MOUNTAIN VIEW COLLEGE COURSE SYLLABUS
COURSE NAME Art Appreciation, ARTS-1301-Section 63400 Spring 2016
PROFESSOR Cristina Medina
EMAIL cmedina@dccc.edu
OFFICE HOURS: W69, 214-860-3654, Monday-Thursday 9am-10am, Wednesday 1-2pm
MEETING DAYS & TIMES: Online Course, no campus meeting dates
ONLINE CLASS: http://ecampus.dcccd.edu/
Credit Hours: _3_Semester Hours
DIVISION OFFICE: Room E40, Science, Arts/Humanities and PE, 214-860-8760

COURSE DESCRIPTION
ARTS 1301  Art Appreciation (3)
This is a Texas Common Course Number.
Films, lectures, slides, and discussions focus on the theoretical, cultural, and historical aspects of the visual arts.
Emphasis is on the development of visual and aesthetic awareness. (3 Lec.)
Coordinating Board Academic Approval Number 5007035126

MISSION STATEMENT FOR MVC VISUAL ART DEPARTMENT
The art department at MVC provides educational opportunities that promote the understanding, practice and
exhibition of the visual arts for the purposes of academic, personal and professional development. In all our
objectives, our common goal is clear: to learn how to see.

ONLINE COURSE
Log on to http://ecampus.dcccd.edu for course syllabus and assignments. No on-campus meetings. You may
contact your instructor via email at cmedina@dccc.edu. Students are expected to complete and submit all work
online via eCampus Blackboard.

COURSE PRE-REQUISITES:

One of the following must be met:

(1) Developmental Reading 0093 AND Developmental Writing 0093;
(2) English as a Second Language (ESOL) 0044 AND 0054; or
(3) have met Texas Success Initiative (TSI) Reading and Writing standards.

COURSE MATERIALS & Supplies Needed

- Students will also need a school email address that they check on a regular basis and regular access to the internet to interact and do assignments online using eCampus Blackboard.
- Lastly, students of this course will need a camera or camera on their phone to take photos.
STATE REQUIREMENTS

INTELLECTUAL COMPETENCIES

Arts 1301 satisfies the following Core Curriculum Intellectual Competencies defined by the Texas Higher Education Coordinating Board:

COMPUTER LITERACY: Upon completion of this course, students should have an understanding of our technological society, how the computer has changed our lives, how the computer operates as a visual tool, and how the computer functions as a communication device both in solving problems, and acquiring information. Students will be introduced to various web sites which can be used to further their knowledge of art from a global perspective. ALL SEVEN COURSE OBJECTIVES SPEAK TO THIS CORE COMPETENCY.

CRITICAL THINKING: Students will be encouraged to apply critical evaluation skills to works of art from all periods and cultures. Emphasis is placed on the development of a visual vocabulary and their ability to think and analyze visual materials at a critical level. ALL SEVEN COURSE OBJECTIVE SPEAK TO THIS CORE COMPETENCY.

LISTENING: Students should be able to interpret and analyze various forms of spoken communication from lectures, class exercises, and films. They must have sufficient literacy skills in writing and reading to facilitate the transfer of this information from instructor to student. ALL SEVEN COURSE OBJECTIVES SPEAK TO THIS CORE COMPETENCY.

SPEAKING: Students must have the ability to communicate orally in clear, coherent, and persuasive language appropriate to the materials being covered. Students must demonstrate this competency through oral reports, group class exercises, and formal and informal communications with their instructor. COURSE OBJECTIVES THREE, FOUR, FIVE, SIX, AND SEVEN ADDRESS THIS COMPETENCY.

WRITING: Students must have the ability to produce clear, correct, and coherent prose adapted to the purpose, occasion, and audience of the class and its activities. Students must demonstrate this proficiency by completing written reports, exams, and formal analysis of works studied in class. ALL SEVEN COURSE OBJECTIVES ADDRESS THIS CORE COMPETENCY.

READING: Students must have the ability to analyze and interpret a variety of printed materials: books, documents, and articles (above the 12th grade reading level). All course materials require reading skills at this level or above. Text readings (DC method) are at A13. Handouts and other printed materials vary in level and intensity. COURSE OBJECTIVES TWO, THREE, FOUR, FIVE AND SIX ADDRESS THIS CORE COMPETENCY.

