

**San José State University**  
**Department of Art and Art History**  
**PHOT 120, Image and Idea, Section 01, Spring 2021**

**Course and Contact Information**

Instructor(s):	Robin Lasser
Office Location:	Zoom
Telephone:	(510) (282 6993) cell
Email:	<a href="mailto:robin.lasser@sjsu.edu">robin.lasser@sjsu.edu</a>
Office Hours:	(Tuesday and Thursday) 11-12 AM
Class Days/Time:	Tuesday and Thursday 8-10:50 AM
Classroom:	On-line Zoom Meetings Please see class canvas
Prerequisites:	Photo 40

**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.

I welcome you to contact me outside of class during my office hours via zoom at the address above. If this time frame does not work for you, please feel free to e-mail me at any time.

**Course Description**

*An intermediate course in which students pursue individual projects. Emphasis on diverse strategies of approach and presentation which culminate in a group exhibition*

### **Course Format -Technology Intensive, Online Course**

This course is taught completely online. It is a synchronous course, meaning we meet together via zoom every class. We will begin each class with any new announcements and or questions. Lectures, workshops, and presentations take place the first hour on zoom. We will divide into smaller breakout rooms for in-progress critiques and technical/concept driven workshops. Periodically I will meet with you individually for in progress critiques. In the break our rooms, you are encouraged to work on your class assignments, and utilize your peers for discussions and help. The last part of each class, we will get back together as a fuller class, to conclude the session and take care of any questions or concerns. It is mandatory to attend these classes on zoom. You will need a computer, zoom application, and access to class canvas, google drive, and the internet every class meeting.

### **Canvas + Google Drive + Zoom- Synchronous on-line meetings and activities**

Course materials including syllabus, handouts, notes, assignment instructions, etc. can be found on the [Canvas Learning Management System](#) course login website at <http://sjsu.instructure.com/>. You are responsible for regularly checking Canvas and your @SJSU.edu email account to learn of any class updates. This course will also require Google Drive file submissions. You will receive an invitation to the class google folder via email invitation sent to your SJSU e-mail account. A link to the class google folder may also be found in canvas module for project #1 (upload 6 unique postcards...) It is your responsibility to make sure you have Drive access *before* assignments are due.

### **Course Goals**

Some of the specific skills I hope you will obtain in this course are listed below. If you have other skills you hope to obtain in this course, please let me know and we will figure out together how to succeed in this objective. Working together, one to one, on-line with zoom, will allow individual for individual workshopping on skills you don't currently have but would like to access in order to articulate your art projects for this course.

This course provides students with tools for critical analysis of images. Students will develop a self-determined body of work over the course of the semester and participate in a group project, dealing with environmental issues. The class will be divided into small groups so that individual attention can be placed on each student as they develop this body of serious artwork. The class will exhibit their work on a site at the OSU Museum of Art, in a virtual gallery at the end of the semester, and in a virtual flipbook. This will give students experience in promoting, installing, and exhibiting their artwork. In support of their own ideas, images and video of artist's work will be shown, critically analyzed, and discussions will revolve around the ideas which support each artist's work. Each student will present a photographer and their work, and share this with the class via Zoom. Guest contemporary artists, from around the world, will present their projects and process, providing first- hand information about living as an artist/photographer/filmmaker in the 21st century.

**Course Learning Outcomes (CLO)** Upon successful completion of this course, students will be able to:

- Develop a self-determined body of work for exhibition
- Critically analyze and write about photographs
- Identify contemporary art making practices
- Identify local museums and on-line exhibition spaces
- Identify contemporary artists who use video, photography and installation as parts of their art process

**Students in this course will:**

- Write an artist statement and bio aligned with learning objective 2.
- Create a Power Point highlighting a contemporary photographer 2.
- Write reflections on visiting artists presentations aligned with learning objective 4.
- Create a post card series of images, in collaboration with international artists, aligned with objective 1
- Create a body of work or installation for final group virtual exhibition aligned with learning objective 1
- Create a virtual flip book.

**Required Texts/Readings**

*"Seven Keys to Effective Feedback"*

<http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx> (Links to an external site.)

