ARTS 105: Art Appreciation

Location:	Evening
Address:	1001 Rogers Street Columbia, MO 65216
Section:	19FALL1/ARTS/105/EVA
Semester Credit Hours:	3
Class Day(s) and Time(s):	Monday 5:30 PM - 9:30 PM from August 26, 2019 to October 19, 2019

≣ Syllabus Contents

❶ Course Information

Catalog Description

Introduction to the place of visual art in modern society, to the vocabulary used in discussing a work of art, and to a few of the studio techniques artists used to produce two- and three-dimensional works. G.E.

Additional Notes

Labor Day: Class will not meet on Monday, September 2. The scheduled make-up day will be Friday, September 6.

▣ Textbooks

As part of Truition^{SM}, students will receive their course materials automatically as described below.

⬇ Frank, Patrick. (2019). *Prebles' Artforms* (12). Pearson. *eText*

Bookstore Information

Visit https://www.ccis.edu/bookstore.aspx for details.

eText Information

If a course uses an eText, (see textbook information above) the book will be available directly in Desire2Learn (D2L) seven days before the session begins, if registered for courses prior to that date. Upon first login to VitalSource, students should

use their CougarMail email address; alternate email addresses cannot be used. More information about how to use the VitalSource platform, including offline access to eTexts, can be found in D2L.

Physical Course Materials Information

Students enrolled in courses that require physical materials will receive these materials automatically at the shipping address on file with Columbia College. Delivery date of physical materials is dependent on registration date and shipping location. Please refer to confirmation emails sent from Columbia College for more details on shipping status.

Returns: Students who drop a class are responsible for returning any physical course materials that were shipped. To initiate a return, visit Ingram Returns to generate a pre-paid return label. Materials from dropped courses must be returned within 30-days of receipt. **Failure to return physical items from a dropped course will result in a charge to the student account for all unreturned items.**

Note: Students who opt-out of having their books provided as part of Truition^{SM} are responsible for purchasing their own course materials.

⬇ Technology Requirements

THIS IS A TECHNOLOGY-ENRICHED COURSE WHICH COMBINES IN-SEAT INSTRUCTION WITH ONLINE LEARNING.

Participation in this course will require the basic technology for all classes at Columbia College:

- A computer with reliable internet access
- A web browser
- Acrobat Reader
- Microsoft Office or another word processor such as Open Office

For more information, see technical requirements.

👍 Course Learning Outcomes

• Analyze the form of a work of art, including ability to identify and describe artistic media, visual elements and the formal design elements. • Analyze the content of a work of art, including style, conceptual and philosophical concerns, cultural and artistic influences and aesthetics. • Identify the visual elements of line, space, light and color. • Explain and describe the methods for using space and time in visual art. • Explain and describe how visual elements are organized within a composition. • Identify 2-dimensional art media including printmaking, drawing, painting, photography and graphic design. • Identify 3-dimensional techniques and media, including sculpture and ceramics.

✔ Course Objectives

• To examine art from the viewpoint of the artist, the culture and the viewer. • To explore the formal characteristics of 2-dimensional and 3-dimensional art. • To examine the various media that artists use to express their concepts. • To develop a vocabulary of artistic terms that can be utilized when discussing works of art.

🎓 Grading

Grading Scale		
Grade	**Points**	**Percent**
A	900 - 1000	90-100%
B	800 - 899	80-89%
C	700 - 799	70-79%
D	600 - 699	60-69%
F	0 - 599	0-59%
Grade Weights		
Assignment Category	**Points**	**Percent**

Online Learning Activity	150	15%
In-Class Creative Reflection Activities	100	10%
Out of Class Creative Reflection Assignments	150	15%
Tests	400	40%
	200	20%
Total	**1000**	**100%**

📅 Schedule of Due Dates

Week 1

Assignment	Points	Due
Discussion 1	25	Week 2
In class: Discussion of the definition of art and its purposes and functions in society. Exploration of the "visual toolbox" that contains the building blocks (elements of art) for creating works of art including line, shape, color, form, etc	--	In class
Creative Reflection Activity #1: In class	25	Week 1

Week 2

Assignment	Points	Due
Discussion 2	25	Week 3
In class: Discussion of "building" an artwork using the visual elements i.e., how to unify, balance, contrast, etc. Definition of style and its various categories. Discussion of how to look at and evaluate art.	--	In class
Creative Reflection Activity #2 - Out of Class	50	Week 3

Week 3

Assignment	Points	Due
Discussion 3	25	Week 4
Test 1: Chapters 1-5	200	In class
In class: Discussion of how to look at and evaluate art. Examination of 2D artforms including drawing, painting, printmaking and photography: their history, evolution and technologies.	--	In class

