Art Appreciation Syllabus – Winter Term (Spring 2019) El Centro College

Instructor Information
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    if no response – diantha.steinhilper@gmail.com

Course Information
Title: Art Appreciation
Section & Number: ARTS-1301-52001
Semester/Year: Winter Term (Spring)/2019
Credit Hours: 3
Time/Location: Monday, Tuesday, Wednesday, and Thursday 8:00 -10:40 pm, Room A850
    December 14 to January 11

PREREQUISITES:
College level ready in Reading.

COURSE DESCRIPTION:
ARTS 1301 Art Appreciation - 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.) El Centro College Catalog 3 credit hours (3 lec.)

Coordinating Board Academic Approval Number 5007035126

STATEMENT OF PURPOSE AND CORE OBJECTIVES
Statement of Purpose
Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives
This course supports, develops, and assesses the following Core Objectives:
  • Critical Thinking Skills (CT) - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
  • Communication Skills (COM) - effective development, interpretation and expression of ideas through written, oral and visual communication
  • Teamwork (TW) - ability to consider different points of view and to work effectively with others to support a shared purpose or goal
  • Social Responsibility (SR) - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

STUDENT LEARNING 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.

REQUIRED MATERIALS:
• *GATEWAYS TO ARTS Understanding the Visual Arts*. Authors – DeWitte, Larmann and Shields. A student of El Centro College is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.” THECB TAC Rule 4.218 (c)

COURSE ACTIVITIES:
• Museum visit and Short, 3-paragraph Essay
You will go to an ART museum and pick a work of art for your paper. You will write an introduction, description, and body paragraph that you will submit via Safe Assign.

• Homework assignments
1) Selfie with art at museum – Due December 23
Take a picture of yourself with the work you have chosen for your paper and submit it via Safe Assign.

2) Videos – 3 required
You must complete an online test/worksheet for three of four videos (you must include *Birth of an Artist*). These videos and the accompanying test/worksheets are intended to deepen your understanding of the topic, sharpen your ability to filter information, and help your overall grade. If you watch all four videos, and submit the test/worksheet for each, I will drop your lowest grade. I allow you two attempts for videos 1, 3, and 4, and three attempts for video 2. These tests have no time limit and I suggest that you have the test open while you watch the video.

• 4 (Four) Tests

• Each class member is expected to attend class and actively participate.

GRADING POLICY:
<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Paper</td>
<td>25%</td>
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<tr>
<td>Assignments</td>
<td>30%</td>
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<tr>
<td>Tests</td>
<td>35%</td>
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<tr>
<td>Attendance/Participation</td>
<td>10%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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A=90-100; B=80-89; C=70-79; D=60-69; F=0-59
What Letter Grades Mean:
A = Exemplary work: reads all required texts, works above and beyond in all areas, engaged in class, and asked pertinent questions; shows a mastery of the material beyond class expectations.
B = Good work: participates and is prepared for each class session, understands the concepts and ideas within the class but perhaps needs clarity on certain points.
C = Average work (this is the starting point for all assignments): knows material based on general knowledge, average work, gave enough effort to pass.
D = Passing, But Below Average Work: shows some understanding of material, but misunderstanding of other aspects of the content, missing assignments and tests, did not follow instructions, did not ask questions until assignment was due.
F = Poor work: subpar effort, possibly did not attend or access class for extended periods of time for various reasons, shows little understanding of the course material.

**PAPER GRADE – Due December 30**
- Paper must include a complete introductory paragraph including a thesis statement (at least 4 sentences). Your thesis will state what elements you will use to examine your work.
  **Thesis Example:** In this paper I will analyze color, line, and perspective.
  For this exercise, you will not write a full paper, but your introduction will read as if you will.
- Paper must include a description paragraph (at least 8 sentences). You should mention the objects (i.e. things that create lines, specific colors, architecture or landscape that shows depth, textures [i.e. fur, leather, satin, tree bark, velvet]) that you will analyze.
  **Example:** At the right, a line of soldiers aim rifles at a group of emotional-looking men, all placed within a landscape. A hill provides the background against which the men cluster. The top of the hill forms a diagonal line that leads to the soldiers.
- Paper must include a third paragraph that covers a formal analysis. You should provide at 2-4 sentences for each element you think applies to your work. Indicate why you chose each element and how the element functions in general and specifically in your particular work.
  **Element Example:** The line(s) that the hill and rifles make function as directional lines. Artists use directional lines to lead the viewer’s eye. The line of the hill points to the group of soldiers and the rifles they hold point back to the group of men clustered against the hill.
  Do NOT include any meaning!

| Use of correct English grammar | 10 points |
| Adequate length | 5 points |
| Introduction: includes artist, *title*, and date sentence | 3 points |
| Specific description of the work | 12 points |
| Element 1 where / why / function | 21 points (7 points each) |
| Element 2 where / why / function | 21 points (7 points each) |
| Element 3 where / why / function | 21 points (7 points each) |

100 points

Each instance of meaning = -3 points

**ASSIGNMENT GRADE**
1) Videos – online and Blackboard calculates
You must complete an online test/worksheet for three of four videos (you must include *Birth of an Artist*).
If you watch all four videos, and submit the test/worksheet for each, I will drop your lowest grade. I allow you two attempts for videos 1, 3, and 4, and three attempts for video 2. These tests have no time limit and I suggest that you have the test open while you watch the video.
2) Selfie with art – 5 points (equals 100%) – Due December 23
You will go to an ART museum and pick a work of art for your paper.
a) Take a picture of yourself with it and submit it via Safe Assign.

