

San José State University
Department of Art and Art History
43258, ART100W Fine Arts Writing Workshop, Section 3, Fall, 2021

Course and Contact Information

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| Instructor: | Janet Silk |
| Office Location: | Art 115 |
| Telephone: | email preferred (via Canvas) |
| Email: | janet.silk@sjsu.edu |
| Office Hours: | Thursdays 12:00-2:00 p.m. (Online and by appointment) via Zoom (meeting IDs listed on Canvas Syllabus page) |
| Class Days/Time: | T/TH 2:15–3:30 p.m. |
| Classroom: | Course is delivered online via Canvas https://sjsu.instructure.com/ Zoom info will be communicated on Canvas. |
| Prerequisites: | A3 or equivalent second semester composition course (with a grade of C- or better); completion of core GE; satisfaction of Writing Skills Test or completion of ENGL 100A or LLD 100A with C or better; and upper division standing. Or Graduate or Postbaccalaureate level. Allowed Declared Majors: Art, Art History, Interior Design, Industrial Design, Graphic Design, Fine Arts. Note(s): Must be passed with C or better to satisfy the CSU Graduation Writing Assessment requirement (GWAR). |
| GE/SJSU Studies Category: | Z |

Additional Contact Information

- E-mail via Canvas 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
- Art and Art History Department office website: <https://www.sjsu.edu/art/>

- Art and Art History Department email: art@sjsu.edu
- Individuals with disabilities may contact the Accessible Education Center (AEC), for a variety of services. As per SJSU's Campus Repopulation plan, the AEC is operating in a hybrid mode. Please email them with any questions at aec-info@sjsu.edu.
- For writing support: SJSU Writing Center: <http://www.sjsu.edu/writingcenter/>
- For mental health and wellness resources: SJSU Counseling Services: <http://www.sjsu.edu/counseling>

Course Format

Online Course, synchronous (in person) on Zoom

For Fall 2021, Art 100W will be a synchronous, online course. We will meet online weekly. Zoom meeting times are listed on the Syllabus section in Canvas. Our weekly meetings will be a focused on understanding and debating the material through instructor lecture, commentary, and demonstration; in-class learning activities and general class discussion; peer writing group discussion and peer review; and assigned student facilitated presentations. Students should be prepared and arrive on time.

Weekly class meetings generally follow a pattern of Tuesdays for Instructor-lead discussion and in-class lectures, demonstrations and group activities related to coursework topics and material. Thursdays are for in-class writing and topic-specific workshops aligned with weekly assignments and course content modules. Via Canvas Announcements, the instructor will communicate the specific discussion topics and participation expectations for each week.

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found [Canvas Learning Management System](#) see <https://sjsu.instructure.com/> Course login website at <http://sjsu.instructure.com>. Your username is your SJSU 9-digit ID number. Students need to be prepared to interface with this platform and be familiar with its functionality such as knowing how to upload assignments, setting up notifications for communication, and using media tools such as video, etc. For help with using Canvas see [Canvas Student Resources](#) page <https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/index.php>. You are responsible for regularly checking with the messaging system through [MySJSU](#) on Spartan App Portal <http://one.sjsu.edu> to learn of any updates. SJSU [Peer Connections](#) at <https://peerconnections.sjsu.edu/> continues to operate and are ready to provide support to help you navigate your remote learning tools. Additionally, the [eCampus office](#) can also help answer technical questions for students about navigating Canvas, Zoom, Google Chat, or other new technologies associated with your classes (408-924-2337): <https://www.sjsu.edu/ecampus/>

At the beginning of the semester, the Art Department provides a static copy of the syllabus on the [Department of Art and Art History website](#) <http://www.sjsu.edu/art/documents/greensheets/>, *but after August 19th, any changes to the syllabus will be announced and an updated version of the syllabus will be posted and available on the [Syllabus Section in Canvas](#).*