EXEMPLARY EDUCATIONAL OBJECTIVES

Arts 1301, as part of the Core Curriculum, satisfies the following Exemplary Educational Objectives in Communication set forth by the Texas Higher Education Coordinating Board:

TO DEMONSTRATE KNOWLEDGE OF THE INFLUENCES OF LITERATURE, PHILOSOPHY, AND THE ARTS ON INTERCULTURAL EXPERIENCES BY: indicating a familiarity with the motivational factors, functions, and content of an art form; relating that art form to its social setting; and articulating an informed personal reaction to works of art from a variety of cultures. (Outcome 2 and 3 address this objective)
TO DEVELOP AN APPRECIATION FOR THE AESTHETIC PRINCIPLES THAT GUIDE OR GOVERN THE ARTS BY:
incorporating the design elements and principles involved in the production of these art forms into a practicing vocabulary and responding critically to works in various fields. (Outcome 1 addresses this objective)

TO ARTICULATE AN INFORMED PERSONAL REACTION TO WORKS OF ART BY: discussing the media and techniques used by artists past and present. (Outcome 1 and 3 address this objective)

TO ENGAGE IN THE CREATIVE PROCESS OR INTERPRETIVE PERFORMANCE ASPECTS OF ART BY: learning how the arts reflect both time and place; and by understanding how works of art become expressions of individual and human values. (Outcome 4 addresses this objective)

TO RESPOND CRITICALLY TO WORKS OF ART BY: using the elements and principles of design as a visual language to construct a formal analysis of both two-dimensional and three-dimensional compositions. (Outcome 1 addresses this objective)

TO UNDERSTAND WORKS OF ART AS EXPRESSIONS OF INDIVIDUAL AND HUMAN VALUES WITH A HISTORICAL AND SOCIAL CONTEXT BY: applying the knowledge gained in class discussions, slide lectures, and exercises in seeing to works of art from a variety of cultures and time periods. (Outcome 2 and 3 address this objective)

TO DEMONSTRATE AN AWARENESS OF THE SCOPE AND VARIETY OF WORKS OF ART BY: examining two and three-dimensional objects from a variety of cultures and time periods. (Outcome 2 and 3 address this objective)

**Core Objectives:**

Communication - includes the logical development, interpretation and expression of ideas in written and visual formats.

Social Responsibility - includes intercultural competence, civic responsibility, and effective engagement in regional, national, and global contexts.

Personal Responsibility - includes the ability to make ethical choices by connecting actions with consequences in personal decision-making.

Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

**Student Learning Outcomes**

After successful completion of this course the student should be able to:

1. Identify elements of art and principles of organization related to works of art.

2. Analyze historical influences in works of art.

3. Evaluate the impact of global cultural themes in works of art.
COURSE OUTLINE

Participate in assignments and discussions throughout the week. Begin at the start of the week and continue working on assignments during the week. Finish your assignments ahead of schedule before the due date listed.

<table>
<thead>
<tr>
<th>Due Dates of Assignments &amp; Tests</th>
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<tbody>
<tr>
<td>Participate and complete assignments on eCampus Blackboard.</td>
</tr>
<tr>
<td>Participation is required for a grade. Discussion board cannot be &quot;made&quot; up or redone/reenacted.</td>
</tr>
<tr>
<td>Assignments due online the Sunday of the week before 11:59pm, unless otherwise noted by the instructor. For details of assignments /Assignments/Weekly Class Activities visit eCampus Blackboard. Late work not accepted.</td>
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</table>

Week 1: January 20 through January 24 Art and Art Making

Discussion 1 Due Sunday, January 24 before 11:59pm

Read Chapter 1. You will discuss online in Discussion Board. Visit eCampus Blackboard for details.

Week 2: January 25-January 31 The Language of Art and Architecture Due Date: Sunday, January 31 by 11:59 PM

- Read Chapter 2
- Take your own photographs in class this week! Bring a camera or use your cell phone camera.

Week 3: Media Due Date: Sunday, February 7, by 11:59 PM

- Read Chapter 3.
- Using Chapter 3 in your textbook complete the online portion and submit via eCampus.

