

San José State University
Department of Art and Art History
ART 276.01, Artist Teach Art, Spring 2021

Course and Contact Information

Instructor(s):	Binh Danh
Office Location:	On Zoom
Email:	binh.danh@sjsu.edu
Office Hours:	Monday and Wednesday: 6 PM to 7 PM
Class Days/Time:	Thursday: 6 PM to 8:45 PM
Classroom:	On Zoom

Course Description

The Seminar will examine theoretical and practical issues of art education that relate to traditional institutions of higher learning as well as to other teaching opportunities in the community.

Teaching at all levels is highly rewarded. I started my career as both an artist and teacher, and there was never a time one supersedes the other; both teaching and making art go hand-in-hand. This course will give you strategies to be a better artist and teacher. We will primarily focus on college-level teaching for those who plan to teach art courses and obtain career employment in higher education art program. But keep in mind everything you will learn can be translated to a weekend workshop at an art camp or art museum, K-12 art teaching, as well as develop other possibilities of social art engagement. We will develop your teaching philosophies, course lectures, teaching demonstrations, and teaching strategies. The overall goal is to help prepare you to teach our lower-division art courses and create a professional teaching package that can be developed and change as your interest in art teaching grows.

Course Format

Technology Intensive Online Courses

See: [Learn Anywhere](#)

We will meet over Zoom on Thursdays at the scheduled class time. Students are required to complete the course assignments out of class time. Weekly class attendance should be supplemented with individual meetings with me during my Zoom office hours or by appointment.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, readings, slide presentations, grades, etc. can be found on Canvas Learning Management System course login website at <http://sjsu.instructure.com>

Your login is your student ID#. You are responsible for regularly checking with the messaging system through MySJSU at <http://my.sjsu.edu> 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

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

CLO1: Learn all practical aspects of running a class: maintaining connection with students, attendance, office hours, creating handouts, syllabi, visual presentations, becoming aware of various critique formats and gaining ability for diagnosis of characteristic problems at the beginning level.

CLO2: Learn how to define, design and organize relevant curriculum in a logical progression.

CLO3: Become familiar with necessary equipment for 21st century teaching (digital projectors, the use of PowerPoint, Keynotes, or other slide presentation tools, online teaching such as Canvas, etc.).

CLO4: Develop skill in verbal articulation and writing about course content, and teaching philosophy (for course development and teaching interviews).

CLO5: Gain awareness of all the personal resources we need to bring to the classroom-developing recognition of your own teaching approach.

CLO6: Gain awareness of student's individual learning styles.

Texts/Readings/Online Lynda.com Tutorials

- Crits: A Student Manual, Barrett, Terry (Bloomsbury), 2019)

Recommend the Kindle version, \$14, https://www.amazon.com/CRITS-Student-Manual-Terry-Barrett-ebook/dp/B07HNPQ6WQ/ref=sr_1_1?keywords=%E2%80%A2+Crits%3A+A+student+Manual&qid=1609990222&s=instant-video&sr=1-1

Read:

Introduction

Ch 1: Definitions and stories

Ch 2: Good crits, Bad crits

Ch 3: Skills and attitudes

Ch 4: Description

Ch 5: Interpretation

Ch 6: Judgment

Ch 7: Artist statements and biographies

- Books Available on ProQuest Ebook Central at SJSU Library

<https://ebookcentral.proquest.com/lib/sjsu/reader.action?docID=630579>

Artist, Researcher, Teacher: A Study of Professional Identity in Art and Education, Thornton, Alan (Intellect Books Ltd, 2012)

<https://ebookcentral.proquest.com/lib/sjsu/detail.action?docID=1113131>

Read:

PART 1: The Artist Teacher (pages 15 to 53)

Ch 1: Historical Impressions

Ch 2: Identity Theory

Ch 3: The Identity of the Teacher

Ch 4: The identity of the Artist

Ch 5: The identity of the Artist Teacher

New, Museum, New. Rethinking Contemporary Art and Multicultural Education, edited by Susan Cahan, and Zoya Kocur (Taylor & Francis Group, 2010)

<https://ebookcentral.proquest.com/lib/sjsu/detail.action?docID=668601>

Suggested textbook on ProQuest Ebook Central

Design and color

Kuehni, Rolf G.. Color: An Introduction to Practice and Principles, John Wiley & Sons, Incorporated, 2012.

