This course syllabus is intended as a set of guidelines for Art Appreciation. Both North Lake College and your instructor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.

Instructor: Professor Marsha A Anderson
manderson@dccc.edu
972-273-3562
Office: No office on campus
Instructor Office Hours: By appointment

Course Information
Course title: Art Appreciation
Course number: ARTS 1301
Section number: 75428
Credit hours: 3
Class meeting time: Online
Course description: A general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical contexts (3 Lec.)
Course prerequisites: Prerequisite: Developmental Reading 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard in Reading.

Required Textbooks and Materials
EARLIER EDITIONS MAY NOT HAVE ALL OF THE CURRENT IMAGES AND OR INFORMATION. STUDENT IS RESPONSIBLE FOR ANY DISCREPANCIES.

As this is an online class, there are required online study materials and activities that are available on eCampus for the entire semester and accessible almost 24/7.
Therefore, access to a computer with Internet access and updated software (available free from Adobe.com) are required. If a student does not have a home computer or Internet, such options as the Student Resource Center located in the North Lake Library or at a local public library are available. Students may also search for other locations with such services.

**Course Objectives/Outcomes**
Upon successful completion of this course, students will:
1. Apply art terminology as it specifically relates to works of art.
2. Demonstrate knowledge of art elements and principles of design.
3. Differentiate between the processes and materials used in the production of various works of art.
4. Critically interpret and evaluate works of art.
5. Demonstrate an understanding of the impact of arts on culture

**Specific Course Learning Outcomes**
These are the outcomes the students must demonstrate to successfully complete an assignment/course.

1. The student will write a critical review on art seen in a gallery as a team assignment. Gen Ed 1.1, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.2
2. The student will visit an art museum to experience original art in a museum setting. The critical review and worksheet completed there will aid in comprehension and vocabulary. Gen Ed 1.1, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.2

**Course Outline**
See attached Appendix A for a complete course outline and assignment due dates

**Means of Assessment of Course Learning Outcomes**
Course Learning Outcomes will be assessed by a variety of means.
1. Chapter quizzes will be assessed by questions over the text.
2. Three comprehensive tests will assess critical thinking and retention. These exams are taken from our text and directly from the quizzes.
3. One Gallery Critical Review w/Ppt to assess critical thinking and writing.
4. One critical review with worksheet to assess critical thinking and writing skills. Rubric provided.
5. Brief Student Bio, Brief written essays.

**Evaluation Procedures**
Three comprehensive tests will be multiple choice to test knowledge, comprehension and retention of the text and quizzes. These tests will be taken from material discussed in class and in our textbook. A test review sheet will be provided on eCampus.

A visit to a gallery (such as the North Lake Gallery or the Irving Arts Center) will be evaluated by rubric based on completion of a critical review and PowerPoint. A rubric will be provided in the Appendix for student and instructor use.

An individual visit to a major Museum of Art will be evaluated by the completion of worksheet over the art objects viewed and studied in the text, and by the completion of a three paragraph critical review on an object of the student’s choosing. A rubric will be provided in the Appendix for student and instructor use.

An instruction sheet is provided in ecampus to guide the student as a resource for MLA format (Writing a Good Paper).
Exams and Assignments
300 pts: Three exams (taken online in ecampus)
100 pts: One Gallery Visit with critical review on PowerPoint.
100 pts One individual museum visit to a major museum with two part essay
assignment/analysis
220 pts. chapter quizzes (taken online in ecampus)
100pts - Discussion Board
60pts: Student bio, Brief written intro essay