Week 4: Deriving Meaning Due Date: February 14 by 11:59 PM

Read Chapter 4

Discussion 2: Mystery Art Revealed. We will discuss on Discussion Board

Week 5: Food and Shelter Due Date February 21 11:59 PM

Read Chapter 5 and Take Chapter Exam 1 (tests over chapters 1-4) online

Online assignment: Food/Shelter photo and response.

Week 6: Reproduction and Sexuality Due Date: February 28 by 11:59 PM

Read Chapter 6

Discussion 3: Reproduction and Sexuality-discuss online using discussion board
<table>
<thead>
<tr>
<th>Week 7: Deities and Places of Worship</th>
<th>Due Date: March 6, by 11:59 PM</th>
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<tbody>
<tr>
<td>Read Chapter 7</td>
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<tr>
<td><strong>Online Assignment: Religion Photo and Response</strong></td>
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<tr>
<th>Week 8: Mortality and Immortality</th>
<th>Due Date: March 13, by 11:59 PM</th>
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<tbody>
<tr>
<td>Read Chapter 8</td>
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<tr>
<td><strong>Online Assignment: Monuments &amp; Memorials photo &amp; response.</strong></td>
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<tr>
<th>Week 9: Spring Break March 14-18- No Classes.</th>
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<tr>
<td>Read Chapter 9</td>
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<tr>
<th>Week 10: Take Exam 2 online: (tests over Chapters 5-8)</th>
<th>by March 27</th>
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<tr>
<td><strong>Power, Politics and Glory &amp; Social Protest/Affirmation</strong></td>
<td>Due Date: March 27, 11:59 PM</td>
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<tr>
<td>Read Chapter 10</td>
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<tr>
<th>Week 11: The Body</th>
<th>Due Date: April 3, 11:59 PM</th>
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<tr>
<td>Read Chapter 11.</td>
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<tr>
<th>Week 12: Race, Gender, Clan and Class</th>
<th>Due Date: April 10, 11:59 PM</th>
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<tr>
<td>Read Chapter 12, activity and response, check eCampus Blackboard for assignment details.</td>
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<tr>
<th>Week 13: Nature, Knowledge and Technology</th>
<th>Online Assignment due April 17, 11:59 PM</th>
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<tr>
<td>Read Chapter 13, Make an earthwork and take a photo of it, write a response.</td>
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<tr>
<th>Week 14: Entertainment and Visual Culture</th>
<th>Due Date: April 24, 11:59 PM</th>
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<tr>
<td><strong>Take Exam 3 online: (tests over Chapters 9-13)</strong></td>
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<tr>
<th>Week 15: Art in Your Life</th>
<th>Due Date: May 1, 11:59 PM</th>
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<tr>
<td><strong>Museum Essay Due</strong></td>
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<tr>
<th>Week 16: Final: Visual Presentation</th>
<th>Due Date: May 8, 11:59 PM</th>
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<tr>
<td><strong>Semester Ends</strong></td>
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**STUDENT RESPONSIBILITIES**

- Students are responsible for obtaining textbook and materials.
• Students are required to submit assignments and take tests during the times and days listed on the syllabus and participate in activities as required by the instructor to complete the credit for this course.

• Students are responsible for establishing contact with the instructor for help through email, online chat, phone, meetings.

• Students should back up/save assignments in a safe location by saving all assignments first before submitting to eCampus.

• It is the student’s responsibility to check that assignments were successfully submitted. The instructor is not responsible for submitted assignments that do not get properly attached or are lost while submitting through email or through online submission.

INSTRUCTOR CONTACT POLICY
Please allow 24 hours for the instructor to reply to an email or phone message. Students may contact the professor about assignments but should do so at least 24 hours before the assignment is due. The best way to reach the professor is through email.

Instructor can be contacted through email and will be online certain hours of the day. It is best for students to contact the instructor 24 hours prior to set an appointment for a meeting if desired.

When contacting instructor, make sure to state name, course number and section and contact information in both phone and email interaction.