<https://ebookcentral.proquest.com/lib/sjsu/detail.action?docID=1031869>

Sherin, Aaris. Design Elements, Color Fundamentals: A Graphic Style Manual for Understanding How Color Affects Design, Quarto Publishing Group USA, 2012.

<https://ebookcentral.proquest.com/lib/sjsu/detail.action?docID=3399580>

Day, Jesse. Line Color Form : The Language of Art and Design, Allworth Press, 2013.

<https://ebookcentral.proquest.com/lib/sjsu/detail.action?docID=1320630>

Hodge, Susie. The Art and Design Teacher's Handbook, Bloomsbury Publishing Plc, 2010.

<https://ebookcentral.proquest.com/lib/sjsu/detail.action?docID=766073>

Digital Media

Seegmiller, and PARDEW. Mastering Digital 2D and 3D Art, Course Technology, 2004.

<https://ebookcentral.proquest.com/lib/sjsu/detail.action?docID=3135839>

Drawing (lots of books on ProQuest Ebook Central)

Nancy, Jean-Luc. The Pleasure in Drawing, Fordham University Press, 2013.
<https://ebookcentral.proquest.com/lib/sjsu/detail.action?docID=3239805>

Ceramics (lots of books)

Photography

Faris, Belt, Angela. The Elements of Photography: Understanding and Creating Sophisticated Images, Taylor & Francis Group, 2011.

<https://ebookcentral.proquest.com/lib/sjsu/detail.action?docID=745407>

- Online readings available in Canvas course website

Additional readings

- Lynda.com available via SJSU Library: <https://www.lynda.com/portal/patron?org=sjlibrary.org>

Rick Morriss: Creative Inspiration

<https://www.lynda.com/Video-Motion-Graphics-tutorials/Teaching/618/37515-4.html>

Learning to Write a Syllabus with Karl Kapp

<https://www.lynda.com/Higher-Education-tutorials/Welcome/473888/517233-4.html>

Teaching at UC Berkeley with Richard Hernandez, Multimedia Journalist

<https://www.lynda.com/Photography-Documentaries-tutorials/Teaching-UC-Berkeley/71479/78462-4.html>

Teaching with Technology with Kevin Kelly

<https://www.lynda.com/Educational-Technology-tutorials/Foundations-Teaching-Technology/360035-2.html?srchtrk=index%3a4%0alinktypeid%3a2%0aq%3aart+teaching%0apage%3a1%0as%3arelevance%0asa%3atrue%0aproducttypeid%3a2>

Learning Canvas with Oliver Schinkten

<https://www.lynda.com/Canvas-tutorials/Learning-Canvas/2822425-2.html?org=sjlibrary.org>

Library Liaison

Gareth Scott

email: gareth.scott@sjsu.edu

phone: (408) 808-2094

Dr. Martin Luther King, Jr. Library

4th Floor Administration Offices

Department Advising

For information about majors and minors in Art & Art History, for a 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

Course Requirements and Assignments

“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.”

Attendance

This course is lecture/technique-intensive, and attendance is required at all lecture and critique sessions. Do not schedule appointments, work, or any other commitment during this class, as they will not be excused.

Grades are calculated on the below assignments and projects:

20 Canvas assignments:	900 points, 90% (readings, discussions, and video tutorials)
Participation:	100 points, 10%
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	1000 points, 100%

Participation:

Please keep in mind that for classes such as this one, active participation is essential. I require you to attend all class meetings, including those you are not presenting. I expect you to actively participate in discussions about your peers' work, readings, lectures, etc. Taking chances will be highly rewarded! Your good energy is always evident, even if some of your projects don't reach the level of success you initially imagined. I would much prefer to reward you for "failing" at a higher level than succeeding at your current level of comfort.

Final Examination

“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignments.”

Our Final Exam is scheduled to take place on Thurs, May 20, 5:15 PM to 7:30 PM.