Week 4

Assignment	Points	Due
In class: Continued examination of 2D artforms including film, digital and design. Discussion of 3D artforms including sculpture, craft media and architecture.	--	In class
Gallery Visit	--	In class
Creative Reflection #3: In Class	25	In class

Week 5

Assignment	Points	Due
Discussion 4	25	Week 6

Assignment	Points	Due
In Class: Begin discussion of art in a linear, chronological manner examining style and origin.		
Test 2: Chapters 6-14	200	In class
Creative Reflection #4: In class	25	Week 6

Week 6

Assignment	Points	Due
Discussion 5	25	Week 7
In Class: Discussion of Art Outside the Western Tradition. Beginning discussion of art of the Modern world; late 18th and 19th centuries.	--	In class
Creative Refection #5: Out of Class, Presentation Week 8	100	Week 8

Week 7

Assignment	Points	Due
Discussion 6	25	Week 8
In class: Discussion of art in the 20th-century Europe and America. and continuing the present or "postmodernity."	--	In class
Creative Reflection #6: In Class	25	In class

Week 8

Assignment	Points	Due
Creative Reflection #5 Presentation	--	In class
Final Exam	200	In class

Total Points: 1000

☑ Assignment Overview

Online Component Summary and Expectations

There are six online discussions for this class. Discussions are each worth 25 points. For each discussion you must make one original (initial) post and at least two response posts. A grading rubric with points is provided in the course. You must use citations for any sources, including textbooks or websites.

Your initial post should answer all the questions asked or tasks needed. You must use good writing skills such as spelling and grammar. (Some discussions do not require as much writing but this is still important as a form of writing practice.) In your post, you need to demonstrate a process of understanding and engagement with the topics covered in the book and class.

Your two response posts to classmates can be either two different students or to one student. Response posts to classmates should be add more to the conversation, give or add to examples discussed in class, visual descriptions, personal experience/current events that relates to the topic, or maybe information learned in other classes that might correlate. (Posts should not be simple be I agree, I like, or good job.)

Assignments

Creative Reflection:

Periodic, in class and out of class exercises and assignments which include (but are not limited to) discussions, activities, independent investigation and small group work. These enrich the content and lead to deeper understanding of artwork, media/technique, subject matter, reception, influence, etc.

In-Class Participation:

The course material will be presented through lectures, videos, class activities, discussions, independent investigation and

reflection. It is an expectation that all students are active participants in their learning, and participate in all class activities and discussion. It is important you take good notes as well as read the text because some information presented in class may not be in the textbook. Time and other limitations will prevent us from covering the entire book. **In class assignments/activities cannot be made up if absent.

Out of Class Assignments:

Out of class you will be required to do the textbook reading and additional work as assigned: readings, investigation of artwork and written responses, and a gallery/museum visit.

All assignments will be given with explanation and expectation, students should ask questions before the assignment is due if clarification is needed. Learning about art, artists and visual information may prove to be very different from previous classroom experiences. Attention to detail, in-depth analysis, thinking critically and creatively, and personal connection are all part of art appreciation.

Examinations

Tests are based on a multiple choice, short answer and essay format. You will take the multiple choice/short answer portion of the test in class. The essay portion of the class you will complete out of class and submit through D2L.

☰ Course Outline

Click on each week to view details about the activities scheduled for that week.

Week 1: Introduction; Chapter 1: Nature of Art and Creativity; Chapter 2: The Purposes and Functions of Art

Discussion 1
Discussion 1: Introduction and Communicating with Art

Companies use branding to communicate visually who they are and what they stand for. To communicate the brand style, graphic designers will create mood boards or collages of visual sources such as symbols, textures, fonts, colors, and images.

- Collect a few of your own visual sources that you feel will best illustrate who you are. Insert or attach your images or a collage you made to the post. (Art abilities are not a grading factor.) Also, include a short paragraph introducing yourself to the class and what you are interested in learning about in the class.
- Make sure to make at least two response posts in the discussion.

In class: Discussion of the definition of art and its purposes and functions in society. Exploration of the "visual toolbox" that contains the building blocks (elements of art) for creating works of art including line, shape, color, form, etc
Creative Reflection Activity #1: In class

Week 2: Chapters 3-5: Chapter 3: The Visual Elements; Chapter 4: The Principles of Design; Chapter 5: Evaluating Art

Discussion 2
Discussion 2: Describing and Evaluating Art

There are different methods that can be used to write about Art. Art historians write about historical context, artists write statements explaining the work, and another example is evaluating art. Review notes about describing art and pp. 86-88 about evaluating art.

- Find an interesting painting on WikiArt.org. Use at least three visual elements and 1 principle design to describe the painting. Please include an image of the artwork in the post.
- Explain your personal artistic aesthetic. What type of paintings are you drawn to? Why? What type of questions from Evaluating Art do you use when looking at art? This is based on what you believe and your aesthetic.
- In your responses posts connect with your classmates by adding additional descriptions to their selected artwork.