TESTS
This class has four tests on the content I provide in class and on the slides on Blackboard.
You will have access to the test when we have finished each section. I will leave the test open for a few days to allow you time to complete it.

LATE WORK: I will NOT accept work late without prior approval.

CLASSROOM CONDUCT:
1. All students are expected and required to conduct themselves in class and on field trips with respect for themselves, others, the rules relevant to the place visited and the work being viewed.
2. Personal attack, of any form, will not be tolerated. Lively discussion is encouraged! Attitude and participation can help your grade as well as hurt it. Be here!
3. Promptness, timely submission of completed work is all considered part of class deportment and grading standards.
4. Sleeping and/or resting of heads on the desktops will negatively impact your attendance grade.
5. No food in our classroom. You may have a beverage in class if it has a lid on it.
6. You may use your phone for course work. Mute the sounds prior to the beginning of class. Do not text message or surf during class time. I may ask students not conforming to this policy to leave class.

Institutional Policies
Institutional Policies relating to this course can be accessed by following this link:

Note: During the course of this class, some topics and or images may contain violence, nudity and/or social criticism. Any works of art containing imagery of this nature will solely be used to raise awareness of current and or past topics.
COURSE OUTLINE:
*This schedule is subject to minor changes. I will notify the class of any amendments.

**Formal Analysis**

**WEEK 1**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Unity, Variety and Balance, Scale, Emphasis, Pattern and Time/Motion</th>
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<tbody>
<tr>
<td>December 17</td>
<td>Chapters 1.5 through 1.9</td>
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<tr>
<th>Tuesday</th>
<th>Color, Perspective, Form, Texture, and Line</th>
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<tr>
<td>December 18</td>
<td>Chapters 1.1 through 1.4</td>
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<tr>
<th>Wednesday</th>
<th>Content Analysis / Begin Media and Processes – Drawing and Painting</th>
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<tr>
<td>December 19</td>
<td>Chapter 1.10 – Content Analysis – Chapters 2.1 and 2.2 - Test 1</td>
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**Media and Processes**

<table>
<thead>
<tr>
<th>Thursday</th>
<th>Printmaking, Sculpture, and Architecture</th>
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<tr>
<td>December 20</td>
<td>Chapters 2.3; 2.4; and 2.5</td>
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**WEEK 2**

Class will not meet this week.
Please watch three of the following videos and complete the accompanying quizzes. If you take all four quizzes, I will drop your lowest grade.
Film - Building the Great Cathedrals
Film – Birth of an Artist (Albrecht Dürer) **REQUIRED!**
Film - Terracotta Warriors
Film – Engineering an Empire

Due during this break:
• Sunday December 23 – Test 2
• Sunday December 23 - Selfie at museum with art
• Sunday December 30 - Paper

**WEEK 3**

**Periods of Art**

<table>
<thead>
<tr>
<th>Wednesday</th>
<th>Ancient, Medieval, and Renaissance</th>
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<tr>
<td>January 2</td>
<td>Chapters 3.1; 3.2; and 3.6</td>
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<tr>
<th>Thursday</th>
<th>Continue Renaissance and Baroque</th>
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<tr>
<td>January 3</td>
<td>Chapter 3.6 – Renaissance and Baroque</td>
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**Begin Non-western art China and the Americas**

Chapters 3.3 and 3.4
<table>
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<tr>
<th>Day</th>
<th>Activity</th>
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<tbody>
<tr>
<td><strong>Monday</strong></td>
<td><strong>Finish Non-western and begin European Art 1700 - Present</strong></td>
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<tr>
<td>January 7</td>
<td><strong>Chapters 3.7 through 3.10 - Test 3</strong></td>
</tr>
<tr>
<td><strong>Themes in Art</strong></td>
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<tr>
<td><strong>Tuesday</strong></td>
<td><strong>Finish European Art 1700 – Present and Begin Themes in Art</strong></td>
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<tr>
<td>January 8</td>
<td><strong>Chapter 4.1 - Community</strong></td>
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<tr>
<td><strong>Wednesday</strong></td>
<td><strong>Themes - Spirituality, Life Cycle, and Science</strong></td>
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<tr>
<td>January 9</td>
<td><strong>Chapters 4.2; 4.3; and 4.4</strong></td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td><strong>Illusion, Rulership War, Social Conscience, the Body, and Identity</strong></td>
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<tr>
<td>January 10</td>
<td><strong>Chapters 4.5; 4.6; 4.7; 4.8; and 4.9 – Test 4</strong></td>
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