Other technology requirements / equipment / material

Students are expected to review SJSU technology requirements for online courses and be prepared for working in an online environment. Students are expected to fully participate in required class meetings, discussions, and activities via Zoom. See SJSU IT Department's "Work Anywhere" for resources <https://www.sjsu.edu/workanywhere/> A basic knowledge of Google Suite is expected such as file sharing, uploading documents to a shared drive, etc. See tutorials at <https://www.sjsu.edu/it/services/collaboration/email.php> Laptops and other equipment can be checked out for loan in person or online at [Information](#)

[Technology](https://www.sjsu.edu/it/services/academic-tech/equipment-loan-ing/index.php) by students, faculty, and staff: <https://www.sjsu.edu/it/services/academic-tech/equipment-loan-ing/index.php>. Again, please note as a resource [Work Anywhere](https://www.sjsu.edu/workanywhere/) website <https://www.sjsu.edu/workanywhere/>

Please sign up for your access to a personal Adobe Creative Cloud account so that you have access to their Acrobat DC and PDF software for word-processing. You will need this specifically for the Research Paper project. San José State provides students, faculty, staff, and administrators with Adobe software for both their campus computers and their home computers. The software may only be used for SJSU-related activities and may not be used for commercial purposes. The software is available for currently enrolled students. You can find out about this service (and other software) at eCampus <https://www.sjsu.edu/it/services/collaboration/software/instructions.php>

The instructor is still evaluating the usefulness of iClicker in the classroom, so be prepared to set up an account.

Course Description

Advanced writing course for fine art majors, based upon philosophical issues and current professional practice in art. Clear analytical and critical writing in examination of these topics. Art 100W is a 3 unit advanced writing course that focuses on genres of writing relevant to visual arts professionals. Our goal is to develop proficiency in the research, reading, critical thinking, and writing skills and strategies you will use in academic and professional contexts. We will emphasize the writing process including brainstorming, research, drafting, editing, revising, and proofreading.

Students can expect to encounter a breadth and scope of activities including:

- Analyzing their own writing
- Evaluating peer and professional writing
- Understanding the importance of drafting, editing, and organizing
- Improving awareness and attaining mastery of different writing styles for both professional and general audiences
- Exploring the relationship between seeing and writing
- Improving and enhancing critical reading skills and information literacy
- Developing a global perspective of visual culture

Course Goals and Learning Objectives

GE Learning Outcomes (GELO)

This course qualifies as an Area Z course in your General Education requirements. It is designed to enable you to achieve the following learning objectives:

Students shall write complete essays that demonstrate college-level proficiency. Students shall be able to:

- GELO 1. produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, clarity of expression
- GELO 2. explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse
- GELO 3. organize and develop essays and documents for both professional and general audiences
- GELO 4. organize and develop essays and documents according to appropriate editorial and citation standards
- GELO 5. locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.

Course Learning Outcomes (CLO) for ART 100W: Upon successful completion of this course, students will be able to:

CLO 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.

CLO 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; distinguish between primary and secondary sources and make astute use of both.

CLO 3: Observe and be able to explain ethical standards for citation and the use of intellectual property.

Required Texts/Readings

Textbook

The required text for this class is *Writing About Art*, by Elizabeth Adan and Karen M. Gocsik, Thames & Hudson Ltd, London, 2019 ISBN 978-0-500-841815. The book can be acquired through the Spartan Bookstore <https://sjsu.bncollege.com/shop/sjsu/page/find-textbooks>

To order enter:

Term: Fall 2021

Department: ART

Course: 100W

Section: 3

Other Readings

Available online

Writing About Art by Majorie Musterberg www.writingaboutart.org

Writing Commons writingcommons.org

Grammar Bytes! Grammar Instruction with Attitude www.chompchomp.com

Other suggested resources

SJSU Writing Center www.sjsu.edu/writingcenter/

SJSU Writing Center Blog The Write Attitude <https://sjsuwritingcenter.wordpress.com/>

