MOUNTAIN VIEW COLLEGE COURSE SYLLABUS

COURSE NAME  Art Appreciation, ARTS-1301-Section 63400 Spring 2019
PROFESSOR  Cristina Medina, MFA
EMAIL  cmedina@dcccd.edu
MEETING DAYS & TIMES: Online Course, no campus meeting dates
ONLINE CLASS:  http://ecampus.dcccd.edu/
Credit Hours:  3_Semester Hours
DIVISION OFFICE:  Room E40, ARCO-Arts and Communications, 214-860-8671

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@dcccd.edu. Students are responsible for reading syllabus and knowing expectations regarding due dates and submission of 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.

- Students in this course will need a way to capture digital images, (digital photographs) to submit for many of the assignments

- Student will need access to a computer with internet access to watch online videos and be able to experience other digital media associated with the class.
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)

**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.

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**COURSE OUTLINE**

**Due Dates of Assignments & Tests**

Visit eCampus Blackboard for descriptions and directions of assignments listed below.

Read descriptions ahead of the due dates.

**Assignments due on the due date listed below before 11:59pm, unless otherwise noted by the instructor. Late work not accepted.**

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**Part I: Introduction to Art**

**First Day of Classes for Spring 2019 semester: January 22**

January 22-27

**Assignment 1: First Art Discussion due January 28 by 11:59pm**

Art and Art Making

- Read Syllabus
- Read Chapter 1
- Discussion: Introduce yourself, discuss syllabus, discuss mystery art from Chapter 1 as indicated by instructor on eCampus. 
- 5 posts by each student, must include at least two or more replies to other students

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January 28-February 3

**Assignment 2: Art Element Photos due February 4 by 11:59pm**
The Language of Art and Architecture
- Read Chapter 2, p. 23-41
- Take a photograph of anything in your environment that represents 8 formal art elements from your textbook reading.
- Describe what the art element is and what it is doing in the picture with one sentence for each photo.

February 4-February 11
Assignment 3: Principles of Composition Photos due February 11 by 11:59pm
The Language of Art and Architecture
- Read Chapter 2, p. 42-54
- Take a photograph of anything in your environment that represents 8 principles of composition and/or architecture from your textbook reading.
- Describe what the principle is and what it is doing in the picture with one sentence for each photo.

February 12-February 17
Assignment 4: Making Art Discussion due February 17 by 11:59pm
Media
- Read Chapter 3.
- Watch video links in eCampus Blackboard.
- Discussion: Discuss videos, and your experience with making art as indicated by instructor on eCampus.
  - 5 posts by each student, must include at least two or more replies to other students

February 18-February 25
Assignment 5: Movie Meaning due February 25 by 11:59pm
Deriving Meaning
- Read Chapter 4
- View materials as provided by instructor on eCampus
- Select a movie that you can compare to a work of art in the textbook. Using the concepts in chapter 4 textbook reading, make a mind map that would help someone understand the meaning of both movie and artwork.

February 26-March 4
Assignment 6: Your Choice Due March 4 by 11:59pm

End of Part I of the textbook. Select **one** choice from the following:

- **Talk about art.** Choose two cultures outside of your own and select one artwork from each of them. Compare and contrast the artworks in a written 200-word essay.

- **Be the artist.** Select one art media from Chapter 3 and make your own art work. Submit evidence (photos of yourself making the art) as your assignment. Also write one paragraph, (90 words), listing the media and describing the experience.

Part II: Why Do We Make Art?
March 5-March 10

Assignment 7: Human Body Discussion due March 10 by 11:59pm

The Body including Reproduction and Sexuality

- Read Chapters 6 & 11.
- Watch videos on eCampus.
- Discuss: Nudity in Art as indicated by the instructor, using the videos and the textbook reading as references.

