



Art & Archaeology Department

ART 306: WRITING FOR ART & ARCHAEOLOGY

Tuesday/Thursday, 3:25-4:40 pm • Tatem Arts Center room 214

Instructors Professors Gary Cuddington, Martha Bari, Jennifer Ross

Office hours **Gary Cuddington** by appointment, Tatem Arts Center 236
Dr. Jennifer Ross by appointment, Tatem Arts Center 103
Dr. Martha Bari by appointment, Tatem Arts Center 121

Email/Phone **Gary Cuddington** cuddingtong@hood.edu
Dr. Martha Bari bari@hood.edu
Dr. Jennifer Ross ross@hood.edu

Course Description

This course prepares students for the critical reading and writing projects common to upper-level courses in Art and Archaeology. Students will learn to analyze a wide variety of art historical and archaeological writing from general interest articles to scholarly monographs and technical reports. The course also involves several writing projects designed to expand students' abilities to observe, describe, research, and analyze artworks and artifacts through writing. Ideally completed in the second semester of the sophomore year, this course may not be taken in the senior year.

Prerequisites

ART 220 or ART 221 or ART 230 or permission of the instructor

Student Learning Outcomes

By the end of the semester, students should be able to **1)** write extended descriptive and critical passages on works of art and artifacts; **2)** make use of, in both reading and writing, a variety of theoretical modes used in studio art, art history, and archaeology; and **3)** locate, cite, and analyze the scholarly and critical sources for these disciplines in an acceptable manner.

Readings (on Blackboard)

- Readings posted on Blackboard (BB)
- Students will be expected to come to class having read these assignments and fully prepared to participate in class discussions.

Students who require the use Accessibility Services

Your instructors in this course endeavor to provide an inclusive learning environment. If you experience barriers to learning, do not hesitate to discuss them with any of us and with Kate Gmuer of the Office of Accessibility Services (301-696-3421).

Course Requirements

40%: Short Writing Projects

Short writing projects (2-3 pages) assigned throughout the semester (8 x 5%=40%). These projects will often be the subject of lecture, with individual student work read and analyzed in every class meeting. Assignments will be given in the Tuesday lecture, discussed on Thursday, and must be submitted electronically by 11:59 on Friday night, so that they may be graded and returned to students by the following Tuesday. There will be 10 writing assignments throughout the course of the semester; students must submit 8. Note: everyone MUST complete writing assignments 1, 6, 9 and 10.

20%: Interview and Review Projects

Each student will interview a senior/group of seniors currently completing their capstone project in Studio Art and write a review based on the artworks, their display, and the student's own research into the context and influences behind the senior artist's work (6-8 pages). Interviews will be completed in week 7, and the reviews are due in week 11. These dates are subject to change and will be updated later in the semester.

25%: Final Project

Students will create, curate, present (via poster), and analyze their own exhibition of art or archaeological artifacts. Each student will take on the points of view of a Curator, Critic, and Scholar and produce writing appropriate for each via exhibition wall text and labels, review, and scholarly research essay. Specific guidelines for each type of writing will be provided at mid-term. Students will also present their exhibition for class critique and commentary as posters at the end of the semester.

5%: Attendance; 10% Participation

An attendance sheet will be passed around the room during every class. It is your responsibility to sign in. If you are late without prior permission, we will note this on the attendance sheet. See more about attendance and participation below under "Class Policies."

Class Policies

- Three unexcused absences allowed throughout the entire semester. Your final grade for the course will go down by one point for each subsequent unexcused absence. Disruptive behavior, such as lateness, cell-phone activity, inappropriate use of your laptop, and sleeping in class, may also result in both an absence and a poor participation mark and will thus affect your attendance and participation grade.
- Paper extensions allowed only with appropriate academic or medical excuse. Late papers are penalized 1/3 of a grade for each day that they are late, B+ to B (1 day late) etc.
- Discussion is a required component of this course and will help you become more comfortable sharing and expressing your ideas about art and archaeology. You may fulfill this course requirement by talking in class and/or posting in the online discussion forum on Blackboard – doing both will result in a positive participation grade and doing neither will create a negative one, but it is up to each individual student to find a comfortable medium. There will be certain writing projects

that will be completed and discussed in class, so students should be prepared to share their writing on a daily basis. Instructors will provide assessment of this element of the course at midterm.

- Submission of assignments is the responsibility of the student. If you have submitted an assignment electronically, we will always email to tell you of its receipt within 24 hours. If you do not receive a confirmation email, it is your responsibility to follow up. Electronic submissions will be accepted only through the digital drop box on Blackboard, not via email.

- An assignment containing plagiarized material will result in a zero score for that assignment. Plagiarized assignments may not be resubmitted. Any use of an author's words or ideas without full and proper bibliographical citation is considered plagiarism. Please ask for assistance if you have any concerns about citations or plagiarism.

Grading Criteria

The following criteria apply to the grading of exams as well as the final grade in the course. (See criteria for grading papers and class discussion in the sections above.) Any discussion we may have of a particular grade will begin with a review of these criteria:

A- (90-93), A (94-96), A+ (97-100)

Indicates general excellence; the student displays initiative, independence, and often originality; this grade is reserved for clearly superior work.

B- (80-83), B (84-86), B+ (87-89)

Indicates an unquestionable grasp of the fundamental facts and principles, an understanding of their significance, and an ability to use them effectively; work is logically organized and technically correct; the student often shows initiative and independent work.