SJSU Writing Center YouTube <https://www.youtube.com/user/SJSUWritingCenter/videos>

SJSU Writing Center External Resources <https://www.sjsu.edu/writingcenter/resources/external-resources.php>

Library Liaison

Gareth Scott

email: gareth.scott@sjsu.edu

phone: (408) 808-2094

Dr. Martin Luther King, Jr. Library

4th Floor Administration Offices

Course Requirements and Assignments

- Practice in the various phases of the writing process

- Writing for both professional and general audiences
- In-class and out-of-class writing assignments
- Discussion and reading aloud in class
- Assignments using library resources
- A minimum of 8,000 words (32 pages) of writing
- Readings in the art, design, art history and visual culture field

SJSU classes are designed such that “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.” See [University Policy S16-9](#).

Because it is a writing seminar, there is considerable reading, research, and writing, so students need to plan their time to meet the assignment requirements of the course. There is a strong emphasis on refining students’ writing skills that involves discussion about content development, sentence clarity, organization of ideas within paragraphs and throughout the paper. Exercises and informal quizzes in English grammar will be offered to enhance sentence clarity, to deepen our understanding of the differences between spoken and written language, and to target our writing for specific audiences. Ultimately, we aim to understand and make informed decisions about the art and craft of writing for general, professional, and art and design audiences.

Assignments with total grade weighted percentage:

1. Writing Exercises (GELO 1–4, CL0 1–3) 25%

Writing exercises vary from informal, in-class responses to one-two page homework assignments. Points are assigned accordingly.

2. Writing style and grammar worksheets and quizzes (GELO1, CL01) 10%

Throughout the semester, worksheets and or informal quizzes are integrated into content modules to support various writing issues (for example, punctuation, using art and design vocabulary, active vs. passive voice). They are for you to check your understanding of specific writing topics.

3. Papers 30%

Three formal written assignments (GELO 1–4, CL0 1–3):

- a. Formal Analysis/Narrative (1 draft; 1 final)
- b. Research Paper (research proposal, 1 draft; 1 final)
- c. Professional Documents (Artist Manifesto, Letter Writing, Accomplishment Statements) (1 draft each, 1 final each)

4. Participation (GELO 2, CLO1–3) 20%

Actively taking initiative to contribute and participate in class and online discussions, activities, presentations, workshops, and informal exercises; course reading analysis and discussion; bringing outlines and drafts to class as required; reviewing and editing colleagues’ papers, providing feedback. Participating in small group work, study groups, etc.

5. Presentations (GELO2,3, CLO1) 15%

There are two main presentations: 1) Research Paper topic: Create an informal presentation and be prepared for small group discussion of your research topic before you submit your Research Paper draft 2) Professional Documents: We will be using the last week of class for you to present and discuss the content of your professional documents before you submit your final version.

6. Final Exam (GELO 1–4, CL0 1–3)

15%

Essay exam. **NOTE: Students not passing or who miss or do not show up for the final exam receive a Fail for this course.** Plan carefully and communicate any issues at least two weeks in advance of the exam date. Final Exam Schedule for Fall 2021 <https://www.sjsu.edu/classes/final-exam-schedule/index.php>

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Final Examination or Evaluation University policy S17-1 <http://www.sjsu.edu/senate/docs/S17-1.pdf> states that

“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 assignment.”

There is a final exam for this course. It is delivered on the day scheduled for the final exam during the time allocated on the SJSU Final Exam Calendar. The content of the exam will be comprised of three-four essay prompts based on course content that include critical reading and visual analysis. Details, readings, and study guides will be given out in class the last week of the semester.