March 11-17 SPRING BREAK No Classes Held

March 18-24

Assignment 8: Exploring Race, Gender in Art due March 25 by 11:59pm

Race, Gender, Clan and Class

- Read Chapter 12
- Watch videos and view provided materials on eCampus
- Share one artist from the textbook and one artist that you find doing your own research, (2 artists minimum), that you feel best represents your viewpoint. Discuss what is significant in this artists’ work especially related to contemporary times, current events and personal experiences.

March 25-31

Assignment 9: Vanitas/Memento Mori due April 1 before 11:59pm

Deities and Places of Worship including Mortality and Immortality

- Read Chapters 7 & 8
• Watch videos and read about vanitas and memento mori on eCampus
• Create your own still life based on these ideas and take a photo.
• Submit photo of your own vanitas or memento mori with a written response

April 2-7
Assignment 10: Protest Art due April 8 by 11:59pm
Power, Politics & Glory including Social Protest/Affirmation

• Read Chapters 9 and 10
• Watch videos, view materials provided by instructor on eCampus
• Select an artist or artists that best represents your viewpoint
• Create your own “protest” art based on the criteria as indicated by instructor and based on the artist
• Submit photos and written response of your own protest art

April 8-14
Assignment 11: Earthwork due April 15 before 11:59pm
Food and Shelter including Nature and Technology

• Read Chapters 5 and 13,
• Watch videos and view provided materials on eCampus
• Create your own “shelter” using only materials from the earth, food or recyclable materials
• Submit photos with written response describing your ideas, process and artist that inspired you.

April 15-21 (Last Day to Withdraw: April 17)
Assignment 12: Museum/Gallery Visit due April 22 before 11:59pm
Visit Art in Person

• Read Chapter 15
• Select a museum or gallery to visit from the list provided on eCampus
• Visit and take notes, photos
• Write essay about your visit using materials and criteria provided
• Submit final essay with photos and works cited.
### April 22-28
**Assignment 13: Visual Culture Discussion due April 29 by 11:59pm**

*Entertainment and Visual Culture*

- Read Chapter 14
- Attend a local fine arts event. This includes music, dance, theater, or culture. View the MVC Arts and Humanities Calendar of events for ideas.
- Discuss with your classmates your experience using Chapter 14 topics. How can you connect the event to our class, such as other chapters of the book?

### April 29-May 5
**Assignment 14: Art in My Life Discussion due May 6 by 11:59pm**

*Art in Your Life*

- Read Chapter 15, (p. 444-445)
- Find an artwork in your surroundings, in your life that fits the definition of public art. Take photographs of the artwork, research about the work and answer questions about it including location, art elements, principles of organization, function and any others as listed by the instructor on eCampus Blackboard.
- Make a list of your sources, (where did you get information from)
- Discuss with your classmates your findings so far.

### May 6-16
**Final Assignment 15: Art in My Life Presentation due May 14 before 11:59pm**

*Art in Your Life*

- Create a visual/oral/written presentation about your work from last week. Use the photos and information to create a presentation about the public artwork including all your research. Document your sources in MLA format. Submit the presentation to eCampus by copying and pasting a link or uploading the file.
  - *Extra credit due May 14*
  - *End of the semester May 16*
STUDENT RESPONSIBILITIES

• Students are responsible for obtaining textbook and materials. Including regular access to a computer with internet access.

• 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 keeping up with due dates for the class.

• The instructor will not always remind students to take tests or do daily work.
• If an assignment is not visible, please contact the instructor immediately before the due date has passed.

• Students are responsible for arranging a reliable access to internet services during the course of the semester. Regardless of location, travel plans, or work schedules, students are responsible for submitting work on time or early to avoid missed assignments. It is the students’ responsibility to ensure internet access is available before proceeding with the course.

• Students may work ahead of schedule and submit work early, especially if anticipating travel.
• Students should be aware of time zone changes and submit to the appropriate time zone for the course.
• The instructor does not accept late work.