CONSTRUCTING EMAILS
Before you send any email:
• Remember, your email address represents you.
• Most instructors prefer students to use their school accounts when sending emails
• Proofread your message and correct any errors. Add clarification where needed; delete any irrelevant information. Never use all capital letters, as this translates into shouting.
• Make sure you have attached any necessary files.
• Double-check that the recipient’s email address is entered correctly.
• Every email you send should include the following elements:
  • Subject Line
If you are emailing a classmate or instructor, a good practice is to include the course name or reference number in the subject line, so that the recipient knows before opening that the email is class related. If your email is in reference to something specific, provide the topic in a few words in the subject line.
• Your name, class name, number and section number

EVALUATION PROCEDURES
Grades result from points earned by the student in relation to the amount of points available for each assignment.

Below please find the criteria the instructor uses to grade all assignments.
1. **Assignment Fulfillment**: Is the assignment being fulfilled? Are all the questions/criteria being addressed? Are directions/instructions being followed? Are all attachments attached, for example photographs or works cited page.

2. **Writing**: Correct spelling, grammar and sentence structure. (text message abbreviations are not accepted and will result in deductions from the grade)

3. **Art Concepts**: Are art concepts and vocabulary being included in the assignment? Are the concepts introduced in lecture or reading being applied to assignments?

4. **Critical Thinking**: Thinking beyond the typical generic answer:
   - a. connections to real life, history, geographical and world news, internet, articles, other classes
   - b. Connections to ideas, concepts, and interrelating concepts from textbook-artworks and ideas from different chapters in the textbook.
   - c. Self initiated research that was not directed by the instructor
   - d. When asked to compare, comparisons are made, regardless of how difficult
   - e. Thoughtful exploration of the topic, answers/responses show an attempt to reason and make connections, (assignments seem to consider information and use it to reach a conclusion in a logical way)

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If minimum fulfillment and writing is met that results in a grade of C.

If minimum fulfillment and writing is met and art concepts are used well that results in a grade of B.

If minimum fulfillment and writing is met, art concepts are used well and critical thinking is evident that results in a grade of A.
ATTENDANCE POLICY

- Students are required to participate weekly to indicate attendance. Late work not accepted.
- The appropriate documentation for funerals, hospitalization and religious holidays is required to be able to make up certain assignments on a day other than it was scheduled.
- It is the student’s responsibility to contact the instructor about absences and to acquire the missed information during that absence.

Students must begin attendance in all classes of enrollment. No exceptions. Financial Aid will not be granted to students who have been certified as not attending, by the certification date. For this internet course, your participation in class, on or before the certification date will allow you to receive credit for FA purposes. For certification dates, check with the division or FAO for further information. Students, who are not certified as beginning class, are responsible for any payments due as a result of non-certification, to include the dropping of courses.

ASSIGNMENTS, GRADING SCALE & POINTS

Students are responsible for tracking their own course grades. Students may be able to see their grades/scores for assignments on eCampus Blackboard under “My Grades”. Student assignments will be graded as soon as possible but may not be graded immediately after submission. Standard allotted time for grading is 48 hours after submission. Students may work ahead of the schedule, but the instructor will not grade assignments until after the official due date listed.

Assignments and Points (All assignments should be submitted to eCampus Blackboard.)

10 Photo and/or Written Responses = 100 points each, 1000 points
3 Discussion Board discussions=100 points each, 300 points total
3 Exams: 100 points, 300 points
1 Museum Visit & Safe Assign Essay: 150 points (100 points written, 25 points works cited, 25 points photo at museum)
1 Visual Presentation: 150 points (100 visual, 25 points works cited, 25 points each requirement fulfilled)
Total Possible Points: 1900 points total

All of these grades will be calculated together to result in your final grade for the course.

How to calculate your grade: Divide points achieved by student by the total possible points to calculate grade average. Average number equates to the following:

A=100-90, B=89-80, C=79-70, D=69-60, F=59 and below

All the grades hold equal weight, some have more points than others, and for example the Museum essay and the final project are worth the most points.

Example: Student makes 1450 points for the semester…this is how the student can calculate their grade...
1450 actual points made by student divided by total points possible (1900)
1450 ÷1900=.7631, move decimal two places to the right, 76.3=grade of C
A=100-90, B=89-80, C=79-70, D=69-60, F=59 and below

LATE WORK POLICY

Late work will not be accepted. All assignments are due on the date listed or otherwise noted. Online coursework is due on the due date required by the instructor by 11:59PM.