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

Assignment Format:

Please read carefully:

Canvas requires us to use Word or PDF formatting for word-processing. **Do not upload Pages documents to Canvas, you need to export to a Word or PDF format. Unless specifically requested by me, when submitting your assignments to Canvas for evaluation, please do not link your assignment document to your Google Drive.** Type all assignments. Unless instructed otherwise, the “default” formatting for papers is called “basic academic formatting”: one-inch margins and a 12-point font. Double-space, use 1” margins, with page numbers and your name, section number and assignment title on all pages. (See page two on this PDF for a visual example <http://writing.umn.edu/sws/assets/pdf/quicktips/academicessaystructures.pdf>)

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

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

Grading Policy

Formal Written Assignments, homework, and in-class writing exercises will be assigned points and evaluated according to **SJSU academic writing standards guidelines** for assessment. Specific rubrics will be created and presented during online class meetings and or posted on Canvas. **Again, please be aware that assignment instructions delivered via Canvas will communicate specific submission requirements, details, and deadlines.** Feedback for formal written assignments and drafts will be provided as written, audio, or video response from the instructor via Canvas. Students are expected to read, listen, and engage with my comments and feedback given in class and via Canvas and are encouraged to use office hours for specific questions and more in-depth discussion about their writing.

This course must be passed with a C or better as an SJSU graduation requirement.

Final grades given in all 100W courses are A, B, C, and NC. A grade of C- is not a passing grade in this course. Any final grade falling below a C will be recorded as a NC. See <http://www.sjsu.edu/senate/docs/F88-6.pdf> Because this course meets GE Requirements, it cannot be taken for a NC (No credit) option See <https://www.sjsu.edu/registrar/registration/grading-option.php>

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

There are no extra credit options for this course.

Determination of Grades:

SJSU academic writing standards guidelines:

A (excellent): The paper contains no grammatical, spelling, or typographical errors. It is outstanding in clarity, style, and organization. The depth and accuracy of the information covered are appropriate for the assignment. The style and format of the paper are appropriate for the assignment.

B (good): The paper may contain a few minor grammatical errors, but should contain few or no typographical or spelling errors. For the most part, the paper is clearly written and logically organized. The topic is covered in reasonable depth and the information presented is accurate. The style and format of the paper are appropriate for the assignment.

C (average): The paper may contain some minor grammatical, typographical, or spelling errors. For the most part, it is clearly written and logically organized. For the most part, the depth of coverage of the topic is appropriate and the information is accurate. For the most part, the style and format of the paper are appropriate for the assignment.

D (below average/unacceptable): The paper contains significant or serious grammatical, typographical, or spelling errors. It is not clearly written or logically organized. The train of thought is difficult to follow. The depth of coverage of the topic is not adequate. The information presented is inaccurate. The style and/or format of the paper are not appropriate to the assignment.

F (unacceptable): A paper will receive an F if two or more of the following conditions are satisfied: The paper contains significant or serious grammatical, typographical, or spelling errors; it is not clearly written or logically organized; the train of thought is difficult to follow or incomprehensible; the depth of coverage of the topic is not adequate; the information presented is inaccurate; the style and/ or format of the paper is not appropriate to the assignment. The paper will also receive an F if some or all parts of the paper have been plagiarized, as defined below.

General participation grade guidelines:

Participation grades (See item #4 above under “Assignments with total grade weighted percentage”) will be awarded according to University policy from A to F as outlined in the SJSU catalog.

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

B= Good engagement, acceptable focus, participation and effort

C= Average engagement, uneven participation and effort

D= Below average engagement, minimal participation and effort

F= Unsatisfactory engagement, participation and effort

Grade Scale:

| <i>Grade</i> | <i>Percentage</i> |
|--------------------------------|-------------------|
| <i>A (no grades above “A”)</i> | <i>94 to 100%</i> |
| <i>A minus</i> | <i>90 to 93%</i> |
| <i>B plus</i> | <i>87 to 89 %</i> |
| <i>B</i> | <i>84 to 86%</i> |
| <i>B minus</i> | <i>80 to 83%</i> |
| <i>C plus</i> | <i>77 to 79%</i> |
| <i>C</i> | <i>73 to 76%</i> |
| <i>C minus</i> | <i>70 to 72%</i> |
| <i>D plus</i> | <i>67 to 69%</i> |
| <i>D</i> | <i>63 to 66%</i> |
| <i>D minus</i> | <i>60 to 62%</i> |

