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.

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

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: Textbook & Supplies

Required Textbook:


COURSE: Art Appreciation ARTS 1301 (INET) Section: 63401
Author: Margaret Lazzari and Dona Schlesier
Title: Exploring Art: A Global, Thematic Approach
Publisher: Wadsworth 5th Edition (Required)
COURSE OBJECTIVES

- Introduction to the world of art and its elements,
- Knowledge of vocabulary, terminology and processes associated with art making,
- Interpretation and discussion about visual aesthetics

STUDENT LEARNING OUTCOMES

Assessment of Student Learning Outcomes at the course level focusing on ARTS 1301 Art Appreciation and ARTS 1303 Art Survey:

1. “Evaluate the thematic elements of a work of art from a global, cultural perspective”
2. And “Compare and Contrast works of art from a historical and geophysical perspective”

STUDENT RESPONSIBILITIES

- It is highly recommended that students have experience with using the Internet, Social Media platforms (Facebook, Blogs, Wikis, etc.) Microsoft Power Point and Microsoft Word.

- Students are required to check their email and eCampus Blackboard daily.

- When contacting instructor, make sure to state name, course number AND section. Please use the name that is listed on eConnect and be consistent with which name you use to avoid confusion.

- It is the student’s responsibility to gain regular access to the Internet and email.

- Students are responsible for obtaining textbook, access code and materials.

- Students must keep up with due dates and complete tests, assignments and other activities as is listed in this syllabus schedule or announced on eCampus in order to achieve credit for the course.

- Students are responsible for maintaining contact with the instructor to acquire assignments and help, as this course meets only online.

- 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. It is the student’s responsibility to check that assignments were successfully submitted.

INSTRUCTOR ATTENDANCE POLICY

Students must be in 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. 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 are responsible for any payments due as a result of non-certification, to include the dropping of courses.
Faculty selected an assignment within their individual courses that met rubric requirements to evaluate individual student performance.

_Rubric Description_

Evaluate the thematic elements of a work of art from a global, cultural perspective:

1. Student demonstrated a global understanding of the theme of shelter in art.
2. Student demonstrated a global understanding of the theme of the body in art.
3. Student demonstrated a global understanding of the theme of politics in art.

Compare and contrast works of art from a historical and geophysical perspective:

1. Student demonstrated an ability to identify key historical points related to a work of art.
2. Student demonstrated an ability to identify key geophysical points related to a work of art.

_Measures_

Direct: review of work within an assigned activity or assignment that met rubric requirements. In all, 86 students were evaluated.

_Intended Results_

Measured at three levels:

1. Exceeds Expectations
2. Meets Expectations
3. Not Acceptable
Evaluate the thematic elements of a work of art from a global, cultural perspective (results):

1. Regarding “Student demonstrated a global understanding of the theme of shelter in art,” 72 students (84%) either exceeded or met expectations, while 14 (16%) students’ performances were unacceptable.
2. Regarding “Student demonstrated a global understanding of the theme of the body in art,” 74 students (86%) either exceeded or met expectations, while 12 (14%) students’ performances were unacceptable.
3. Regarding “Student demonstrated a global understanding of the theme of politics in art,” 75 students (87%) either exceeded or met expectations, while 11 (13%) students’ performances were unacceptable.

Recommendations/ Implemented Change:

1. Regarding “Evaluated the thematic elements of a work of art from a global, cultural perspective”, art faculty will reinforce this learning outcome both informally and formally (low and high stakes activities and assignments) within the course of the semester with the goal of a 6% improvement in the number of students exceeding or meeting expectations.
2. Regarding “Compare and contrast works of art from a historical and geophysical perspective”, art faculty will reinforce this learning outcome both informally and formally (low and high stakes activities and assignments) within the course of the semester with the goal of a 4% improvement in the number of students exceeding or meeting expectations.

Evidence of Improvement

1. New Assessment Cycle.

As a student in this class you are responsible for completing and submitting to the instructor a minimum of the following assignments: * view the Course Schedule for assignments and due dates.

- Testing over design principles and art elements and themes in the form of short answer questions according to the schedule.
- Two written assignments utilizing MLA format;
  - [http://www.bedfordstmartins.com/online/cite5.html](http://www.bedfordstmartins.com/online/cite5.html)
  - [http://owl.english.purdue.edu/owl/resource/557/01](http://owl.english.purdue.edu/owl/resource/557/01)
- Visit a art gallery/museum
- Creative Assignment
- Assignments/activities assigned by instructor through eCampus. See schedule.
CRITICAL WRITING COMPONENT

Please be advised that students are expected to answer assignment questions in a thoughtful and meaningful manner. This means that simple answers will earn simple grades. Critical thinking is expected from students when completing assignments. Answer each question listed.

Assignment Format

- Assignments should be saved in Microsoft Office Word
  - Last Name_First Name_Assignment name
  - Example: David_Connolly_WrittenAssignment1
    If sending an email with an assignment, make sure to put your name and the assignment name in the subject box
- Font Helvetica, Times, Calibri or Cambria 12 point with 1-inch margins, single-spaced type is preferred but you may use double-spacing (no extra spaces).
- Quotations must be indicated clearly. Complete references must be documented and provided for any materials taken from publications, such as books, web pages, videos, museum brochures, museum walls, etc. MLA style required. See DCCCD policy on academic honesty.

EVALUATION PROCEDURES

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

Students may be able to see their grades/scores for assignments in eCampus Blackboard.

