

COURSE IDENTIFICATION**Course Title:** Writing Course**Description and Prerequisites**

This writing-intensive course is intended to develop students' skills in research and writing about art and artistic practice. Students will engage in different modes of writing about artworks and will conduct an in-depth research investigation about a topic pertaining to their career goals or current artistic practice

Textbooks and Required Materials

There are no required textbooks or materials for this class beyond normal departmental expectations.

COURSE OUTCOMES & OBJECTIVES

Outcomes	Objectives
Knowledge: What students should know	
Understand the history, current issues, and direction of the artistic discipline	Students will expand their knowledge of art and artistic practice through writing assignments that will foster their skills in analytical thinking about art, reflection creative production, and research into topics related to their career focus or current practice.
Place works in the historical, cultural, and stylistic contexts of the artistic discipline	
Use the technology and equipment of the artistic discipline	
Skills: What students should be able to do	
Use the elements and principles of art to create artworks in the artistic discipline	Students will write about artworks using the vocabulary of art and design and will engage in professional-level discussions about artworks during the creation of their written projects.
Create artwork that demonstrates perceptual acuity, conceptual understanding, and technical skill	
Analyze and evaluate works of art in the artistic discipline	Students will engage in peer and self-critique of their writing.

Synthesis: How students will combine knowledge and skill to demonstrate learning	
Produce artworks demonstrating technical skill and disciplinary knowledge	Students will produce written works demonstrating relevant skill and technique.
Use knowledge of art and disciplinary vocabulary to analyze artworks	Students will use appropriate vocabulary in their written work and self-reflections.
Participate in critiques of own work and work of others	Students will participate in individual and group critique of writing projects.

CLASS SCHEDULE

Week	Date	Topics	Assignments and Assessments
1		Course Introduction: Why should an artist be a competent writer? What types of writing should an artist know how to do?	Find one example of writing about art or artistic practice that you think is exemplary in some way. Bring this to the next class and be prepared to explain your choice.
2		Introduction: Modes of writing project: educational labels, critical analysis, creative writing Visit to Visual Arts Gallery: <ul style="list-style-type: none"> • presentation by gallery staff regarding the creation of educational labels for images; • selection of artworks for project topic 	Students will select one work of art from the Art Museum's collection and will write about it in three different modalities. Students will photograph the work of art for ongoing reference.
3		Modes of Writing 1: Educational Object Labels <ul style="list-style-type: none"> • Visit the Museum of Art and look for at least 5 object labels. • Record the text on these labels (you may use your cell phone camera). • Consider the following questions: <ul style="list-style-type: none"> ○ What do you notice about the style of 	Modes of Writing Part 1: Create a 150 word statement explaining basic information about the work of art you selected at the Gallery

		<p>writing?</p> <ul style="list-style-type: none"> ○ What key information is provided? ○ What is not present that you'd like to have known about the work? ○ Why do you think this is so? 	
4		<p>Modes of Writing 2: Critical Analysis</p> <ul style="list-style-type: none"> ● What have you learned in other classes about critical analysis of artworks? ● Does this differ between art historians and arts practitioners? If so, how? ● What are the most important considerations when analyzing and evaluating a work of art? 	<p>Modes of Writing 2: Write a 400-500 word statement presenting thoughtful, dispassionate analysis of the work of art. <i>Note: Do NOT use any personal pronouns in this analysis.</i></p>
5		<p>Modes of Writing : Creative writing</p> <p>Consider the work of art you chose at the gallery. You've looked at it dispassionately in order to write an educational object label. You've looked at it critically in order to write your analysis and evaluation. Today, we'll step back and let the work speak to us. What stories might it tell? What fictions could you imagine about it?</p>	<p>Modes of Writing 3: 150-250 word imaginative fiction inspired by the work of art</p>
6		<p>Writers Workshop: modes of writing assignment (due Week 6)</p> <p>Begin considering which of your own artworks you will choose for the next assignment, in which you will repeat the Modes of Writing featuring your own artistic product.</p>	<p>Merge all three writing assignments into a multi-page Word document. Each section should begin on a new page and should have a clear title. The document should have a cover page with a photograph of the artwork, the student's name, assignment title, and due date.</p>
7		<p>Student presentations of modes of writing assignment:</p>	<p>Extension: Writing about your own work in three modalities</p>