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

Late work policy

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

Late papers and coursework will not be accepted except under special circumstances and require a signed doctor's note or other legal documentation. Any issues with submission requirements and arrangements for alternative work delivery need to be discussed with and agreed to by me **before the assignment deadline**. For example, do not post it late on Canvas or send separately via email, after the due date. **PLEASE MANAGE YOUR TIME AND COMMUNICATE WITH ME RIGHT AWAY IF YOU ARE HAVING DIFFICULTIES.**

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

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

All papers must be original to this class (no "recycling"), meet all requirements of each assignment, and properly reference all outside sources (including Internet sources) for credit. Again, unless instructed otherwise, assignments are to be typed using [standard academic formatting](#). (See above under "Course Requirements and Assignments" for further explanation.)

All incidences of plagiarism will result in an assignment grade of "0" and will be reported to the Office of Judicial Affairs. Please do not use profanity in your work; exceptions might be made depending on the context and are discussed and agreed to.

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

Incompletes

Except in cases of documented emergencies, incomplete grades are not given in this course. It is the responsibility of the student to bring pertinent information to the attention of the instructor immediately (i.e., not at the end of the semester) regarding the unforeseen reason(s) for requesting an Incomplete. An Incomplete will not be considered if the student has completed under 80% of the coursework. An Incomplete will not be considered if the student has made no effort to communicate with the instructor regarding their emergency situation. Documentation includes doctor's notes and or signed letters from legally established institutions and or professional individuals involved in the stu-

dent's situation. More information regarding Incompletes can be found in the course catalog at <https://catalog.sjsu.edu/content.php?catoid=2&navoid=156&hl=%22grades%22&returnto=search> and at the SJSU School of Information Department website <https://ischool.sjsu.edu/incompletes>

Classroom Protocol

Attendance and participation are critical in order to motivate other students and me; this helps to create an atmosphere of shared learning. Consequently, in-class participation, activities, and writing exercises are a significant part of your grade. For in-class meetings, we will have small group discussions as well as larger classroom discussion and activities, your participation is crucial and valuable. Plan ahead and make sure you are prepared.

From [Student Rights, Responsibilities and Conduct, https://catalog.sjsu.edu/content.php?catoid=2&navoid=94](https://catalog.sjsu.edu/content.php?catoid=2&navoid=94)

See University Policy F15-12, Attendance and Participation:

“Students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student.

Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated.

View the policy in its entirety here: [F15-12.pdf](#)”

At the end of the course, I give a separate letter grade for general participation based on observing those students who take the initiative to actively contribute to class discussions, in-class work, and are present, prepared, and engaged for peer reviews. (See “General participation grade guidelines” above.)

Please be on time. People who are consistently late will be questioned and encouraged to improve in order that their participation grade will not be affected. Do not leave early without checking in and obtaining permission from me first.

We all need to improve our skills in respecting each other, connecting, and creating a shared space of civility in the classroom. For example, even though we are together online, please do not work on assignments from other classes, draw or sketch during class, surf the Internet, etc.: stay focused. For in-class meetings, you are expected to devote your full attention to class work during the time we are together.

Please ask questions or provide constructive comments because I need to know if we have clear communication. Most importantly, respect your peers and me because this establishes trust in the classroom.

Zoom class meeting identification will be communicated via Canvas at the beginning of the semester via “Announcements” and also listed on the Canvas “Syllabus” section. Students are responsible for understanding how to use the platform, preparing for online discussion and activities, and for arriving on time to class.