In class: Discussion of "building" an artwork using the visual elements i.e., how to unify, balance, contrast, etc. Definition of style and its various categories. Discussion of how to look at and evaluate art.

Creative Reflection Activity #2 - Out of Class

Week 3: Test 1. Chapters 6-9: Evaluating Art, Drawing, Painting, Printmaking, Photography

Discussion 3
Discussion 3: Comparing Art Forms

Comparisons are a great tool for finding threads or influences when investigating artworks. Different mediums each have different qualities that affect the way viewers approach and read the artwork.

- Find two images from the textbook that represent two different mediums. Include the page number and Artist, Title of works or the images.
- Create a brief comparison of the works. Make 3 comparison statements. Options to compare: Are there similarities or differences visually? Subject matter? Symbols?
- In your two responses connect with your classmates by adding additional comparisons.

Test 1: Chapters 1-5
In class: Discussion of how to look at and evaluate art. Examination of 2D artforms including drawing, painting, printmaking and photography: their history, evolution and technologies.

Week 4: Chapters 10-14, Moving Images:Film, Digital Arts, Design, Sculpture, Craft Media, Architecture

In class: Continued examination of 2D artforms including film, digital and design. Discussion of 3D artforms including sculpture, craft media and architecture.
Gallery Visit
Creative Reflection #3: In Class

Week 5: Test 2 ; Chapters 15-17: From the Earliest Art to the Bronze Age, Classical and Medieval West, Renaissance and Baroque Europe

Discussion 4
Discussion 4: Ancient Cultures

Artists often find influences from past cultures' and artists' artworks.

- Find an interesting culture/period from Part 4 of the textbook. What do you find interesting about that culture? Why do you think artists reference the past?
- Are there any examples of artworks or architecture from today that has a similarity to an example in Part 4? What did you recognize as similar visually or functionality between the works? Feel free to share images.
- Make sure to make at least two response posts in the discussion.

In Class: Begin discussion of art in a linear, chronological manner examining style and origin.
Test 2: Chapters 6-14
Creative Reflection #4: In class

Week 6: Chapters 18- 21 Traditional Arts of Asia, The Islamic World, Africa, Oceania, and the Americas, Art of the Modern World

Discussion 5
Discussion 5: Representation to Abstraction

Music is made of a combination of notes, harmonies, tempos, and beats to express different moods. Art can be similar. Like notes and beats, art can use solely color, line, texture to also express different moods. Watch the Khan Academy video "Representation to Abstraction." Take special note of when the historians talk about the influences of music in art.

- Pick one of your favorite songs. Explain why you like the song and describe it. Visually translate your song into a non-objective artwork using line, color, shapes, etc. Include your artwork in your post or attach it. (Art abilities are not a grading factor.)
- Why do you think art and music, in the past and still today, serve as important role to communicate ideas and

expressions? What are some additional ways people can communicate expressive ideas?
- Make sure to make at least two response posts in the discussion.

In Class: Discussion of Art Outside the Western Tradition. Beginning discussion of art of the Modern world; late 18th and 19th centuries.
Creative Refection #5: Out of Class, Presentation Week 8
Museum Visit

Week 7: Chapters 22-25: Early Twentieth Century, Between World Wars, Postwar Modern Movements, Postmodernity and Global Art

Discussion 6
Discussion 6: Public Art

Read about Censorship on pg 92. Art is all around us, you experience art on your cell phone, television, when you drive home, even on the clothes that you wear. Take note of all the times you encounter art/design in your day. Imagine a world without visual artworks or design. Could you go a full week without using art or design?

- Find a public sculpture or street art and write a brief but strong description of the piece and include an image. In addition, give your thoughts on the public art's role in society and censorship by addressing at least one of the following questions. Feel free to answer more than one to get the conversation started.
    - Do you think fine art, movies, and advertisements are held at the same standards when it comes to censoring?
    - Should society make efforts to fund art or public art? Is there a benefit to having public art?
    - Should the public have a right to censor art based on only visual aspects in the artwork? Why? Or should a person become more knowledge of background context before making a judgment?
    - Do you think art should be censored? When do you feel, censorship has crossed a line & has limited the freedom of artistic expression?
    - What criteria do you feel makes it okay to request a public work to be removed? What are alternatives to having an artwork censored?
- Now having more knowledge in art appreciation, how do you feel about public art being chosen based only on décor and all being purely decorative? Should a public art ever be conceptual (address a cause, agenda, or story)? Can both coexist? Does the location matter?
- In your responses consider that everyone in the class will have different perspectives and thoughts. Feel free to share your thoughts, ask questions, add additional commentary, but also be respectful and open to others' ideas!