		<ul style="list-style-type: none"> • Choose the mode at which you feel you were the most successful. • Read this selection aloud to the class (rehearsal is recommended) • Be prepared to explain your choice 	<p>Building on the previous assignment, complete the same process for one of your own artworks.</p> <p>Due: Week 10</p>
8		<p>Introduction: Arts Research Assignment</p> <p>Students will select a topic of importance to their artistic practice and career goals and write a 20-page thesis (4500-5000 words) about this topic.</p>	<p>Students should bring work in progress to class each week.</p> <p>We will utilize a Writer’s Workshop format, with ongoing opportunities for peer critique and instructor feedback.</p> <p>The instructor will record student participation and engagement in this process, which will become part of the grade for the final paper.</p>
9		<p>Formulate the Research question and hypothesis: what do you want to find out? What do you think the answer will be?</p>	<p>Be prepared with a well-written thesis statement for next week.</p>
10		<p>Conduct the Literature Review: who has asked and answered this question before? (3 sources)</p>	<p>Generate a list of sources and create an annotated bibliography for the three best works you identified. (100 words each)</p>
11		<p>Conduct your investigation: --primary sources (interviews, letters, artist’s writings...) --secondary sources (textbooks, art historical writing, art criticism)</p>	<p>As much as possible, use primary sources of information. Availability of these will vary depending on your research question. Be prepared with a list of sources consulted, noting which were the most worthwhile, for next week.</p>
12		<p>Analyze the data you collected— what did you find out through your research?</p> <p>Write the draft of your paper</p>	<p>Write draft of paper</p>
13		<p>Editing and revision ; Apply formatting for publication</p>	<p>Edit, revise, and format paper</p>
14		<p>Finalize the paper; One-on-one critique with instructor</p>	<p>Prepare PowerPoint presentation of your research.</p>
15		<p>Student presentations of their research</p>	

ASSIGNMENT & ASSESSMENTS

Assessment	Weight
Modes of Writing—Museum Object	25
Modes of Writing—Own Artwork	25
Arts Research Paper	50
Total	100 points
Extra Credit: Write a poem about your artworks/artistic practice	(Up to 10 bonus points)

Attachments-1

Written directions for assignments

Modes of Writing—Art Object

Part 1—Educational Object Label

Part 1A: For this assignment, we're going to visit the Art Gallery and participate in a presentation by the Gallery staff about their process in creating educational labels for their works. You will have the opportunity to tour the gallery and select one work that will be the focus of your project. Take a photograph of the object with your cell phone or another camera to use for future research.

Part 1B: Next, we'll visit the Museum of Art and look at the educational labels on their works. Choose five of these labels and record the text. (You may use your phone camera for this purpose). Before the next class period, analyze these labels, asking:

- What do you notice about the style of writing on the labels?
- What key information is provided?
- What is not present that you'd like to have known about the work?
- Why do you think this is so?

Part 1C: Write an educational label for the art object you selected in Part 1A. This should be approximately 150 words long and should conform to the style you observed in the other museum labels.

Part 2—Critical Analysis

Consider the questions we discussed in class and write a 400-500 word document presenting a thoughtful, dispassionate analysis of the work of art.

- This should be your best academic writing, suitable for presentation to other art scholars.
- Do NOT use any personal pronouns, contractions, or casual language in this analysis.
- Imagine that your analysis will be posted to the museum website for other scholars to read.

Part 3—Creative Writing

Consider the work of art you chose at the gallery. You've looked at it dispassionately in order to write an educational object label. You've looked at it critically in order to write your analysis and evaluation. Today, we'll step back and let the work speak to us. What stories might it tell? What fictions could you imagine about it?

Write a 150-250-word work of imaginative fiction inspired by the work of art you chose.

Part 4—Finalize Project

Merge all three writing assignments into a multi-page Word document. Each part should begin on a new page and should have a clear title of its own. The document should have a cover page with a photograph of the artwork, the student's name, assignment title, and due date.

Part 5—Presentation

- Choose the mode at which you feel you were the most successful. Be prepared to explain your

choice

- Read this selection aloud to the class (rehearsal is recommended). Note: this is not a PowerPoint presentation. You may project the image of the work you chose, but this is the only visual aid you may utilize.

Due Week 7

Modes of Writing—Your Artwork

Building on the previous assignment, complete the same process for one of your own artworks. All requirements are the same as the first assignment, but you will complete this project on your own.

Due: Week 10

Arts Research Assignment

Students will select a topic of importance to their artistic practice and career goals and write a 20-page thesis (4500-5000 words) about this topic.

Week 8—Part 1: Topic Selection

Week 9—Part 2: Research Question—formulate the Research question and hypothesis: what do you want to find out? What do you think the answer will be?

Week 10—Part 3: Conduct the Literature Review: who has asked and answered this question before? (3 sources) create an annotated bibliography for the three best works you identified. (100 words each)

Week 11—Part 4: Investigation

--primary sources (interviews, letters, artist's writings...)

--secondary sources (textbooks, art historical writing, art criticism)

Be prepared with a list of sources consulted, noting which were the most worthwhile, for next week.

Week 12—Part 5: Data Analysis—analyze the data you collected—what did you find out through your research? Write draft of paper

Week 13—Part 6: Edit and revise paper. Apply formatting for publication

Week 14—Part 7: Final paper submission

Week 15—Part 8: Presentation of Research (Finals week)