Zoom Etiquette

- This is a virtual classroom, therefore, appropriate classroom behavior is expected.
- Please prepare your work space to the best of your ability.
- Please no driving during class: this is dangerous.
- Please no non-class related activities during class session: e.g., walking the dog, attending meetings, running errands, cooking, traveling, etc.: this is disruptive.
- Be prepared to be on camera for class discussions, activities, and group work. Make sure your video is on so your teacher and peers can see you. You need not have the camera on the entire time, but the instructor

reserves the right to request a visual check-in to assure communication and connection is happening in the classroom.

- Log into your class or meeting from a distraction-free, quiet environment.
- Please keep your audio on mute until you want to speak. This will help to limit background noise. Consider using a headset with an external mic for best hearing and speaking capabilities.
- Close unneeded applications on your computer to optimize the video quality.
- If you would like to speak or answer a question, use the “Raise Hand” feature. Then unmute yourself after you are called on by your teacher.
- When you are speaking, let others know that you are finished by saying something like, “That’s all,” or “I’m done,” or “Thank you,” so that everyone knows you have finished your comments.
- If you would like to use the chatbox, remember that it is public, and a record of the chat is kept and archived.
- Keep paper and a pen or pencil handy to take notes.
- Be mindful of your background lighting. If you are sitting with your back to a window, you may be silhouetted by the light coming through. Your overhead light might also need to be adjusted for the best image quality.
- Please take care of your personal needs (appropriate dress, basic hygiene, eating, chewing gum, talking to others in your home, etc.) prior to entering a Zoom classroom. As an act of courtesy, please eat your food outside of class time, off camera.
- Please do not use profanity or inappropriate language.
- Remember to sign out or “leave the meeting” when the session is finished. If you need to leave early, ask permission first.

Zoom Meeting Transcripts Zoom allows participants to communicate with group messages to all of the meeting participants and/or to send private messages to individual participants. Although it seems reasonable that private messages stay between two people, please be aware that all of the group messages and all private messages will be included in the meeting transcript.

Zoom Meeting Attendance Report Zoom provides a roster of people who attended the meeting along with the times they joined and left the meeting.

Recording Zoom Classes

This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

Students are not allowed to record without instructor permission

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) <https://www.sjsu.edu/senate/docs/S12-7.pdf> is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

University Policies

Per University Policy S16-9 ,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 <https://www.sjsu.edu/curriculum/courses/syllabus-info.php> Make sure to visit this page to review and be aware of these university policies and resources.

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <https://catalog.sjsu.edu/>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](https://catalog.sjsu.edu/content.php?catoid=2&navoid=98) section at <https://catalog.sjsu.edu/content.php?catoid=2&navoid=98> . Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](https://www.sjsu.edu/aars/forms-resources/late-drops.php) is available <https://www.sjsu.edu/aars/forms-resources/late-drops.php> . Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Department Advising

For information about majors and minors in Art & Art History <https://www.sjsu.edu/art/>, for change of major/minor forms and a list of advisors: <https://www.sjsu.edu/art/advising/advisorguide/index.html> or the Art & Art History department office in ART 116, [408-924-4320](tel:408-924-4320), art@sjsu.edu

[Department syllabi/greensheets](http://www.sjsu.edu/art/documents/greensheets/). <http://www.sjsu.edu/art/documents/greensheets/> Please note that after August 19, 5:00 p.m., all changes to the syllabus (such as the course schedule and assignment due dates) will be announced in class and through Canvas <https://sjsu.instructure.com/> Students are expected to check in with coursework through Canvas.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.

- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](#) is available at <http://www.sjsu.edu/studentconduct/>.

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 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.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](https://www.sjsu.edu/sfs/advising/) at <https://www.sjsu.edu/sfs/advising/> 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 <https://www.sjsu.edu/it/>. 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.

Additional Resources:

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.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU



Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

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](https://www.sjsu.edu/counseling/) at <https://www.sjsu.edu/counseling/>.