Grading Information

Numeric grade equivalents:

100% and over A+

93% - 99% A

92% - 90% A-

89% - 88% B+

87% - 83% B

82% - 80% B-

79% - 78% C+

77% - 73% C

72% - 70% C-
69% - 68% D+
67% - 63% D
62% - 60% D-
Below 60% F

Grading Policy

- A: Outstanding: thoughtful and intelligent ideas presented in a clear, organized, and engaging manner; among the very best.
- B: Above Average - Good: the ideas are interesting and successfully presented; shows potential, but not necessarily distinctive; roughly equal in quality to the majority of work completed by other students.
- C: Average - mediocre: achieves minimum requirements of the assignment, but not particularly clear, nor ambitious. Quality of work is below that of most other projects submitted. May be above average idea presented in incomplete state.
- D: Unsatisfactory: does not satisfy the minimum requirements of the assignment; generally unsatisfactory in terms of quality and clarity.
- F: You didn't submit an assignment.

Please Note:

Except in cases of documented emergencies, incomplete grades are not given in this course.

“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.

Classroom Protocol

Students are expected to be punctual for class and actively engaged during all class meetings. Cell phones, smartphones, or other devices that detract from full attention should turn off or silenced. Regularly checking your phone during lectures, demos, and critiques will lower your participation grades.

Explicit Content

Some materials viewed and/or discussed in this class may contain explicit language or images (true to the controversial nature in the dialogue of contemporary art). Topics may involve aspects of identity such as sexuality, gender, political or spiritual ideology and/ or issues about race, class, and societal/cultural differences. Our goal as a class is to engage in these discussions—uncomfortable as they may be—bring them into a creative framework, and foster a greater understanding and respect for varying perspectives, using art as a language to express the nuances and complexities of where each of us stand.

Preferred Names and Pronouns

This course welcomes and affirms people of all gender expressions and identities. If you prefer to be called a different name than what is on the class roster, please let me know. Furthermore, please notify me of your preferred gender pronoun.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g., learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted

by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

Academic Integrity:

Students at SJSU are required to demonstrate academic integrity and follow SJSU's Code of Academic Conduct. This code prohibits:

- cheating,
- plagiarism (turning in work not written by you, or lacking proper citation),
- falsification and fabrication (lying or distorting the truth),
- helping others to cheat,
- unauthorized changes on official documents,
- pretending to be someone else or having someone else pretend to be you,
- making or accepting bribes, special favors, or threats, and
- any other behavior that violates academic integrity.

There are serious consequences to violations of the academic integrity policy. SJSU's policies and procedures provide students a fair hearing if a complaint is made against you.

ART 276.01, Artist Teach Art, Spring 2021

Course Schedule

This syllabus is subject to change in the event of unforeseen circumstances or the case that changes will significantly enhance the quality of the course. Students will collectively have the opportunity to shape how the course unfolds.

<u>Week</u>	<u>Date</u>	<u>Topics, Readings, Assignments, Deadlines</u>
1	Thur. Jan 28	<p>Agenda:</p> <ul style="list-style-type: none"> • Course orientation and summary, syllabus, attendance, Canvas, readings, etc. • You want to teach: The teaching profession • What is Pedagogy? • Final Exam info: Teaching package/portfolio • Create a course syllabus for a class that you will like to teach • Introduce yourself and art practice • Binh’s teaching and making journey <p>Homework:</p> <ul style="list-style-type: none"> • Canvas Assignment #1: Draft a lower division art course syllabus • Canvas Assignment #2: Reading on Canvas, “Why Art Cannot be Taught” introduction chapter by James Elkins
2	Thur. Feb 4	<p>Agenda:</p> <ul style="list-style-type: none"> • Draft a Teaching philosophy statement • Group work: View draft syllabi • How to Crits • Review readings