ARTS 1301. 75426 Grading Scale

THIS CLASS WILL BE EVALUATED BY ADDING ALL OF THE POINTS EARNED IN THE FOLLOWING MANNER:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Maximum Points</th>
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<tbody>
<tr>
<td>1. Exam One</td>
<td>100</td>
</tr>
<tr>
<td>2. Exam Two</td>
<td>100</td>
</tr>
<tr>
<td>3. Exam Three</td>
<td>100</td>
</tr>
<tr>
<td>3. Student bio and brief intro essay</td>
<td>60</td>
</tr>
<tr>
<td>4. Individual museum visit to Museum of Art/ Critical Review</td>
<td>100</td>
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<tr>
<td>and Worksheet</td>
<td></td>
</tr>
<tr>
<td>7. Gallery Critical review / PowerPoint</td>
<td>100</td>
</tr>
<tr>
<td>8. Chapter quizzes</td>
<td>220</td>
</tr>
<tr>
<td>9: Discussion Board</td>
<td>100</td>
</tr>
</tbody>
</table>

TOTAL POINTS 880

TOTAL POINTS 880

A= 880 – 787
B=786 - 699
C= 698 - 611
D= 610 - 523
F= 524 - 0

Discipline/ Course/ Department/Policies

Late Assignment Policy: Late work is not accepted without written medical documentation signed by physician. If there is an emergency, please contact the instructor.
If late work is approved by instructor, there will be an automatic 25% reduction in the grade, and a submission deadline of one week after the original due date. This deduction is waived if a doctor’s note is provided.

Student Responsibilities:
1. Attend class online. Stay up with assignments and be prepared by reading chapter and taking chapter quiz after reading each chapter.
2. Submit assignments on time and in the form required by the instructor.
3. Visit the Writing Center (available online) (A309) for help in completion of writing assignments. Work with problematic, unintelligible grammar and language will not be accepted. Grammar and writing skills are part of evaluation of points in essays.

4. Be aware of points throughout the semester via eCampus.

5. Extra Credit will be accepted only during study of the module/chapter that corresponds to project/assignment. (Extra Credit is for enrichment of the topics studied.)

**Classroom Etiquette:**

1. Use polite and appropriate language and tone on discussion board and all communications with fellow students and professor.
2. All tests are to be completed individually. Any sharing of information will result in a zero on the test.
3. No plagiarism is allowed and will result in a zero on the assignment. (See DCCCD Policy on plagiarism, etc.)

**Summer II**

- July 11 (T) Classes Begin
- July 14 (F) 4th Class Day
- August 3 (R) Last Day to Withdraw
- August 10 (R) Final Exams/Summer II Ends

**INSTITUTIONAL POLICIES**

**DCCCD EMERGENCY OPERATING PROCEDURES**

[http://video.dcccd.edu/rtv/DO/emergency_dcccd.wmv](http://video.dcccd.edu/rtv/DO/emergency_dcccd.wmv)

**ACADEMIC DISHONESTY**

The Student Code of Conduct prohibits academic dishonesty and prescribes penalties for violations. According to this code, which is printed in the college catalog, "academic dishonesty", includes (but is not limited to) cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion".

1) The Vice-President of Academic & Student Affairs may initiate disciplinary proceedings against a student accused of academic dishonesty.

2) Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism and collusion.

3) Cheating on a test includes:
   a) Copying from another student's test paper;
   b) Using, during a test, materials not authorized by the person giving the test;
   c) Collaborating with another student during a test without permission to do so;
   d) Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of an un-administered test.
   e) Substituting for another student, or permitting another student to substitute for you to take a test; and
   f) Bribing another person to obtain an unadministered test or information about an unadministered test.
4) “Plagiarism” means the appropriation of another’s work (ideas and/or words) and the unacknowledged incorporation of that work in one’s written work offered for credit. Quotes not identified as quotes constitute a form of plagiarism even if the borrowed ideas are documented.

5) “Collusion” means an unauthorized collaboration with another person in preparing written work offered for credit.

Academic dishonesty may result in the following sanctions, including, but not limited to:
1. A grade of zero or a lowered grade on the assignment or course.
2. A reprimand.
3. Suspension from the college.