43258 / Art100W/Section 3, Fine Arts Writing Workshop, Fall 2021, Course Schedule

Course schedule of August 10, 2021. UPDATES TO THIS SYLLABUS WILL BE COMMUNICATED IN-CLASS AND THROUGH CANVAS ANNOUNCEMENTS. The instructor reserves the right to change the schedule and content if necessary. An updated version of this syllabus is available in the Canvas "Syllabus" section.

Course Schedule

| Course Schedule | | | |
|-----------------|------|---|-------------------|
| Week | Date | Topics, Readings, Assignments | Learning Outcomes |
| 1 | 8/19 | Introductions/Roll Discussion topics: descriptive writing, sensory description Module 1: Descriptive Writing Supplemental readings and materials on Canvas Writing Exercise #1: Sensory Description, due 8/24 | GELO 1–3, CLO1 |
| 2 | 8/24 | Discussion topics: Descriptive writing & Formal Analysis Writing Exercise #1 due Module 2: Formal Analysis Supplemental readings and materials on Canvas Writing Exercise #2: Describing Formal Properties of Art, Due 8/26 Main readings: <i>Writing About Art</i> , Chapters 1-3, Glossary of Art terms pp. 226-244 | GELO 1–3, CLO1 |
| 2 | 8/26 | In-class workshop: Art & design vocabulary; focus on Writing Exercise #2 Writing Exercise #2 due | GELO 1–3, CLO1 |
| 3 | 8/31 | Discussion topics: Formal Analysis, Cultural Analysis, Relation between form and content, inferred meanings Writing Exercise #3: Cultural Analysis due 9/2 Main readings: <i>Writing About Art</i> , Chapters 3, 4 | GELO 2 |
| 3 | 9/2 | In-class workshop: Cultural analysis, inferred meaning, focus on Writing Exercise #3 Writing Exercise #3 due | GELO 1–3, CLO1 |

Course Schedule

| Week | Date | Topics, Readings, Assignments | Learning Outcomes |
|------|------|---|-------------------|
| 4 | 9/7 | Discussion topics: Synthesizing, Editing, Revising, Constructing Paragraphs Formal Writing Assignment: Formal Analysis Paper Rough Draft Due 9/9 Revised draft/Peer Review Due 9/16 Final Version due 9/21 | GELO 3, 5 & CLO1 |
| 4 | 9/9 | In-class workshop: focus on Formal Analysis Paper Rough Draft Formal Analysis Paper Rough Draft due | GELO 3, 5 & CLO1 |
| 5 | 9/14 | Discuss drafts Discussion topic: Sentence clarity, Vocabulary, & Punctuation Suggested Reading: <i>Writing About Art</i> , Chapter 8 “Attending to Style”; Revised draft due 9/16 | CLO1 |
| 5 | 9/16 | Formal Analysis Paper: bring revised draft/Peer Review; focus on final version of Formal Analysis Paper due 9/21 | GELO 1–3, CLO 1–2 |
| 6 | 9/21 | Formal Analysis Paper Final Version Due Discussion topics: Historical Analysis: Methodologies and Theory; Research Paper: brainstorming organizing idea, thesis statement, content development; text analysis, and critical reading Module 4: Research Paper Library workshop: 9/28 Proposal: 10/7 Informal Presentation & Discussion of Research topic: 10/19 (also 10/21, if necessary) Draft: 10/21 Final version: 11/4 Main readings: <i>Writing About Art</i> , Chapters 3 (Historical Analysis), Chapter 5 Supplemental readings and materials on Canvas Writing Exercise #4: Research Paper form and content “Check Your Understanding”, due 9/23 | GELO 1-5, CLO 1-3 |

