

Art 300 Section –: Writing in the Visual Arts

CSUF
Fall/Spring ----
Days/Times
(Room/Number)

Instructor:
Office:
Phone:
Email:
Office Hours:

Upper-Division Writing Requirement: This course is designated by the University Writing Proficiency Committee as a writing-intensive course. Earning a “C” (2.0) or higher may be used by certain majors to fulfill the University’s upper-division writing requirement (UDWR). Check with an advisor in your major to determine if this source will satisfy the requirement for your major.

Catalog Description: Principles, practices, and objectives of writing in the visual arts. Includes descriptive, analytical, and expressive essays; project and grant proposals; artist’s statements; resumes; and professional correspondence.

Prerequisite: ART 201A or ART 201B

Course Content and Methods: This course fosters creative and critical thinking skills and promotes confidence and competence in written expression. In Art 300, we develop and clarify our perceptions of and opinions about visual art forms. We practice communicating these concisely and effectively through a variety of assignments.

Coursework will include: reading; free writing; descriptive, analytical, and expressive essays; research; several professional documents and a presentation. Course activities will include: viewing of videos and other online content; active discussions and open exchange of ideas; brief quizzes and learning-based games; peer review of written work; and group activities. All course-related materials and due dates will be posted on CANVAS.

Class meetings will be in person, on campus.

See the last pages of the syllabus for safety protocols.

We will use the CANVAS learning management system.

Learning Goals: In Art 300 we will aim to meet the following goals (summarized and paraphrased from UPS 411.201...full description is posted on CANVAS). All of these are interrelated and will be addressed holistically through assignments, activities and discussions during the semester.

- To experience in person, to read about, write about and deepen our appreciation of great works of human imagination and creativity.
- To identify and consider the role of context.
- To become aware of and deepen our understanding of how art reflects upon and is affected by the human condition.
- To strengthen effective writing skills and develop basic knowledge of professional practices.

Required Reading: In addition to brief, required articles posted on CANVAS please obtain:

Required text:

Hudson, Suzanne, and Nancy Noonan; The Art of Writing About Art, 2nd edition, Stamford: Cengage Learning. 2015. ISBN–13: 978-1-285-44258-7

Please have access to a college level dictionary and a good, college-level thesaurus

Communication: Course information will be posted weekly on CANVAS. Class announcements are sent through CANVAS which links with CSUF email accounts. **Note:** In order to stay current, you **MUST** check your CSUF email (minimum 2x a week) and CANVAS (minimum 1x a week).

I welcome questions, comments and suggestions. Feel free to dialogue with me during class (verbally or through the Zoom Chat). I'm also available to meet on the [Office Hours ZOOM](#) or through e-mail at ---@fullerton.edu.

Assessment: Students will be assessed through demonstrated progress in meeting the learning goals. This includes evident comprehension of pertinent concepts, and successful, timely completion of written assignments.

Grades: In Art 300, students will earn +/- (plus or minus) final semester grades as follows: 98 – 100% = A+; 93 - 97% = A; 90 – 92% = A-; 87 – 89% = B+; 83 – 86% = B; 80 – 82% = B-; 77 – 79% = C+, 73 – 76% = C; 70 – 72% = C-; 67- 69% = D+ ; 63 – 66% = D; 60 – 62% = D- ; 0 – 59% = F **Note: A grade of “C” (2.0) or higher is required to pass upper division writing courses and to fulfill the requirements of the major in art.** A grade of “C-” (1.7) or below will not satisfy this requirement.

Writing Assignments: The instructor posts rubrics for each writing assignment in advance. Students will receive feedback based on the shared rubrics indicating strengths and areas for improvement. Feedback will be provided prior to the subsequent writing assignment so that students have an opportunity to improve their writing.

Pay attention to the directions for each assignment. Adhere to the *Guidelines for Written Assignments* unless otherwise indicated. **Note:** Late papers are marked down one full grade (e.g. from an A- to a B-) per week and will not be accepted more than two class periods late. Students are *strongly encouraged* to meet deadlines (see rewrite option, below). If you're having difficulty meeting a deadline, please let me know asap so we can discuss possible solutions or modifications.