In class: Discussion of art in the 20th-century Europe and America. and continuing the present or "postmodernity."
Creative Reflection #6: In Class

Week 8: Wrap-up, Presentation of Creative Reflection #5, Final

Creative Reflection #5 Presentation
Final Exam

⊕ Additional Resources

Online databases are available at library.ccis.edu. You may access them using your CougarTrack login and password when prompted.

Technical Support

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College Technology Solutions Center, or the D2L Helpdesk for assistance. If you have technical problems with the VitalSource eText reader, please contact VitalSource. Contact information is also available within the online course environment.

- Columbia College Technology Solutions Center: CCHelpDesk@ccis.edu, 800-231-2391 ex. 4357
- D2L Helpdesk: helpdesk@d2l.com, 877-325-7778
- VitalSource: support@vitalsource.com, 1-855-200-4146

Online Tutoring

Smarthinking is a free online tutoring service available to all Columbia College students. Smarthinking provides real-time online tutoring and homework help for Math, English, and Writing. Smarthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a connection to the Internet. I encourage you to take advantage of this free service provided by the college.

Access Smarthinking through CougarTrack at Students -> Academics -> Resources.

❶ Columbia College Policies and Procedures

The policies set forth in the **Policy Library** are the current official versions of College policies and supersede and replace any other existing or conflicting policies covering the same subject matter. For more information on policies applicable to students, see **Student Policies**. For more information on policies applicable to the entire Columbia College community, see **College-Wide Policies**.

Students are expected to read and abide by the College policies. Policies of particular interest to students include, but not limited to the following:

- Graduate Grading Policy
- Undergraduate Grading Policy
- Registration Policy and Procedures
- Withdrawal Policy
- Alcohol and Other Drugs Policy
- Family Educational Rights and Privacy Act (FERPA)

Additional Policies:

Academic Integrity and Plagiarism

Academic integrity is a cumulative process that begins with the first college learning opportunity. Students are responsible for knowing and abiding by the **Academic Integrity Policy and Procedures** and may not use ignorance of either as an excuse for academic misconduct. Additionally, all required papers may be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Disability Resources

If you have a disability that requires an accommodation, please speak with the instructor and consult the **Student Accessibility Resources** office. Student Accessibility Resources staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you. To find additional information, see our **ADA and Section 504 Policy for Students**.

Notice of Non-Discrimination and Equal Opportunity:

The College has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of discrimination, harassment, or retaliation on the basis of protected status, can report their experiences to a College official. For more information, see our **Non-Discrimination and Equal Opportunity Policy and Complaint Resolution Procedure**.

Title IX and Sexual Misconduct

The College is committed to addressing the issues of discrimination, harassment and sexual misconduct in the educational and workplace landscape and will continue to modify policies, procedures and prevention efforts as needed. For more information, see the College's **Title IX and Sexual Misconduct Policy**.

Course Policies and Procedures:

Attendance Policy

Columbia College students are expected to attend all classes and laboratory periods for which they are enrolled.

For classes with an online component, attendance for a week includes submitting any assigned online activity. Assigned activities are scheduled prior to the course commencing. Assigned activity due dates are subject to change based on actual course progression and will be adjusted as necessary. Attendance for the week is based upon the date work is submitted. A class week is defined as the period of time between Monday and Sunday (except for week 8, when the work and the course will end at 11:59 PM Central Time on Saturday.) The course and system deadlines are based on the Central Time Zone.

Students are directly responsible to instructors for class attendance and work missed during an absence for any cause. If absences jeopardize progress in a course, the College reserves the right to drop or withdraw students from classes. For additional information, see the Administrative Withdrawal for Non-Attendance heading in the **Withdrawal Policy**.

CougarMail

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring email from that account for important messages from the College and from your instructor.

Students should use email for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

Late Assignment Policy

All classes rely on participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. You must keep up with the schedule of reading and writing to successfully complete the class.

No late assignments will be accepted without the prior approval of the instructor.

Acceptance of a late assignment is at the discretion of the instructor.

Make-up examinations may be authorized for students who miss regularly-scheduled examinations due to circumstances beyond their control. Make-up examinations must be administered as soon as possible after the regularly scheduled examination period and must be administered in a controlled environment.

Student Conduct

All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College's **Student Conduct Code** and **Acceptable Computing Use Policy**. Students violating these policies or any other College policy will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct, the **Student Behavioral Misconduct Policy and Procedures**, and the Acceptable Computing Use Policy can be found in the Policy Library at **ccis.edu/policies**. The adjunct faculty member maintains the right to manage a positive learning environment all students must adhere to the conventions of online etiquette when enrolled in a course with an online component.