Course Schedule

| Week | Date | Topics, Readings, Assignments | Learning Outcomes |
|------|-------|--|---------------------------|
| 6 | 9/23 | In-class workshop: in-class research, discussion, and writing; focus on Writing Exercise #4 Writing Exercise #4 due | GELO 2 & 5 , CLO 2 & 3 |
| 7 | 9/28 | Library Workshop Post-library workshop questions due | GELO 3 & 5 CLO 1-2 |
| 7 | 9/30 | In-class workshop: Writing Exercise #5: Inferred outline, Outline as diagnostic tool; focus on Writing Exercise #5 | GELO 3 & CLO1 |
| 8 | 10/5 | Discuss reverse outlining and evaluating sources Prepare for Research Paper Proposal Writing Exercise #5 due | GELO 5, CLO 2-3 |
| 8 | 10/7 | In-class workshop: focus on Research Paper proposal, Suggested Reading: <i>Writing About Art</i> , Chapter 4 “Developing Your Ideas” Research Proposal due | GELO 1-3, 5 & CLO1, 2 |
| 9 | 10/12 | Discuss proposals, Chicago Manual of Style (CMS), summarizing, quoting and paraphrasing Writing Exercise #6: Summarizing, quoting and paraphrasing | GELO 3-5, CLO 2-3 |
| 9 | 10/14 | In-class workshop: Summarizing, quoting, and paraphrasing; focus on Writing Exercise #6 For presentation and discussion, bring proposal, research notes, and ideas to class 10/19 | GELO 1-5, CLO 2-3 |
| 10 | 10/19 | Research topics: writing groups informal presentation and discussion (REQUIRED) | GELO 2, 5 & CLO 2 |
| 10 | 10/21 | Finish informal presentations if necessary In-class workshop: focus on Research Paper Drafts Research Paper Drafts due | GELO 1-5, CLO 1-2 |
| 11 | 10/26 | Discussion topics: Draft evaluations, revising Writing Exercise #7: Developing a Critical Eye/Reverse Outlining | GELO 1-3 & CLO 1 |

Course Schedule

| Week | Date | Topics, Readings, Assignments | Learning Outcomes |
|------|-------|--|--------------------------|
| 11 | 10/28 | In-class workshop: Revising, outlining as a diagnostic tool, reverse outlining; focus on Writing Exercise #7 Writing Exercise #7 due For Peer Review, bring working draft for discussion on 11/2 | GELO 2 & 3 GELO 1 |
| 12 | 11/2 | Peer review and discussion Discussion topic: Revisions checklist and reverse outlining | GELO 1-3 & CLO 1 |
| 12 | 11/4 | In-class workshop: focus on final version of Research Paper Research Paper due | GELO 1-5 & CLO 1-3 |
| 13 | 11/9 | Discussion topics: Letter, Manifesto, Accomplishment Statements Module 5: Professional Documents Proposal: 11/11 Draft: 11/18 Presentation materials due (all): 11/30 Presentations Day 1: 11/30 Presentation Day 2: 12/2 Research Paper final version: 12/2 | GELO 1, 3 & CLO 1 |
| 13 | 11/11 | In-class workshop: brainstorming professional documents | GELO 1, 4 CLO 1 |
| 14 | 11/16 | Discussion topics: Passive construction, style & voice; Descriptive vs. prescriptive grammar | GELO 1, CLO 1 |
| 14 | 11/18 | In-class workshop: focus on Professional Docs draft Professional Documents drafts due | GELO 1, CLO 1 |
| 15 | 11/23 | Discussion: focus on visual presentation component of Professional Documents assignment; discuss Final Exam content | GELO 1, 2 & CLO 1 |
| 15 | 11/25 | HOLIDAY | |

Course Schedule

| Week | Date | Topics, Readings, Assignments | Learning Outcomes |
|------------|-------|--|----------------------|
| 16 | 11/30 | Presentation materials due (all) Presentations Day 1 | GELO 1, 2 & CLO 1 |
| 16 | 12/2 | LAST DAY OF CLASS Presentations Day 2 FINAL VERSION Professional Documents DUE Discuss questions about Final Exam, pass out study guide | GELO 1, 2 & CLO 1 |
| Final Exam | 12/10 | Online, Friday, December 10, 12:15-2:30 PM See Final Exam Calendar link here Group II Classes | GELO 1–5, CLO 1–5 |