NOTIFICATION OF ABSENCE DUE TO RELIGIOUS HOLY DAY(S)
Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the Student Obligations section of the college catalog for more explanation. You are required to complete any assignments or take any examinations missed as a result of the absence within the time frame specified by your instructor.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)
In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the College may release information classified as “directory information” to the general public without the written consent of the student. Directory information includes: (1) student name, (2) student address, (3) telephone numbers, (4) date and place of birth, (5) weight and height of members of athletic teams, (6) participation in officially recognized activities and sports, (7) dates of attendance, (8) educational institution most recently attended, and (9) other similar information, including major field of student and degrees and awards received. Students may protect their directory information at any time during the academic year. If no request is filed, directory information is released upon written inquiry. No telephone inquiries are acknowledged. No transcript or academic record is released without written consent from the student, except as specified by law.

ADMINISTRATIVE WITHDRAWAL
Students with valid extenuating circumstances may be eligible for an administrative withdrawal by the Dean of the Division in which the course or courses are taught. An administrative withdrawal will not be awarded to students who simply fail to withdraw prior to the last day to receive a “W.” The request for an administrative withdrawal must be made in writing to the Dean of the Division with any supporting documentation attached. This must occur before the last official day of the semester.

DROP POLICY
If you are unable to complete this course, you must officially withdraw by: Check e-Connect for dates. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you. All Dallas County Community Colleges charge a higher tuition rate to students registering the third time for a course. This rule applies to the majority of credit and Continuing Education / Workforce Training courses. Developmental Studies and some other courses are not charged a higher tuition rate. Third attempts include courses taken at any DCCCD college since the fall 2002 semester. For further information, go online to:
http://www.DCCCD.edu/thirdcourseattempt .

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

Financial Aid Attendance and Participation Requirements

FACE-TO-FACE ON-CAMPUS CLASSES
You must attend and participate in your on-campus in order to receive federal financial aid. Your instructor is required by law to validate your attendance in your on-campus in order for you to receive financial aid. You must participate in an academic related activity pertaining to the course such as but not limited to the following examples:
- initiating contact with your instructor to ask a question about the academic subject studied in the course;
- submitting an academic assignment;
- taking an exam;
- completing an interactive tutorial;
- participating in computer-assisted instruction;
- attending a study group that is assigned by the instructor;
- or participating in an online discussion about academic matters relating to the course.

ONLINE CLASSES
In an online class, simply logging in is not sufficient by itself to demonstrate academic attendance. You must demonstrate that you are participating in your online class and are engaged in an academically related. Your instructor is required by law to validate/certify your attendance in your online course(s) in order for you to receive financial aid. To meet the attendance requirement, you must
- attend and participate in your online course(s) prior to the course certification date and continue beyond the course withdrawal date.
- participate in an academic related activity pertaining to the course such as but not limited to the following examples:
  - initiating contact with your instructor to ask a question about the academic subject studied in the course; submitting an academic assignment;
  - taking an exam;
  - completing an interactive tutorial;
  - participating in computer-assisted instruction;
  - attending a study group that is assigned by the instructor;
  - or participating in an online discussion about academic matters relating to the course.

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 are also subject to this policy.

To apply for financial aid in the DCCCD, students must complete FAFSA (Free Application for Federal Student Aid) on the web at: http://www.fafsa.ed.gov
COUNSELING SERVICES (A311)
Counseling services for personal issues are provided to all students currently enrolled at North Lake College at NO CHARGE. These services are provided by licensed professionals who are bound by confidentiality (within ethical parameters). With the assistance of a counselor, students are able to identify, understand, resolve issues and develop appropriate skills. To make an appointment call 972-273-3333 or visit A311. For additional information, go to: [http://northlakecollege.edu/services-and-resources/health-and-wellness/counseling-services/Pages/default.aspx](http://northlakecollege.edu/services-and-resources/health-and-wellness/counseling-services/Pages/default.aspx)

THE ACADEMIC SKILLS CENTER (ASC)
The ASC is designed to provide the following assistance to students:

- An **ESOL lab** with computer access.
- Free tutoring for students enrolled in **Foreign Language** courses.
- The **iRead Lab** offers individual and small group tutoring, as well as workshops, to help current students improve their reading, study, and test taking skills.
- The **Writing Center** to help students clarify writing tasks, understand instructors’ requirements, develop and organize papers, explore revision options, detect grammar and punctuation errors, properly use and document sources, and improve their writing skills.
- The **Online Writing Lab (OWL)** allows students to submit papers to our writing tutors electronically and get feedback within 24-72 hours. The OWL can be accessed through eCampus.
  - After logging on to eCampus, click on the Community Tab at the top.
  - Type “Owl” in the search field and click “Go.”
  - Next, click on the double drop-down arrows next to “NLC-OWL2,” and then click on “Enroll.”
  - Once enrolled, students can receive services from the OWL.
- The **Blazer Internet Lounge** with 12 computers, additional open seating, and WiFi Internet access.

For more information or to schedule a tutoring appointment, come by A-332 or call 972-273-3089.

TESTING CENTER (A 425)
Monday-Thursday: 8:30 a.m. – 8:00 p.m.
   No tests will be issued after 7:00 p.m. Other cut-off times may be in effect for specific exams by the instructor’s direction. All exams collected at 8:00 p.m.
Friday-Saturday: 8:30 a.m.-3:30 p.m.
   No tests will be issued after 2:30 p.m. Other cut-off times may be in effect for specific exams by the instructor’s direction. All exams collected at 3:30 p.m.
Sunday – CLOSED

If you instructor requires you to complete an exam in the Testing Center, be sure to have the following information when you request you test:
1. Instructor’s name
2. Subject, course number, and section number (exp: Speech 1311.7011)
3. Exam number (1st, 2nd, 3rd, etc.)
4. Exam deadline (Get this information from your instructor. The testing staff cannot look up this information on computers).

You should also bring the following supplies:
1. Pencil
2. Scantron answer sheet
3. A Test Request Form must be completed before entering the Testing Center.
5. Government or school issued photo identification is required & enforced.

You may not bring personal items into the Testing Center. This includes bags, cell phones, and pagers.

Please show courteous and cooperative behavior while using the services provided by the Testing Center.

DO NOT bring children to the Testing Center. You must make arrangements for the care of your children prior to your exam date. The police department will be notified of any unattended children.

DO NOT take any testing materials with you when you leave the Testing Center. This includes the test, answers, charts, scratch paper. These items will be attached to your test.

Questions? Please visit the Testing Center (A 425) or call 972-273-3160.

DCCCD OIE FACULTY SYLLABI STATEMENT- FALL 2016
The Office of Institutional Equity, in coordination with DCCCD colleges, has the primary responsibility for reviewing, updating and implementing compliance policies and procedures. The Institutional Equity and Compliance Officer and the Office of Institutional Equity will ensure compliance with College District policies, federal and state laws related to sexual assault, Title IX, Title II (Americans with Disabilities Act) and the Military Veterans Full Employment Act to support diversity and inclusion.

REQUIREMENTS OF THE AMERICANS WITH DISABILITIES ACT (A430)
North Lake College provides academic accommodations to students with disabilities, as defined under ADA law. It is the student's choice and responsibility to initiate any request for accommodations. If you are a student with a disability who requires such ADA accommodations, please contact North Lake College's Disability Services Office in person (A430) or by phone at 972-273-3165.
http://www.northlakecollege.edu/resources/disability.html

STUDENTS WITH DISABILITIES
If you are a student with a disability and/or special needs, or if you think you may have a disability, please contact the college Disability Services Office (DSO). Please note that all communication with DSO is confidential. If you are eligible for accommodations, please provide or request that the DSO send your accommodation letter to me as soon as possible (students are encouraged to contact DSO at the beginning of the semester). For more information regarding the College Disability Services Office, please visit the Student Services website: dccc.edu/DSO Offices or contact DCCCD Office of Institutional Equity at (214) 378-1633.