**Recommended Readings:**

*How to Read Water: Clues and Patterns from Puddles to the Sea* by Tristan Gooley (optional)

*Art and Fear* by Ted Orland + David Bayles (optional)

**Technology Intensive Course**

This is a technology intensive course which requires your own computer laptop for all class meetings.

**Additional Technology Requirements / Equipment**

1. You must have your own computer with a copy of the Adobe Suite of software. Free access at link below.
2. You will most likely need a good-sized external drive

*Adobe Software is often used for this class. SJSU students can download the Adobe Creative Suite for FREE. You must have an active SJSU One ID and password to qualify to download this software. Follow the instructions at this link to download your free software: <http://its.sjsu.edu/services/software/adobe/> [Tip: Check your SJSU email (not your personal email) for software download.]*

**Library Liaison**

**Gareth Scott**

email: [gareth.scott@sjsu.edu](mailto: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](mailto:art@sjsu.edu)

## Course Requirements and Assignments

The following outlines requirements and assignments for the semester, which include:

Post Cards Water Project	30 %
Critiques of In-Progress Works (2). Final Project).	15%
Gallery Duties	10%
Writings and Power Point Presentation	20%
Class Participation	10%

### Process Folder (semester-long):

Your semester-long Process Google Drive folder will house all of your project developments and course writing assignments. You will receive an invite to the Image and Idea Class Folder section 01 Spring 2021 Make a folder with your first and last name. Each student will choose a day to present for 10 minutes on a photographer. You must choose one artist from the list provided by the instructor. Presentation must include ten examples from the artist and be clearly delivered in a professional manner. Presentations cannot exceed 10 minutes or be less than 5 minutes for full credit. A power point version of your presentation should be saved to your folder. Please keep your “talking notes” in the notes section of the PP for each image. [L]  
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### Class Participation and attendance:

You should attend every class but extenuating circumstances arise that can make this difficult. If you cannot attend a class, please let me know. If circumstances make you miss more than 3 classes during the semester, you may be overextended. I ask that you see me to discuss your options.

All of us in the class, you, me, your peers, have a responsibility to create an environment in which we can all learn from each other. I expect everyone to participate in class so that we can all benefit from the insight and experiences that each person brings.

### III. Class Participation:

- Your participation in the form of regular involvement in activities and discussions is not only required but also mandatory 10% of your final grade will be based on your class participation.

- The best way to develop your skills and ideas is to be on-line with zoom and actively participate. There will be a number of lectures, demos, and discussions that you will not experience if you are not present.
- This course will not only provide the opportunity for you to build a strong body of your own work, it will also invite you to work in both small and large groups while exploring the dynamics of a collective.
- The success of this class will largely depend upon a strong group dynamic and spirit of cooperation, which you will be responsible for building together. Consider yourself a member of a creative team, working closely with your peers (while developing your own work).
- Experimentation, risk taking, research and sharing knowledge and skills (teaching) will be required of each individual.

“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.”

## Final Evaluation On-line 3D Gallery Exhibition

### Grading Information

*Below are a few samples of accessible grading scale in table and non-table format. You can use either one or create your own grading scale as long as it is accessible with logical reading order. Different screen readers may read texts differently. The “+/-“ may not be read out loud. It is always a good practice to spell them out and spell out any abbreviations or make a reference of your abbreviation when used for the first time.*

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

### Grading Information

The work created in class will be evaluated based on the following criteria. Extra credit paper about an off-campus art gallery or museum is possible. Grades go down half a grade for each day a project or paper is late.

- 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

### **Absences, and Late Assignments**

- It is your responsibility to make up missed class sessions or late work. If you're going to miss a class, please send me an email ahead of time, and I'll let you know what you will be missing. Many class lectures and demonstrations cannot be repeated. Any deadline missed will result in lowering the assignment grade one letter for each week that it is late. Again, talk to me if you are having problems.
- **Do not miss critique days**, even if you don't have work to show. Assignments take two days to critique in a class of this size. I expect you to **attend both days of the critique**. Failure to do so, will lower the given assignment grade by a half letter grade, and will affect your participation grade.