Points will be earned for each of the following assignments. See CANVAS for assignment specifics and useful resources, and the Course Summary on the CANVAS homepage for due dates. The pace in this course is brisk. Avoid falling behind.

<u>Assignments</u>	<u>points</u>	<u>approx. %</u>
<input type="checkbox"/> Creative Engagement: In-Class Free Writes	30	8
<input type="checkbox"/> Active Reading: Reader's Notes	40	11
<input type="checkbox"/> The Journey Out and Back: the Cut-and-Paste Collage	30	8
<input type="checkbox"/> How Art Communicates: the Formal Analysis Essay	45	12
<input type="checkbox"/> Gather, Synthesize, Analyze: the Curiosity Project	65	17
<input type="checkbox"/> Professional Cover Letter	25	6.7
<input type="checkbox"/> Professional Resume	25	6.7
<input type="checkbox"/> Inspiration Presentation	30	8
<input type="checkbox"/> Statement	25	6.7
<input type="checkbox"/> Biography	15	4
<input type="checkbox"/> Consistent participation (includes in class and peer review)	<u>45</u>	<u>12</u>
	375	100%

Rewrite Option: Students may re-write one paper, to be turned in at the end of the semester. The grade of the revised document will *replace* the original grade. This applies only to grades for papers originally turned in on time.

Attendance and Participation: Attendance and participation are integral to the experience in this class. They will be considered in determining your overall grade. Students are allowed up to two discretionary absences without a written excuse. Following two absences, each unexcused absence will result in a reduction of 3% of the overall course grade. Please discuss all absences with the instructor in advance if possible.

Writing Support: The CSUF Writing Center offers 30-minute, one-on-one peer tutoring sessions and workshops, aimed at providing assistance for all written assignments and student writing concerns. The [Writing Center](#) phone number is (657) 278-3650. Registration and appointment schedules are available at [Writing Center Tutorials](#) .

Classroom Courtesy: During class, I give you my full attention, respect, and effort. Please give the same to your fellow learners and to me. This will benefit your learning experience, as well! When we're meeting online, whether synchronously or asynchronously, please observe respectful netiquette. Here are some tips:

<https://elearningindustry.com/10-netiquette-tips-online-discussions>
<http://www.albion.com/netiquette/corerules.html>

Technology Requirements: Students in this course must have consistent access to a new or recent-model electronic device (laptop, desktop, tablet) in good working order. Students are responsible for ensuring they have access to a reliable WiFi connection. The device should have a camera and microphone, for ZOOM.

Supplies: If you like to write by hand, of course, you will want to have a supply of paper and pens.

Note: Students are prohibited from recording class activities, distributing class recordings, or posting class-related images or recordings in any way without express permission by the instructor. This applies to class lectures, office hours, etc. Students are not be permitted to share any class recordings with someone who isn't enrolled in the class or without permission. Students may not post or use the images or recordings in any other setting (e.g., social media) for any purpose. This university policy ([330.230](#)) is in place to protect the privacy of students in the course, as well as to maintain academic integrity. Students who record, distribute, or post these materials may be referred to the [Office of Student Conduct](#) .

Accommodations: Students who require special accommodations or assistive technology due to a disability are responsible for notifying the instructor (directly or with the assistance of DSS). Students must obtain permission *in advance* to record any course materials. Such permission allows the recordings to be used for a student's individual study purposes only.

Honesty and Academic Integrity: I'm sorry I need to mention this, but please know that anyone caught cheating will be given an F in the class and may be sent to the Dean of Judicial Affairs. This is non-negotiable. **Having someone else write all or even a portion of your paper for you is considered plagiarism. Please do not do it. "Copying and pasting" from websites without proper citing of sources is considered plagiarism. Please do not do it.** Stick with your own ideas, written in your own words. If you are not clear about plagiarism, or citing sources, please ask me before turning in a final draft. Each written assignment will be checked for originality at least once.