EXAMS

Take Chapter Exams on eCampus Blackboard as is listed on the syllabus schedule. Exam questions are based on the assigned reading in the textbook. Exams are due on the date listed before 11:59PM. If the attempt for an exam is not successful, please contact your instructor in order to allow another attempt to be made.

DCCCD POLICIES & PROCEDURES

ACADEMIC HONESTY

Academic honesty is expected, and integrity is valued in the Dallas County Community Colleges. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog. More information is available at https://www1.dcccd.edu/cat0406/ss/code.cfm. Plagiarism is defined by the instructor and Dean of Arts Humanities and Social Sciences and will cause the student(s) who have plagiarized to get a “0”F for the assignment(s).

WITHDRAWAL POLICY

If you are unable to complete this course, you must withdraw from it by April 14, 2016. This is a formal procedure that only you can initiate. You may do this in the Admissions or Counseling Office. If you stop attending class and do not withdraw, you will receive a performance grade, usually an “F”. Please meet with the instructor before dropping the course.

If you are receiving Financial Aid grants or loans, you must begin attendance in all classes. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds. Each student shall be charged with notice and knowledge of the contents and provisions of Mountain View College’s / DCCCD’s policies, procedures, and regulations concerning student conduct.

STOP BEFORE YOU DROP

For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: https://www1.dcccd.edu/coursedrops

Repeating This Course:
Effective for Fall Semester 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. This class may/may not be repeated for the third or subsequent time without paying the additional tuition. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 semester. More information is available at: https://www1.dcccd.edu/cat0506/ss/oep/thirdattempt.cfm

Financial Aid:
Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

American Disabilities Act (Disabilities Accommodation)
Mountain View College and the Office of Special Services are committed to upholding the laws and the spirit of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) signed in 1990.

If you have a disability that requires accommodation, please notify the instructor as soon as possible and register with the Disability Support Services on campus. It is the policy of the Mountain View College and your instructor to comply fully with the Americans with Disabilities Act and to make reasonable accommodations for qualified students with disabilities. Students requesting accommodations due to a disability must identify themselves in a timely fashion and demonstrate/document the need for accommodation with Special Services. For more information regarding the rights and responsibilities of students with disabilities, contact Special Services at (214) 860-8691/8780 (voice/TDD). Special Services is located in W145. Please present your written request for accommodation on or before the sixth class day (beginning of the second week of classes).

Religious Holidays:
Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment within a reasonable time after the absence.

The Texas Success Initiative (TSI)
The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student’s basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college level classes. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. Additional information is available at https://www1.dcccd.edu/cat0506/admiss/tsi_requirements.cfm

Inclement Weather Statement:
In the event of severe weather conditions, please listen to local radio or television stations for information concerning official closing of Mountain View College facilities. You can also call the inclement weather hotline at 214-860-8888, or check for updates on this web site. Decisions for evening classes will be made by 4:00 pm.

Journey to Success: (commonly known as "Early Alert") is a program designed to help DCCCD students identify and overcome obstacles they are facing during the pursuit of academic and career goals. The program is available to all DCCCD credit students who need help and guidance to achieve said goals. Specially trained coordinators, success coaches and faculty members at MVC volunteer their time to take part in Journey to Success. The instructor of this course may use early alert to identify students in this course that are in need of academic aid.
DISCLAIMER/SPECIAL NOTE

This syllabus and schedule are subject to change during the semester. Students will be notified when changes are made.

Be aware of any announcements made by the instructor or of any email messages and posted messages on Blackboard that may change the schedule or assignments in the class.

NOTE: ADULT RATED CLASS: Some content for this course is for mature audiences, artworks may include nudity, sexuality and ideas/beliefs different than your own.