### **Additional Note:**

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

### **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.

### **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(H)/(PHOT) 116, 408-924-4320, [art@sjsu.edu](mailto:art@sjsu.edu)

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. FYI: Last day to drop without an entry on student's permanent record (D) is February 8. Last day to add is February 15.

### **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 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 (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors. The phone number at IRC is: 924-2888

### **SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. Visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

### **SJSU Free food resources**

- SJSU students in need of immediate food assistance have access to a number of small, self-serve "shelves" around the main campus. At these informal pantries there is no registration process. Students can stop in and take items as needed.
- In partnership with Second Harvest Food Bank, SJSU hosts free food programs on campus once a month with perishable and non-perishable grocery items for students on the following dates: Mondays, January 28, February 11, March 11, April 15, May 6, from 10-11:15 am, at the Event Center (@SJSUFoodPantry).
- For free food notifications you can follow [@SJSUFreeFood](https://twitter.com/SJSUFreeFood) on Twitter.

### **SJSU Cares:**

For campus resources to help you deal with situations outside of the classroom that may take away from your academic success, go to SJSU Cares: [http://www.sjsu.edu/studentaffairs/current\\_students/sjsucares/](http://www.sjsu.edu/studentaffairs/current_students/sjsucares/)

If you're an SJSU student who has had a recent crisis which has left you food insecure, couch-surfing, or facing unexpected bills, SJSU Cares may be able to help identify and connect you to resources. SJSU services include, but are not limited to, mentoring, counseling, health and wellness, and public safety assistance.

### **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at <http://www.sjsu.edu/counseling>.

## PHOT 120, Section 01/Image and Idea, Spring 2021

### Course Schedule

Week/Lesson /Module	Date	Topics, Readings, Assignments, Deadlines	
1			
1	1/28	<ul style="list-style-type: none"> <li>• Class Introduction and Overview of Semester</li> <li>• What are you most passionate about? Choose two words to describe yourself. What do you hope to learn in this class? Review Syllabus, Canvas and google folders.</li> </ul> <p><b>Homework: Make folder, first and last name, upload to:</b>  <a href="https://drive.google.com/drive/folders/1ypon3fqztAg7IAiLNn7OgH9VLB2bCKcq">https://drive.google.com/drive/folders/1ypon3fqztAg7IAiLNn7OgH9VLB2bCKcq</a></p>	
2	2/2	<p>Watershed Postcards</p> <p>Please see canvas and click on module titled: <i>Project 1</i></p> <ul style="list-style-type: none"> <li>• Project outline/prompts: Read together in class.</li> <li>• Share examples from fall class flipbooks</li> <li>• <b>Writing a proposal-due Feb. 9 /Share Spark Website <a href="https://spark.adobe.com/sp/">https://spark.adobe.com/sp/</a> choose “presentation” to create your proposal. This is Robin’s Spark. You will need to log into your own Spark web application.</b></li> <li>• brief statement including: project concept, location, and timeline for execution. (200 words) Any preliminary research or explanatory images encouraged. Use Spark websites for proposals.</li> <li>• Robin’s Spark sample:  <a href="https://spark.adobe.com/sp/design/page/urn:aaid:sc:US:7bf0d017-b213-4c5b-9cb7-d607d605b97f">https://spark.adobe.com/sp/design/page/urn:aaid:sc:US:7bf0d017-b213-4c5b-9cb7-d607d605b97f</a></li> <li>• Robin will demonstrate how to make a Spark proposal.</li> </ul>	
2	2/4	<ul style="list-style-type: none"> <li>• 3D Gallery Tour and or Weather Report Power Point</li> <li>• <b>Post Card proposals due February 9. You will present your Spark proposals in class</b></li> </ul> <p><b>Homework: Reading to prepare for ways to offer feedback to your classmates during their presentations and critiques. <a href="http://www.ascd.org/publications/educational-">http://www.ascd.org/publications/educational-</a></b></p>	