Academic Support: If you are struggling, *please don't hesitate* to talk with me about it. I am happy to help in any way I can. If writing is difficult for you, or English is your second language, this class may prove challenging. Take advantage of CSUF resources for academic support.

Advisement: All students are encouraged to meet with a full-time faculty member in the area of study (program or concentration) that they have chosen or are inclined to choose at least one time each semester. Faculty names and office hours are available from the Art Office.

If and When We ZOOM: Please join the Zoom a few minutes before class begins. Be prepared to participate in discussions and activities. Stay for the entire class session (we will have breaks). I strongly prefer that you have your cameras on during the class Zoom. However, I recognize that some of us have concerns about this for a variety of reasons. I'm willing to be flexible and work with students on a case-by-case basis to find solutions.

Instructor-facilitated ZOOM recordings: Any time a Zoom class session is recorded, students will be notified. The recordings will only be used for educational purposes. The students enrolled in this class are the only ones who will be able to freely access and view recorded class sessions. The recordings will be deleted at the end of the semester. If you prefer to remain anonymous during recordings, please speak with me about possible accommodations. Thank you.

Student Health and Counseling: Counseling and Psychological Services (CAPS) IS accessible remotely. CAPS strives to help students achieve their academic, professional, and personal goals. Counselors can help students improve coping skills, strengthen personal relationships, navigate the college transition, recover from traumatic experiences, and engage in self-exploration. CAPS offers counseling for individuals and couples, group counseling, psychiatric services, referrals, crisis intervention, and workshops to eligible CSUF students. See: [Student Wellness](#)

For Information on Any of the Following: Students with Special Needs, Academic Dishonesty Policy, Emergency Preparedness, Undergraduate Student Learning Goals, General Education: Programmatic Student Learning Goals and Learning Outcomes, Graduate Student Learning Goals, Student Learning Outcomes by Degree Programs, Library Support, and Final Exams Schedule—please see: [Student Information](#)

In the study of art, students can expect to encounter and critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Art classes frequently include physical nudity, content, and imagery that may be considered controversial, offensive, or in conflict with some ethical or religious beliefs. Diverse ideas will be discussed with civility and cooperation. Students are encouraged to meet with a faculty member to express specific concerns. When not in conflict with the academic goals of the course, the faculty member will attempt to address these concerns and the applicable course requirements.

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COVID-19 Related Safety and Protocols

Cal State Fullerton (CSUF) is actively working to maintain the safety of our campus community in response to COVID-19. **Please review BEFORE our first day of class together:**

- Read [President’s Directive Regarding Covid](#)
- Review [Covid-19 Related Resources](#)
- **Self-Reporting of COVID-19:** Students who test positive for COVID-19 or become aware that they may have been in close contact with someone who tested positive for or is suspected to have COVID- 19 are strongly encouraged to report the positive result or exposure here: [Covid Cases and Exposure](#)
- **Personal Health Screening prior to on-campus activities:** Prior to arriving on campus and before entering class, conduct a [Personal Health Screening](#) and self-monitor for fever, cough, shortness of breath, or other symptoms of respiratory illness. If you are experiencing any of these symptoms, you should stay home and notify me of your absence. I will work with you to address any COVID-19 related impacts to your participation in and completion of this course.
- **Recommendations:** Before entering the classroom, wash/sanitize your hands. While masking is not mandatory, you are welcome to continue to wear a protective face covering. Use the materials provided to clean your desk and chair before and after use. Always cough or sneeze into your elbow or tissue.

Please adhere to the current guidelines! And **thank you** for your cooperation and assisting in the University’s efforts to keep our community safe.

Questions? please let me know or contact the Dean of Students Office: deanofstudents@fullerton.edu

Schedule of Classes:

Week 1:

Look, Describe, Think

Introductions; observing and perceiving; putting thoughts into words; describing specifically; thinking expansively; free writing: two artist's approaches; introduction to reader's notes; syllabus review.

This week: familiarize yourself with the Syllabus, Writing Guidelines and Canvas

Week 2:

Communicate: Finding the Right Words

Free writing: take time, cultivate patience, look closely; writing as communicating; discuss articles/reader's notes; introduction to the textbook; introduction to the Cut-and-Paste Collage project.