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<th>College Disability Services Offices</th>
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<td>Brookhaven</td>
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<td>Cedar Valley</td>
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<td>Eastfield</td>
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<td>El Centro</td>
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<td>Mountain View</td>
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<td>North Lake</td>
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<td>Richland</td>
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A NOTE ON HARASSMENT, DISCRIMINATION AND SEXUAL MISCONDUCT
We are committed to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and DCCCD policy prohibit harassment, discrimination and sexual misconduct. If you encounter harassment, sexual misconduct (sexual harassment, sexual assault, stalking, relationship violence, stalking), retaliation or discrimination based on race, color, religion, age, national origin, disability, sex, sexual orientation, gender identity, and/or gender expression, please contact your College Title IX Coordinator or the Office of Institutional Equity. We treat this information with the greatest degree of confidentiality possible while also ensuring student welfare and college safety.
We are concerned about the well-being and development of our students, and are available to discuss any concerns. There are both confidential and non-confidential resources and reporting options available to you. If students wish to keep the information confidential, please contact the college Counseling or Student Health Services. As required by DCCCD policy, incidents of discrimination and/or sexual misconduct shared with faculty will be reported to the College Title IX Coordinator or District Title IX Coordinator. The Title IX Coordinator will contact the student and determine if further investigation is needed. For more information about policies, resources or reporting options, please contact your college Title IX Coordinator or visit www.dcccd.edu/titleIX.

College Title IX Coordinators

- **Brookhaven**
  - 972-860-4825
  - Terri Edrich
  - TitleIX-BHC@dcccd.edu

- **Cedar Valley**
  - CVC@dcccd.edu
  - 972-860-8181
  - Grenna Rollings
  - TitleIX-EFC@dcccd.edu

- **Eastfield**
  - 972-860-7358
  - Rachel Wolf
  - TitleIX-EFC@dcccd.edu

- **El Centro**
  - ECC@dcccd.edu
  - 214-860-2138
  - Shanee’ Moore
  - TitleIX-

- **Mountain View**
  - MVC@dcccd.edu
  - 214-860-8561
  - Regina Garner
  - TitleIX-

- **North Lake**
  - 972-860-3992
  - Rosemary Meredith (acting)
  - TitleIX-NLC@dcccd.edu

- **Richland**
  - RLC@dcccd.edu
  - 972-238-6386
  - Bill Dial
  - TitleIX-

- **Dallas Colleges Online**
  - ELC@dcccd.edu
  - 972-669-6672
  - Le’Kendra Higgs
  - TitleIX-

- **District Title IX Coordinator**
  - Office of Institutional Equity
  - District@dcccd.edu
  - 214-378-1633
  - LaShawn Grant
  - TitleIX-

Brief Essay Writing Assignments

**Course-Level Student Learning Outcomes and Assessments**  ARTS 1301

Upon successful completion of this course, students will:
1. Apply art terminology as it specifically relates to works of art.
2. Demonstrate knowledge of art elements and principles of design.
3. Differentiate between the processes and materials used in the production of various works of art.
4. Critically interpret and evaluate works of art.
5. Demonstrate an understanding of the impact of arts on culture
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<tr>
<td>In ARTS 1301, to meet these Learning Outcomes, the student, participating in a team, will write a critical review on art seen in a professional art gallery following a rubric given by the instructor and utilizing the Visual Elements and Principles of Design. A minimum of 75% of the students will communicate in writing an understanding of the process and required critical thinking and writing skills necessary to complete a successful critical review. Students will complete this assignment as a team project (2 or more persons). The assignment is supported with Visual Communication Presentation consisting of images presented as a power-point. Assignment will be based on student attendance in a professional gallery exhibition in their community documented by a photo of the student in the gallery with team members as proof of gallery attendance. Critical thinking will be demonstrated by the completion of a three paragraph critical review addressing the Visual Elements and Principles of Design, process of art making and cultural references on an object of the student’s choosing. A rubric will be provided in for student and instructor use to assess performance (see Appendix C). This writing assignment will include sources to avoid plagiarism (4.1). These assignments will be submitted in a timely manner, and late work will not be accepted (6.2).</td>
<td>In ARTS 1301, to meet these Learning Outcomes, after completing a visit to a museum of Art, the student will complete a critical review and worksheet to assess communication skills and awareness of social responsibility. A minimum of 75% of the students will demonstrate an understanding of the critical process, the media process and art historical cultural references as measured by the departmental rubric, and measured with objective standards of Critical Thinking VALUE rubric (see appendix C.) Assignment will be based on student attendance in a museum exhibition in their community documented by a photo of the student at the museum. The date, place and time of the event will be cited as a source material. A critical analysis will be a minimum of 300 words, typed double-paced 12 point font. A communicative review of the religious and political moral climate of that art period will be considered (4.2 and 5.1, 5.2) in regard to the social responsibility addressed in the art that is critiqued. A rubric will be provided in for student and instructor use to assess performance. This writing assignment will include sources to avoid plagiarism (4.1). These assignments will be submitted in a timely manner, and late work will not be accepted (6.2).</td>
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General Education Outcomes