Week/Lesson /Module	Date	Topics, Readings, Assignments, Deadlines	
		<p><a href="#"><u>leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx (Links to an external site.)</u></a></p> <p>Go to Canvas Module Project 1 and read the three units associated with the Power Point Photographer Presentation . Click on List of Artists for Power point to find a robust list of artists to choose from. Choose your first, second, and third photographer you would like to present. On 2/9, in class, we will sign up for presentation dates.</p> <p>Robin will e-mail everyone with the pdf attachment that contains the list of potential photographers to present. It is also located in the project #1 module.</p>	
3	2/9	<ul style="list-style-type: none"> <li>• <b>Present</b> project proposals for post card series-have your Spark Page open and ready to share on your desktop.</li> <li>• <b>Sign up in class for your Power Point Presentation- dates to present your chosen photographer. James will assist.</b></li> </ul>	
3	2/11	<p><b>Continue to Present</b> project proposals for post card series</p>	
4	2/16	<p><b>Two Students give 10 minute presentation:</b></p> <hr style="border: 1px solid orange;"/> <hr style="border: 1px solid orange;"/> <p>Demonstration on ways to make post cards utilizing your imagery, your text, and post card template. (You can also make your own postcard template.)</p>	

Week/Lesson /Module	Date	Topics, Readings, Assignments, Deadlines	
		On-line demonstration of how to create a “flip book from postcards. In addition to the 6 post cards you will need front and back cover imagery.	
4	2/18	<p>Two Students give 10 minute presentation:</p> <p>_____</p> <p>_____</p> <p>Work together in break-out groups on post card projects</p>	
5	2/23	<p>Guest artist Marguerite Perret (TNOG) conference  <a href="https://www.margueriteperret.com">https://www.margueriteperret.com</a></p> <p>Help each student individually on post card project</p> <p>Homework: Upload by midnight 2/23 to Flipbook site. We will critique on 2/25 and 3/2</p>	
5	2/25	Group 1 Postcard critique.	
6	3/2	Group 2 Postcard critique.	
6	3/4	<p>Finish critiques</p> <p>Introduction to 2<sup>nd</sup> project. Godai for 3D Gallery</p> <p>Share Image and Idea, Fall 3D gallery.</p> <p>Homework: Prepare your proposal on Spark for the final exhibition. Group one presents on 3/11 group two presents on 3/16</p>	
7	3/9	<p>Share Firestorm Project in Gallery</p> <p>Break out rooms to share proposal ideas</p>	
7	3/11	First Group presents proposal ideas via Spark	
8	3/16	Second Group presents proposal ideas via Spark	
8	3/18	<p>Two Students give 10 minute presentation:</p> <p>_____</p> <p>_____</p> <p>First Demo on creating a 3D Gallery Design</p>	
9	3/23	<p>Video of Tim Collins and Reiko Goto presentation</p> <p>How to write an artist statement-individual help</p>	
9	3/25		

Week/Lesson /Module	Date	Topics, Readings, Assignments, Deadlines	
		<p>Two Students give 10 minute presentation:</p> <p>_____</p> <p>_____</p> <p>Get in small groups and offer critiques on statements and work in progress to prepare for critique in on-line zoom class next class after Spring break.</p> <p>Spring Break</p>	
10	4/6	<b>Individual critiques and small break out room for peer critiques.</b>	
10	4/8	<b>Individual Critiques and small break out rooms for peer critiques.</b>	
11	4/13	<b>ATC no class work day or attend ATC for extra credit.</b>	
11	4/15	<p><b>Finish individual critiques</b>            Individual appointments everyone continues to finish development of their portfolio.            Two Students give 10 minute presentations:</p> <p>_____</p> <p>_____</p>	
12	4/20	<p>Two Students give 10 minute presentations:</p> <p>_____</p> <p>_____</p> <p>Individual Break Out Rooms and Peer critiques.</p>	
12	4/22	Each student uploads data for final group exhibition. Finalize your artist statements. Open lab and office hours.	
13	4/27	Students work in groups to design the 3D virtual gallery space.	
13	4/29	Students work in groups to design the 3D virtual gallery space.	
14	5/4	Students work in groups to design the 3D virtual gallery space.	
14	5/6	Final Gallery review with students only	
15	5/11	Critiques with community guests	
15	5/13	Critiques with community guests.	
16	5/25	Final (Grades party, and good bye) -7:30-9:30	