Due: Syllabus Quiz
Due: Reader's Notes
Due: Hudson and Noonan pp. 1 – 4 responding objectively, responding subjectively
Due: Bring an object

Week 3:

Grow as a Wordsmith

Free writing; share Cut-and-Paste Collage; discuss article/reader's notes; description vs. analysis; modes of discourse; building vocabulary; formal element review.

Due: Cut-and-Paste Collage Project
Due: Hudson and Noonan pp. 27 – 31 modes of discourse
Hudson and Noonan pp. 31 – 43 planning, drafting, revising
Due: Reader's Notes

Week 4:

Identify Formal Elements and Design Principles

Free writing: identifying the elements and analyzing; discuss article/reader's notes; more on description vs. analysis; building vocabulary; formal element review; introduction to the concept of formal analysis.

Due: Reader's Notes
Due: Hudson and Noonan pp. 5 – 15 formal elements and principles of design
Hudson and Noonan pp. 44 – 62 formal analysis

Week 5:

Develop a Theory and Support It

Free writing: thinking critically; active voice; clear concise sentences; writing to assert an opinion; using apt art vocabulary; discuss article/reader's notes; feedback strategies; the art of revision.

Due: FIRST Draft Formal Analysis
Due: Reader's Notes

Week 6:

Think Critically and Consider Context

Free writing: cultural conventions; context and display; cultural sensitivity; discuss articles/reader's notes; expository writing; museum constructs and modes of display; introduction to the Curiosity Project.

Due: FINAL Formal Analysis
Due: Reader's Notes

Week 7:

Compare, Analyze, and Consider Context as part of Content

Free writing; discuss article/reader's notes; Oxford Art Online. Research clinic: taking notes, organizing information, developing a thesis, and citing sources; navigating the library and databases. Discuss developing a thesis. Work on the Curiosity Project.

Due: Curiosity Project: topic, working list of sources and first thoughts
Due: Hudson and Noonan pp. 62 – 74 the analytical comparison
Due: review Hudson and Noonan pp. 172 – 178 choosing words

Week 8:**Develop an Informed Opinion and Explain it**

Free writing; active verbs; research clinic continued; interpretation and developing a thesis; supporting a thesis; writing to assert an opinion; cluster mapping; citing sources. Work on the Curiosity Project.

Due: Read Hudson and Noonan pp.134 – 149 citing sources and research examples

Due: Read Hudson and Noonan pp. 112 – 127 research

Week 9:**Organize and Develop a Complete Essay – work day with individual meetings**

Clear writing structure; organizing information: mapping; paragraph structure and guiding your reader. Work on the Curiosity Project.

Due: Curiosity Project update

Week 10:**Team Work and Exchange of Ideas**

Peer review of first draft of Curiosity Project.

Due: FIRST Draft Curiosity Project

Due: Hudson and Noonan pp. 16 – 26 art criticism

Week 11:**Professional Practices**

Free writing about audience; reflecting on your background, interests, influences; map out goals, values and vision; introduction to personal and professional materials: cover letter and resume.

Due: FINAL Curiosity Project

Week 12:**Professional Practices continued**

Discuss article/reader's notes; peer review of cover letter and resume; career discussion; interviewing strategies. Preparing for a presentation; example of an Inspiration Presentation.

Due: Reader's notes

Due: FIRST Draft Cover Letter, Resume

Week 13:**Professional Practices and Inspirations**

Free writing; continue with professional development: goals and follow-through; resource websites and networking.

Due: FINAL Cover Letter, Resume

Due: Inspiration presentations (12)

Week 14:**Inspirations**

Free writing; inspiration presentations;

Due: Inspiration presentations (12)

Due: FIRST Draft Statement/Bio

Week 15:**LAST Full Day of Class**

BIG Ideas Discuss grants, proposals, residencies, and the jury panel process.

Due: FINAL Statement/Bio

Due: Rewrite Option (if any)

Due: Reader's Notes and Freewrites

Week 16: FINALS WEEK**Scheduled Final:**

Dialogue and presentations