The DCCCD has adopted the following General Educational (Gen Ed) Outcomes as a means of measuring teaching/learning success for all core curriculum classes. Following are the six categories, and the two or three outcomes under each of those categories.

Gen Ed Outcome 1: Communication Skills
1.1 Writing: Process and produce effective written communication adapted to audience, purpose, and time constraints.
1.2 Speaking: Produce effective oral communication adapted to audience, purpose, and time constraints.
1.3 Listening: Comprehend, and analyze oral information.

Gen Ed Outcome 2: Critical Thinking Skills
2.1 Accurately summarize and evaluate information for elements such as facts, opinions, inferences, presumptions, bias, viewpoints, and arguments presented orally or in writing.
2.2 Solve problems by constructing, testing, and defending well-reasoned conclusions by applying relevant criteria.

Gen Ed Outcome 3: Information Literacy and Technological Competency
3.1 Effectively access, evaluate, synthesize and communicate information using a variety of sources, including print and electronic.
3.2 Select and use appropriate technology.

Gen Ed Outcome 4: Ethical and Civic Values
4.1 Display integrity, honesty, and fairness.
4.2 Use ethical reasoning to analyze moral issues and articulate the consequences of various actions.

Gen Ed Outcome 5: Cultural Diversity and Global Awareness.
5.1 Demonstrate understanding of cultural diversity and such influences as history, politics, humanities, technology and science on global societies.
5.2 Recognize assumptions and biases that shape our perceptions.

Gen Ed Outcome 6: Workforce and Interpersonal Skills
6.1 Collaborate effectively and reliably as part of a team.
6.2 Apply efficient time and task management.

APPENDIX A

ARTS 1301—ART APPRECIATION ONLINE
Professor Anderson

Art stretches our intellectual horizons. It taps our emotions. It deepens our humanity and makes us less alone in the world. Rita Gilbert, Living with Art.
In this class, you will become comfortable with talking and writing about art. There will be opportunities to do art and see original art. We will talk about self-expression, why artists make art, what the artist wants the viewer to experience, and how art influences each of us. The study of symbols and ancient cultures will be emphasized.

**TELEPHONE:** Office: T126, Telephone: 972-273-3562  
**TECHNICAL HELP FOR ECAMPUS SITE:** 972-669-6402  
**REQUIRED TEXT:** *Living with Art*, by Mark Getlein, 10th edition, ISBN # 978-0-07-337925-8  
EARLIER EDITIONS MAY NOT HAVE ALL OF THE CURRENT IMAGES AND OR INFORMATION. STUDENT IS RESPONSIBLE FOR ANY DISCREPANCIES.

**Things you need to be successful in this class:**  
**Before you begin**

Begin with the Start Here button and read everything, including the assignment there  
Read the Syllabus and be familiar with it.  
Examine your textbook. It is a very good book.  