Student assignments will be graded as soon as possible but may not be graded immediately after submission.

GRADING SCALE

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

The grades will be weighted as follows:

- Critical Thinking Assignments: 60 points (4 points each)
- Discussions: 30 points (2 points each)
- Creative Writing Assignment: 10 points

Total: 100 points

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

Students are responsible for tracking their own course grades.
THE CREATIVE WRITING ASSIGNMENT: MUSEUM/ GALLERY VISIT PAPER

The creative writing assignment will involve a museum or gallery visit, where you will be expected to give a report on your experience, as well as a criticism of an artwork there of your choice. You must take a picture of (or include) the artwork in your writing assignment, as well as the name of the work and artist, date it was made (generally or actual), material and scale. Please see the assignment in eCampus for further details. You will be given the duration of the course to do it. Should be no less than 500 words.

Creative Writing Assignment Due: 5-12-16

LATE WORK POLICY

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.

Student Conduct

Please be considerate of other classmates and the instructor by using the appropriate respectful language when participating in discussion board or through email. Please have patience if the instructor does not immediately respond to an email or phone call. The instructor will try their best to respond as soon as possible.

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 14th, 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”. 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”.

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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](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](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)**
Mountains 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](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.

**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 only.**

**Arts 1301 Art Appreciation ASSIGNMENT/TEST Schedule (Tentative)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Assignment</th>
<th>Discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-25-16</td>
<td>Chapter 1</td>
<td>Chapter Writing Assignment: ch. 1</td>
<td>Getting Acquainted, Discussion: what is art</td>
</tr>
<tr>
<td>2-01-16</td>
<td>Chapter 2</td>
<td>Chapter Writing Assignment: ch. 2</td>
<td>Discussion: What is the Language of Art? How and why is it used?</td>
</tr>
<tr>
<td>2-08-16</td>
<td>Chapter 3</td>
<td>Chapter Writing Assignment: ch. 3</td>
<td>Discussion: What is media? Why is it an important consideration?</td>
</tr>
<tr>
<td>2-15-16</td>
<td>Chapter 4</td>
<td>Chapter Writing Assignment: ch. 4/</td>
<td>What does art mean? Content and Formal analysis in determining meaning in art</td>
</tr>
<tr>
<td>2-22-16</td>
<td>Chapter 5</td>
<td>Chapter Writing assignment: ch. 5</td>
<td>Discussion: Compare and contrast Wayne Thiebaud’s <em>Pie Counter</em> with Jan Davidsz de Heem’s <em>A Table of Desserts</em>.</td>
</tr>
<tr>
<td>Date</td>
<td>Chapter</td>
<td>Assignment</td>
<td>Discussion</td>
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<tr>
<td>2-29-16</td>
<td>Chapter 6</td>
<td>Chapter Writing</td>
<td>The Purpose, Place and Taboos of Sexuality in Art</td>
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<tr>
<td>3-07-16</td>
<td>Chapter 7</td>
<td>Chapter Writing</td>
<td>Religion, Spirituality, Faith, Belief, Art and Architecture</td>
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<tr>
<td>3-14-16</td>
<td>Spring Break</td>
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<td>Spring Break</td>
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<tr>
<td>3-21-16</td>
<td>Chapter 8</td>
<td>Chapter Writing</td>
<td>Mortality and Immortality in Art and Architecture</td>
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<tr>
<td>3-28-16</td>
<td>Chapter 9</td>
<td>Chapter Writing</td>
<td>Power, Politics and Glory in Art</td>
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<td>4-04-16</td>
<td>Chapter 10</td>
<td>Chapter Writing</td>
<td>Social Protest and Affirmation in Art</td>
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<tr>
<td>4-11-16</td>
<td>Chapter 11</td>
<td>Chapter Writing</td>
<td>The Mind and Body</td>
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<tr>
<td>4-18-16</td>
<td>Chapter 12</td>
<td>Chapter Writing</td>
<td>Race, Gender, Clan and Class</td>
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<tr>
<td>4-25-16</td>
<td>Chapter 13</td>
<td>Chapter Writing</td>
<td>Nature, Knowledge and Technology in Art</td>
</tr>
<tr>
<td>5-02-16</td>
<td>Chapter 14</td>
<td>Chapter Writing</td>
<td>Art Today-Entertainment and the Visual Culture</td>
</tr>
<tr>
<td>12-09-16</td>
<td>Chapter 15</td>
<td>Chapter Writing</td>
<td>Art in Our Lives (my life and yours)</td>
</tr>
<tr>
<td>12-12-16</td>
<td>Last Day of Class</td>
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</table>
HOW TO SUBMIT ASSIGNMENTS (All work is due on the due date by 11:59PM)

Submitting an Assignment to eCampus

- Log onto eCampus (www.ecampus.dcccd.edu)
- For the syllabus, look under “START HERE”.
- Look under “ASSIGNMENTS” for assignments
  - In the assignments channel, you can either cut and paste your assignments, or upload them. Don’t forget to click “Submit”. Very important.
  - Under assignments will be your photography assignment, museum paper instructions, and some general guidance. Assignments are easy and doable, and the points add up (both towards success or detriment).
- Click the “DISCUSSIONS” link to participate in the discussion threads.
  - You must submit at least two posts: a comment directly related to the discussion topic, and an informative peer response. In other words, you cannot simply say you agree or disagree without explanation, and without your view being unqualified. You have to qualify/support your view(s).

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 OBJECTIVES 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 ADDRESSES 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 ADDRESSES 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)