday:  
Freewrite

Due Friday:  
Quiz  
Artwork Description

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## Week 4 // Unit 1: Personal Voice and Vision

February 15-17

Due Monday:

Practice Quiz

Freewrite

Due Wednesday:

Freewrite

Due Friday:

Quiz

Artist Statement

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## Week 5 // Unit 2: Job Documents

February 22-24

Due Monday:

Practice Quiz

Freewrite

Due Wednesday:

Freewrite

Due Friday:

Quiz

Resume and CV

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## Week 6 // Unit 2: Job Documents

March 1-3

Due Monday:

Practice Quiz

Freewrite

Due Wednesday:

Freewrite

Due Friday:

Quiz

Cover Letter

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## Week 7 // Unit 2: Job Documents

March 8-10

Due Monday:  
Practice Quiz  
Freewrite

Due Wednesday:  
Freewrite

Due Friday:  
Quiz  
Revised Resume

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## Week 8 // Unit 2: Job Documents

March 15-17

Due Monday:  
Practice Quiz  
Freewrite

Due Wednesday:  
Freewrite

Due Friday:  
Quiz  
Revised Cover Letter

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## Week 9 // Unit 3: Academic Writing - Looking, Learning, Responding

March 22-24

Due Monday:  
Practice Quiz  
Freewrite

Due Wednesday:  
Freewrite

Due Friday:  
Quiz  
Reading Response Paper

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## Week 10 // Unit 3: Academic Writing - Looking, Learning, Responding

April 5-7

Due Monday:

Practice Quiz  
Freewrite

Due Wednesday:  
Freewrite

Due Friday:  
Quiz  
Formal Analysis

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## Week 11 // Unit 3: Academic Writing - Looking, Learning, Responding

April 12-14

Due Monday:  
Practice Quiz  
Freewrite

Due Wednesday:  
Freewrite

Due Friday:  
Quiz  
Reading Response Paper

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## Week 12 // Unit 3: Academic Writing - Looking, Learning, Responding

April 19-21

Due Monday:  
Practice Quiz  
Freewrite

Due Wednesday:  
Freewrite

Due Friday:  
Quiz  
Five-Paragraph Essay

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## Week 13 // Unit 4: Academic Writing - Researching, Arguing

April 26-28

Due Monday:  
Freewrite

Due Wednesday:

Freewrite

Due Friday:

Research Proposal and Bibliography

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## Week 14 // Unit 4: Academic Writing - Researching, Arguing

May 3-5

Due Monday:

Freewrite

Due Wednesday:

Freewrite

Due Friday:

Introduction, Thesis Statement, Outline

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## Week 15 // Unit 4: Academic Writing - Researching, Arguing

May 10-12

Due Monday:

Freewrite

Due Wednesday:

Freewrite

Due Friday:

Uneven-U Paragraph and Footnote

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## Week 16 // Unit 4: Academic Writing - Researching, Arguing

May 17

Due Monday:

Freewrite

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## Finals Week

**FINAL PAPER DUE Thursday May 20, 9:45-12:00**