Student Conduct & Netiquette

Please be considerate of other classmates and the instructor during lecture and in class discussions by following this code of conduct:

- **Be Patient.** Allow a maximum amount of time for instructors to reply to student emails in 24 hours.
- **Be professional** at all times. You are preparing yourself to be a career professional.
- **Be considerate.** The sending of spam mail to fellow classmates or instructors in not allowed.
- **Be respectful** of other people. Everyone is entitled to his or her own opinion.
- **Be calm.** If you are upset or frustrated, keep this out of your communications with your fellow students or instructors. An angry or sarcastic comment does little to win respect or cooperation. Think about what you are going to say in an unemotional, professional manner. Provide adequate information when asking for help or assistance from your instructors or classmates.
- **Humor and sarcasm.** Because there are no visual cues in distance education, humor and sarcasm are impossible to discern. Be very careful when interjecting humor and refrain from using any remarks that are sarcastic in nature.
- **Harassment and other offensive behavior.** The online learning environment is no place to harass, threaten, or embarrass others. Comments that can be viewed, as offensive, sexist, or racially motivated will not be tolerated. It is never appropriate to put anyone down because of his or her age, race, religion, color, sex, or sexual preference.
- **Offensive material.** Students may not post, transmit, promote, or distribute content that is racially, religiously, or ethnically offensive or is harmful, abusive, vulgar, sexually explicit, otherwise potentially offensive.
- **Copyrights and intellectual property.** Students may not post, transmit, promote, or distribute content that know or could reasonably be expected to know is illegal, or content that violates copyright or other protected intellectual property rights.
Capital letters and bolding. In written communication, the use of capital letters and/or bolding is used for emphasis. In much of the corporate world, writing in all caps is considered yelling. Yelling is not tolerated in a residential classroom and, therefore, is not acceptable in any online communications with students.

**eCampus Tutorials for Students**

STUDENT TUTORIALS: http://ecampus.support.dcccd.edu/v91/studenttutorials/studentIndexv91.html

To view all the tutorials, you will have to have these software installed on your computer:

- Macromedia Flash 5™ or higher
- PowerPoint Viewer 2003 or higher
- Adobe Reader 6.0.2 or higher

If you need Technical Support, please visit our FAQs and support site, or call the help line tollfree 1-866-374-7169 or 972-669-6402.

**HOW TO SUBMIT ASSIGNMENTS (All work is due on the due date before 11:59PM of the due date)**

ECAMPUS BLACKBOARD, Submitting an Assignment

Follow the instructions below or take the TUTORIAL offered on eCampus. The link below offers tutorials: http://ecampus.support.dcccd.edu/v91/studenttutorials/studentIndexv91.html

Assignment Format for eCampus assignments

Warning: eCampus Blackboard has a time limit and will time out a session after a certain amount of time. It is required that students type and save assignments before submitting the work.

1. Type your assignment as a Microsoft Word Document and save it to your computer, or portable hard drive. Always save your assignment as a separate file in case the submission does not go through.

2. Log onto eCampus Blackboard.
3. Click on our course, ARTS-1301.
4. Click on Assignments in the tool bar on the left.
5. Click on the underlined Assignment title, for example, Written Assignment 1.
6. Blackboard will take you to another page where you can upload, attach a file of your assignment.
7. Scroll down to 2. Assignment Materials. Under this box there is a place to attach your file.
8. Title your assignment, add your name, attach your file and click submit.
9. If done successfully, submission history will be provided for you to view.

**TECHNICAL SUPPORT**

It’s not working! What do I do?!

Sometimes the system is down: meaning that the system used for maintaining the eCampus Blackboard is not working at the moment. If this occurs while you are trying to complete assignments, don’t panic. Here are some tips to help you with these issues:
How to Avoid Assignment Submission Problems

Accomplish your assignments ahead of time, which means hours before the time due date. Do this in order to avoid a hurried submission or a failure to submit because of technical problems.

When the system is down:

- Don’t panic. Be patient and wait for the system to return.
- Try closing the page and reentering the site or logging off and logging back in.
- Try rebooting, shut down the computer and then reboot.
- Always save your assignments so you don’t lose them.
- Call, email or chat online with the Technical Support Services for eCampus Blackboard. Please contact Technical Support on the web or by phone at 1-866-374-7169 or 972-669-6402.
- eCampus Blackboard Tech Support will give students a ticket number that you can relay back to the instructor in an email so that the instructor knows that you tried to submit.
- Email or call the instructor only after you have tried all of the above. The instructor is only knowledgeable about the course content, and is not in control of most of the systems used for the content.
- If all else fails attach your assignment to an email and send it to your instructor. The instructor prefers that you submit all work to eCampus Blackboard.