		<p>Homework:</p> <ul style="list-style-type: none"> • Canvas Assignment #3: Draft a Teaching philosophy statement • Canvas Assignment #4: Readings <u>Crits: A Student Manual</u>, Introduction, Ch 1: Definitions and stories, Ch 2: Good crits, Bad crits, and Ch 3: Skills and attitudes
3	Thur. Feb 11	<p>Agenda:</p> <ul style="list-style-type: none"> • Review readings • Group work: Teaching philosophy statement • Developing course assignments • Developing teaching demonstrations • Developing teaching tools <p>Homework:</p> <ul style="list-style-type: none"> • Canvas Assignment #5: Readings <u>Crits: A Student Manual</u>, Ch 4: Description, Ch 5: Interpretation, Ch 6: Judgment and optional Ch 7: Artist statements and biographies • Canvas Assignment #6: Developing course assignments • Canvas Assignment #7: Developing technical teaching demonstrations
4	Thur. Feb 18	<p>Agenda:</p> <ul style="list-style-type: none"> • Review readings • Group work: Developing course assignments • Group work: Developing technical teaching demonstrations <p>Homework:</p> <ul style="list-style-type: none"> • Canvas Assignment #8: Readings <u>Artist, Researcher, Teacher: A Study of Professional Identity in Art and Education</u>, PART 1: The Artist Teacher (pages 15 to 53, Ch 1: Historical Impressions, Ch 2: Identity Theory, Ch 3: The Identity of the Teacher, Ch 4: The identity of the Artist, and Ch 5: The identity of the Artist Teacher)
5	Thur. Feb 25	<p>Agenda:</p> <ul style="list-style-type: none"> • Presentation: Technical teaching demonstration <p>Homework:</p> <ul style="list-style-type: none"> • Canvas Assignment #9: Developing conceptual lecture
6	Thurs. Mar 4	<p>Agenda:</p> <ul style="list-style-type: none"> • Presentation: Technical teaching demonstration <p>Homework:</p> <ul style="list-style-type: none"> • Canvas Assignment #10: Watch Lynda.com: “Rick Morriss: Creative Inspiration” and “Teaching at UC Berkeley with Richard Koci Hernandez, Multimedia Journalist”

7	Thurs. Mar 11	<p>Agenda:</p> <ul style="list-style-type: none"> • Canvas Assignment #9 discussion • Controversial Art and the Classroom • Critical Pedagogy: Multicultural teaching practices • Self and Identity: Discussion of teacher identity and how it impacts classroom dynamic • Locating Art and Multicultural Resources • Fieldtrips (how does it work?) Art resources, artists, museums, non-profit art organizations, galleries, alternative spaces, media organizations <p>Homework:</p> <ul style="list-style-type: none"> • Canvas Assignment #11: Multicultural teaching practices
8	Thurs. Mar 18	<p>Agenda:</p> <ul style="list-style-type: none"> • Presentation: Conceptual lecture <p>Homework:</p> <ul style="list-style-type: none"> • Canvas Assignment #12: Watch Lynda.com: “Teaching with Technology with Kevin Kelly”
9	Thurs. Mar 25	<p>Agenda:</p> <ul style="list-style-type: none"> • Discussion Canvas Assignment #11: “Teaching with Technology with Kevin Kelly” <p>Homework:</p> <ul style="list-style-type: none"> • Canvas Assignment #13: Watch Lynda.com: “Learning Canvas with Oliver Schinkten”
10		Spring Recess
11	Thurs. Apr 8	<p>Agenda:</p> <ul style="list-style-type: none"> • The classroom environment: Online and on-campus • Measuring and assessment: tests, grades, and evaluations • Back to Crit • Back to syllabus <p>Homework:</p> <ul style="list-style-type: none"> • Canvas Assignment #14: Conducting a Crit • Canvas Assignment #15: Using educational guides • Canvas Assignment #16: Final syllabus (online and on-campus)
12	Thurs. Apr 15	<p>Agenda:</p> <ul style="list-style-type: none"> • Presentation: Conducting a Crit

		<p>Homework:</p> <ul style="list-style-type: none"> • Canvas Assignment #17: Measuring and assignment, tests, grades, and evaluations
13	Thurs. Apr 22	<p>Agenda: Presentation: Conducting a Crit</p> <p>Homework:</p> <ul style="list-style-type: none"> • Canvas Assignment #18: Final Teaching philosophy statement
14	Thurs. Apr 29	<p>Agenda:</p> <ul style="list-style-type: none"> • Social engagement with your art practice <p>Homework:</p> <ul style="list-style-type: none"> • Canvas Assignment #19: Social engagement with your art practice
15	Thurs. May 6	<p>Agenda: Presentation: Social engagement with your art practice Applying for teaching job workshop</p> <p>Homework:</p> <ul style="list-style-type: none"> • Canvas Assignment #20: Applying for teaching job workshop
16	Thurs. May 13	<p>Agenda:</p> <ul style="list-style-type: none"> • Putting it all together • Getting that teaching job
Final Exam	Thurs, May 20, 5:15 PM to 7:30 PM	<p>Agenda:</p> <ul style="list-style-type: none"> • Teaching package due