**Carefully read** all the information under the “Writing a Good Paper”. **Be familiar with the MLA Format as this is required on all papers. If you do not know how to use this format in writing, go to the Writing Center before you turn in your essays/assigments.** Be careful to abide by good writing rules so you do not lose points.

Examine all the Modules and Chapters briefly  
Plan your calendar according to deadlines  
Include your chosen museum and gallery dates on your calendar. This includes the Team Gallery Review.  
Take good notes as you read and take notes on all the quizzes (As these are your notes for the Exam).  
Find out the phone number for the Writing Center and put it in your phone or the URL for the OWL.  
Find out the number for the Student Help Desk and put it in your phone  

Remember: **DO NOT email me assignments.** Attach them to their own Dropbox.  
**Approach all the assignments with the attitude of learning something that is going to enrich the way you see the world and especially art!**  
Always email me if you do not understand BEFORE the assignment is due.  
Please follow procedures for “How to Email Me”. Always include your name and section.  
Laugh whenever possible!

**PROPOSED CALENDAR**

*(Professor holds the right to modify this calendar. Information about changes will be given on e-Campus and through email.)*
(Professor holds the right to modify this calendar. Information about changes will be given on e-Campus / email.)

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Read Syllabus on e-Campus - Ask questions</th>
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<tbody>
<tr>
<td>June 5 – 11</td>
<td>Write your bio, attach to dropbox. This is your “check-in” for first roll call. <strong>Bio due Wednesday (11:59)</strong></td>
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<td>Watch “Journey of Man” Film on Youtube</td>
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<td>Read instructions for essay. <strong>Use MLA format</strong> to write essay.</td>
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<td>Review “button” on “How to Write a Good Paper” – Be familiar with required MLA Format and all material here.</td>
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<tr>
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<td>“Journey of Man” Essay on ecampus <strong>due Friday (11:59)</strong></td>
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<td>Read Chapters 1-5, Vocabulary of Art and Two Dimensional Media, Do Quizzes on e-Campus (Chpts 1 -4) <strong>this week by Sunday night 11.59pm</strong> (Take good notes for Review of Exams)</td>
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<tr>
<th>Week 2</th>
<th>Read <strong>Chapters 5 – 9</strong></th>
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<tr>
<td>June 12 - 18</td>
<td>Do Quizzes on e-Campus (Chpts 5 – 9): Always due Sunday night 11:59pm</td>
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<td>Examine Required Gallery assignments Museum visits and requirements</td>
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<td><strong>Make Gallery VISIT for Ppt, use North Lake Gallery or Irving Arts Gallery</strong> (see list for other gallery options on approved list)</td>
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<td><strong>PowerPts due following Monday night (see below)</strong></td>
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| Take Exam 1 online ecampus (7am Saturday to 11:59pm Sunday) |

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<thead>
<tr>
<th>Week 3</th>
<th>Read <strong>Chapters 10- 14</strong></th>
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<tbody>
<tr>
<td>June 19 - 25</td>
<td>Do Quizzes: Ch: 10 – 14)</td>
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<td><strong>Gallery Review PowerPoint due (11:59pm) Monday night</strong></td>
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<td><strong>Museum Visit to Museum of Choice. (DMA instructions given)</strong></td>
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<td><strong>Discussion board due: Friday 11:59</strong></td>
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<td><strong>Exam 2 (Chapters 8-14) open on ecampus (7am Saturday - 1159PM Sunday)</strong></td>
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<tr>
<th>Week 4</th>
<th>Read <strong>Chapters 15 – 18</strong></th>
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<tr>
<td>June 26 - July 2</td>
<td>Do Quizzes: Ch: 15 – 18</td>
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<td><strong>Discussion board due: Wednesday 11:59</strong></td>
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<td></td>
<td><strong>Museum Visit Assignments due: Friday - 11:59pm</strong></td>
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<td><strong>All remaining Extra Credit due on Friday 11:59</strong></td>
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<td></td>
<td>Quizzes on e-Campus: Chpts: 19 - 23</td>
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<tr>
<td></td>
<td><strong>Exam 3 (Chapters 15 – 22) open on ecampus (7am Wednesday – 11:59PM Thursday).</strong></td>
</tr>
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**Happy Fourth!**
ATTENDANCE REQUIREMENTS

Online attendance is required. If you have a personal problem that interferes with attendance or turning in a paper on time, consult with me as soon as you can. Your Bio is your “check in” for your initial presence. See due date above.