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<thead>
<tr>
<th>Student Support Number: 972-669-6402 or 1-866-374-7169</th>
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<tbody>
<tr>
<td>Please have ready the following information before you call eCampus technical support. Having the right information and keeping needed information can help us improve our technical help support system:</td>
</tr>
<tr>
<td>1. Name of Course (Example: English 1301; it will be helpful to have the course rubric e.g. ENGL)</td>
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<tr>
<td>2. Section Number of Primary Course (Example: 6400)</td>
</tr>
<tr>
<td>3. Name of Instructor</td>
</tr>
<tr>
<td>4. Name of Student and Student Identification number</td>
</tr>
<tr>
<td>5. Day and Time when trouble started</td>
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<tr>
<td>6. Specific information about the problem that is occurring</td>
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<td>7. What server are you on? There is an uppercase white letter in the upper right corner of eCampus indicating which server you are on (e.g. B, C, etc.)</td>
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SafeAssign

The instructor of this course uses SafeAssign.

SafeAssign™ is a plagiarism prevention service, offered by Blackboard to its Blackboard Learning System Enterprise, Vista Enterprise and CE Enterprise clients. This service helps educators prevent plagiarism by detecting unoriginal content in student papers. In addition to acting as a plagiarism deterrent, it also has features designed to aid in educating students about plagiarism and importance of proper attribution of any borrowed content.

How Does it Work?

SafeAssign can be used in two ways.

1. Instructors can set up SafeAssignments in their Blackboard courses and let students submit papers to these assignments, in a way very similar to the one provided currently by Blackboard Learning System. As
students submit papers, they are checked against SafeAssign's comprehensive databases of source material. The papers will then be delivered to instructors through the Blackboard Learning System together with the originality reports, with the results of the matching process, attached to them. >>More on Creating SafeAssignments

2. Instructors may upload papers directly with the Direct Submit feature, without student involvement. >>More on Direct Submit

Matching Process

SafeAssign checks all submitted papers against the following databases:

- **Internet** - comprehensive index of documents available for public access on the Internet
- **ProQuest ABI/Inform database** with over 1,100 publication titles and about 2.6 million articles from '90s to present time, updated weekly (exclusive access)
- **Institutional document archives** containing all papers submitted to SafeAssign by users in their respective institutions
- **Global Reference Database** containing papers that were volunteered by students from Blackboard client institutions to help prevent cross-institutional plagiarism.

What is Plagiarism?

Please make sure that you are using your own words to write your assignments. Please do not copy and paste from the internet, in other words do not plagiarize.

SafeAssign is used in this course, it can tell the instructor exactly what was copied and what website it came from. Copied assignments will be assigned a grade of zero (0 F). Please visit the folder in eCampus Blackboard under Assignments that helps you identify what plagiarism is and how to avoid it, plus examples of how to cite your sources.

Museum, Essay and Visual Presentation Assignments

**Part A: Museum Visit (museum worksheet act as notes to prepare your writing, available on eCampus Blackboard)**

1. Visit an art museum or gallery in your area. Part of your assignment is to look up the location and visiting hours to your chosen destination on the internet.

2. Please plan accordingly; this is a self guided trip.

3. Take notes using the worksheet, this will become the essay

4. Include aspects of the atmosphere of the environment of the location, what it was like to attend, and your impressions.

5. Take a photograph of the work or yourself at the museum (ask for permission first)
Part B: Visual Analysis Essay

The purpose of this assignment is to put into practice the concepts learned related to the elements of art and the principles of organization with the desired outcome of understanding the artist's intention in choosing these elements and principles.

400 word minimum

Write a formal essay using your Museum Worksheet notes, your observations, art elements/principles, chapter reading, and class experiences-insert the photo of you at the museum.

Paper basics: MLA format; Cover sheet with image of selected work on front; three pages typed.

 Compile the following into an essay. Respond to the sections in PARAGRAPH FORM! Use the questions provided (Q) as a guide to provide you with information for your paragraphs.