C- (70-73), C (74-76), C+ (77-79)

Indicates the student has a fairly accurate knowledge of the facts and principles and is able to apply them reasonably well.

D- (60-63), D (64-66), D+ (67-69)

Indicates work is of inferior quality yet deserving of credit.

F (0-59)

Indicates a failure to grasp the facts and principles or a failure to complete the assigned work.

Academic Integrity

Hood College has a nationally recognized Academic Honor Code that sets standards for academic integrity for all undergraduate and graduate students. It is very important for you to be aware of the consequences of breaking the honor code, which could result in disciplinary action and even dismissal from Hood. For policies and procedures related to the Academic Honor Code, see "The Academic Honor Code" section in the college catalog.

All quizzes, exams, and papers must be signed with the honor code pledge:

"I pledge that I have neither given nor received any unauthorized aid."

Academic Honor Code

All Hood undergraduates affirm on each class assignment that they “have neither given nor received any unauthorized aid.” Cheating or plagiarism—any unacknowledged use of another person’s language or ideas—is thus both an affront to the general standards of conduct on which an intellectual community depends and a specific violation of the Honor Code. As such, these offenses are treated seriously and may lead to severe disciplinary action, including dismissal from the College. For a full description of the policies and procedures of the Honor Code, contact the dean of students. Students wishing advice on the proper use and acknowledgment of scholarly materials should consult their individual instructors, the library staff and any of the several reliable guides to scholarly writing that these sources may recommend.

Copyright Statement: Hood College affirms the obligation of its faculty, staff, and students to comply with all Federal copyright laws (Title 17, United States Code).

Copyright law gives copyright holders (writers, publishers, artists, etc.) exclusive rights to distribute, copy, perform, or publicly display, their own original works. The College recognizes its obligation to promote the rights and responsibilities granted under this law. Hood College assumes that any questions regarding copyright, as they apply to materials for instructional or other College use, will be resolved prior to the use of those materials on College-owned equipment or in College-sanctioned activities.

As members of an institution with an established Honor System emphasizing intellectual integrity, the Hood College community should recognize their responsibility to follow the law and to model it for others. All members of the College community are responsible for complying with College guidelines regarding the legal use of copyrighted materials, regardless of their format or the purpose for which they are used, and for complying with the requirements of copyright law, including obtaining required permissions to use copyrighted materials. Members of the Hood community who willfully disregard copyright law do so at their own risk and assume any liability, which may include criminal, and/or civil penalties. In addition, disciplinary action may be taken as outlined a) for students, in the Bylaws of the Student Government Association (Judicial System), b) for faculty, in the Faculty Code (Termination or Sanctions for Cause), and c) for staff, in the Staff Handbook (Section 405.3).

Peer-to-Peer File Sharing: Uploading or downloading works protected by copyright without the permission of the copyright owner is an infringement of the copyright owner’s exclusive rights of reproduction and/or distribution. Anyone found to have infringed a copyrighted work may be liable for statutory damages up to \$30,000 for each work infringed and, if willful infringement is proven, liability may be increased up to \$150,000 for each work infringed. An infringer of a work may also be liable for the attorney’s fees incurred by the copyright owner to enforce his or her rights. The files distributed over peer-to-peer networks are primarily copyrighted works, and there is a risk of liability for downloading material from these networks. There are currently many “authorized” services on the Internet that allow consumers to purchase copyrighted works online, whether they be music, e-books, or motion pictures. By purchasing works through authorized services, consumers can avoid the risks of infringement liability.

The Digital Millennium Copyright Act: The DMCA is a response to concerns regarding the pirating and distribution of digital materials, and it helps to clarify how copyright relates to those materials. The DMCA criminalizes the development of technologies intended to circumvent devices (such as passwords or encryption) that limit access to copyrighted material, and it also criminalizes the act of circumvention itself. Institutions of higher education that act as Internet Service Providers (such as Hood College) are granted limited liability for copyright infringement involving the use of their networks if

they take steps to designate a local agent to receive notices regarding instances of infringement over the local network and for effecting a "take-down" of the infringing material. The Library Director will provide contact information for Hood's Take-Down Officer.

Instructor reserves the right to alter the syllabus.

STUDENT SUCCESS TEAM – Beneficial-Hodson Library & Learning Commons Suite 1027

Mission- The Student Success Center promotes an accessible, enriching, and supportive community that fosters success for each diverse member of Hood College.

Core Values

- Differences such as age, race, gender, nationality, sexual orientation, ability, preferred learning modality and background enrich Hood's learning and work environments. We promote full equity and inclusion for all community members and believe each student has the potential to be successful and persist to degree completion.
- We believe academic support services should be accessible to every student; they teach fundamentals for college success.
- We work with students to help them create and refine an educational plan through reflection on personal strengths and goals, development of self-advocacy and growth mindset, understanding of campus processes and resources, and active engagement in programs and opportunities.
- We value collaboration and communication with campus colleagues and encourage students to use available support systems.
- We advocate for students within the College community to promote student success.
- We engage in continual assessment and utilize the strengths and ideas of our team members to improve our services.

Contact Information

Phone: 301-696-3952

Fax: 301-696-3952

Email: studentsuccess@hood.edu

Hours of Operation

Monday – Friday, 8:30-5pm

**During scheduled breaks and summer, hours of operation may vary.*