EXTRA CREDIT
All extra credit is due at the end of the module where it is found. (For Example: I cannot grade extra credit for Module 1 at the end of the course.)

SCHOOL CLOSING
If North Lake College closes for bad weather, you may find information from the following sources:
- http://www.dcccd.edu
- http://www.northlakecollege.edu
- (927) 273-3000, North Lake College weather hot-line

APPENDIX B
EXEMPLARY EDUCATIONAL OBJECTIVES FOR ART APPRECIATION 1301

This course offers paths by which the student may approach, understand, and ultimately increase their capacity to relate to and enjoy works of art. To do this, each course attempts to introduce (through the examination of visual art and an involvement with art materials), a basic knowledge and vocabulary which will enhance the student’s ability to look at art, nature, and their environment in a more responsive way. Specifically upon completion of this course, the student should be able:

1. 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.

2. TO DEVELOP AND 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.

3. TO ARTICULATE AND INFORMED PERSONAL REACTION TO WORKS OF ART BY: discussing the media and techniques used by artists past and present.

4. 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.

5. 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.

6. 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.

7. TO DEMONSTRATE AND 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.

CORE CURRICULUM INTELLECTUAL COMPETENCIES AS THEY RELATE TO THE SEVEN EXEMPLARY EDUCATIONAL OBJECTIVES FOR THIS COURSE: The major objective of the visual arts in a core curriculum is to expand the student’s knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of the human imagination and thought. Through study in a discipline such as the visual arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts as fundamental to the health and survival of any society. THE SEVEN COURSE OBJECTIVES LISTED ABOVE DESCRIBE THE CONTENT COVERED IN ARTS 1301. THESE OBJECTIVES ADDRESS THE CORE CURRICULUM INTELLECTUAL COMPETENCIES (CCIC) AND THE TEXAS HIGHER EDUCATION COORDINATING BOARD’S EXEMPLARY OBJECTIVES (EEO).

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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

*All work must be in MLA Documentation Style*

**WHAT IS MLA DOCUMENTATION STYLE?**

In MLA documentation style, you acknowledge your sources by keying brief parenthetical citations in your text to an alphabetical list of works that appears at the end of the paper. The parenthetical citation that concludes the following sentence is typical of MLA style.

Ancient writers attributed the invention of the monochord to Pythagoras, who lived in the sixth century b.c.e. (Marcuse 197). The citation "(Marcuse 197)" tells readers that the information in the sentence was derived from page 197 of a work by an author named Marcuse. If readers want more information about this source, they can turn to the works-cited (bibliography) list, where, under the name Marcuse, they would find the following information.


**Works Cited:**

You may use the data bases available from our library. There are six very fine free databases for your use. Also, search for .net, .edu and .org sources. Do not limit yourself to .com sources. You can search for these using Google if you type in your subject followed by the .edu or .org.

NEVER use Wikipedia or encyclopedias as sources. Paper will not be accepted.

You can request books for your research from other DCCCD libraries. If you are searching for a book on just one building or painting and do not find one in our library, you need to do a wider search.

The sources are alphabetized by author’s last name. If the author’s name is unknown, alphabetize by the subject line. All internet sources must include at least a subject line in addition to the url. Second line of an entry should be indented 5 spaces. **Titles of works of art are italicized or underlined.**

*One of the best sites for MLA Format: is called Pudue Owl:* This is online and is an excellent source for MLA form

http://owl.english.purdue.edu/owl/resource/747/01/