I. Introduction

1. **Label** - list name of artist, title of work, and gallery visited or location of artwork.

2. **First Impression** - record your first spontaneous reaction to the artwork. By the end of the process you may understand your first impression better or you may even change your mind. There are no wrong answers. Unfortunately, this step is where many people stop when they are looking at artworks.

3. **Description** - this stage is like taking inventory. **Imagine that you are describing the artwork to someone over the telephone.**

II. Body Paragraphs 1, 2, 3

4. **Analysis** - Try to figure out what the artist has done to achieve certain effects. You should refer to your first impressions and try to explain how the artwork achieves that reaction.
   a. **Q.** How are the Elements of Art (color, shape, line, texture, space, form, value) and the Principles of Design (balance, contrast, emphasis, movement/rhythm, unity, variety) used in this artwork?
   Q. What do you notice about the artist's choice of materials?
   Q. What grabs your attention in the work?
   Q. At what do you think this artist worked particularly hard at while he/she did this work?
   Q. Do you see any relationship between the things you listed during the description stage?
   Q. What mood or feeling do you get when you look at this work of art?
   Q. What "qualities" do you see in this work?

III. Conclusion
5. **Interpretation** - try to figure out what the artwork is about. Your own perspectives, associations and experiences meet with "the evidence" found in the work of art. **All art works are about something.**

1. Q. What is the theme or subject of the work?
   Q. What is the work about; what so you think it means?
   Q. Why do you think that artist created this work?
   Q. What do you think the artist’s view of the world is?

6. **Informed Judgement** - this is a culminating and reflecting activity. You need to **come to some conclusions** about the artwork based on **all** the information you have gathered and on your interpretations.

7. Q. Have your thoughts or feelings about the artwork changed since your first impression? If so, how? What made you change your mind?
   Q. If not, can you now explain your first reaction to the work?
   Q. What have you seen or learned from this work that you might apply to your own art work or your own thinking?

**VI. MLA Documentation & Works Cited Page**: Using a source and correctly documenting in an essay.

Use a minimum of three (3) sources to aid in writing your essay. Two books, (one book should be your textbook), one website. Reference an idea, artist, artwork or style from your source and document using MLA style format. Do not directly copy ideas, words or simple paraphrasing, which all are considered plagiarism. Examples on how to document are available in the sites listed below.

You will submit via **SafeAssign on eCampus Blackboard**:

*SafeAssign compares submitted assignments against a set of academic papers to identify areas of overlap between the submitted assignment and existing works. Safe Assign is used to prevent plagiarism and to create opportunities to help students identify how to properly attribute sources rather than paraphrase.*

**Step 3: Visual Presentation**

Create a **visually interesting** presentation about research over an artist/artwork/style or art movement from your museum visit and present both a visual and oral presentation in class to your instructor.

Students may create a Power Point Presentation, a website, a Video or other form of visual presentation that is accessible through online format. Presentations must include the following (all are required):

1. Research information on one artwork and one artist.
2. Images of artworks with documentation of sources (MLA format)
3. Art elements, design principles (refer to Chapter 2)
4. Interpretation of Themes and/or subject matter of the artwork researched

5. Media and technique in which the researched art was created, style of artist (Chapter 3 of textbook)

6. Describe the Time period and historical atmosphere in which the artwork was made

7. Indicate the Geographical location and culture in which the artwork was made

8. Compare and contrast the researched artwork to another work.

9. Documentation, reference your sources for all books, websites used, works cited list

10. Design: make a visually appealing presentation

**Note: Do not directly copy information from a book or website. Paraphrase, summarize and be selective with information you provide, cite sources-make reference to the books and websites throughout the presentation. Refer to eCampus Blackboard for examples.**

Other options for submission: If you create your presentation through the sites or others like them below, make sure to submit a link to your presentation through eCampus Blackboard in the submission box and make sure your name is listed somewhere on the presentation

*Slide Share: http://www.slideshare.net/

Free Website Builder http://www.wix.com/

Choose one method of presentation: Power Point, Prezi

Video

Web (website)

Google presentations (google drive)

Prezi

SlideRocket

Zoho Show