Students are responsible for establishing contact with the instructor for help through email, or meeting. Students may contact instructor to arrange a meeting during fall or spring semester.

• Students are responsible for keeping track of their own course grades in case of withdrawal purposes. Request for grade reports may be
made to the instructor at least two days in advance of the withdrawal date. There is no guarantee that the instructor will be able to provide a grade report by the withdrawal date if a request is made later.

- 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.

**ATTENDANCE POLICY**

- Students are required to participate in the online course to indicate attendance. If students do not participate in the course

- 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.

INSTRUCTOR CONTACT POLICY

Please allow 24 hours for the instructor to reply to an email. 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.

When contacting instructor, make sure to state name, course number, section and contact information.

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.

Students’ grades are calculated according to the assignments posted by the due date on eCampus Blackboard and the points earned for each assignment according to the requirements fulfilled by the student. Points cannot be “given” to students, a student must earn the points through the work achieved during the semester.

Below please find the criteria the instructor uses to grade work done by the students:

- **Assignment Fulfillment**: Is the assignment being fulfilled? Are all the questions/criteria/topics being addressed? Are directions/instructions being followed? Are all attachments attached, for example photographs or works cited page? Assignments submitted in the comments box will not be accepted - make sure to click the submission box to submit the assignment.

- **Writing**: Correct spelling, grammar, capitalization, syntax and sentence structure, (text message abbreviations are not accepted), the majority of the writing must come from the student, all quotations or information taken from other sources must be cited appropriately. Instructor checks writing with SafeAssign and can see all copied materials from the internet. Upon discretion of the instructor assignments with copied written material will not be accepted and result in 0 points, F grade.

- **Art Concepts**: Are art concepts and vocabulary being included in the assignment? Are the concepts from the reading being applied to
assignments? Can the student apply the terminology for the course to actual situations?

- **Critical Thinking**: Thinking beyond the base 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)

**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 submitted in the “Comments” box will not be accepted.

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

- **14 Assignments** *(consist of discussions, written responses, photographs and other activities) = 100 points each (1400)*
- **1 Final Presentation** =200 points

Total Possible Points: 1600 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, for example the Museum essay and the final project are worth the most points.

**LATE WORK POLICY**

**Late work is not accepted.** All assignments are due on the date listed or otherwise noted by 11:59pm.

**ASSIGNMENT DESCRIPTIONS**

**Daily written responses or audio responses with photos** should be 150 words or more. Spelling, grammar and sentence structure will count as part of the grade. Written responses should be in paragraph format without recopying the questions back into the assignment. Photos inserted into the written document is preferred. Written responses in the “Comments” box will not be accepted. Click the Write Submission button to open a box to type into or attach a file. Attaching a file is recommended.

*Note-Option: Some assignments allow the substitution of audio/video responses (instead of a written response). The instructor will mark clearly which of these assignments are allowed audio/video option. The museum essay assignment is always written.*
Discussions can be more casually written and be similar to writing posts on social media or similar to speaking in class with other students. Be aware that we cannot see your face, so we cannot judge whether you are joking or recognize tones of sarcasm. Follow the Student Conduct & Netiquette rules that are listed in the syllabus.

100 possible points total for each discussion based on the following criteria:

1 post=60 to 70 points (your initial comment on the topic depending on quality)

2 posts=71 to 80 points (interaction with classmate by replying to classmate comment/post, depends on quality)

3 posts=81 to 90 points (interaction with classmate by replying to classmate comment/post, depends on quality)

4+ posts=91 to 100 points (interaction with classmate by replying to classmate comment/post, depends on quality)

The instructor is looking for students to comment on the topic presented, then interact with other students by commenting on another students’ post(s). Points will be attributed depending on the length, quality of content and quality of interaction of the student’s posts. Interaction with other students is required.

Art Museum Visit essay is a formal essay of 500 words or more. This requires the student to attend an art museum to see art in person and take notes while there. The notes will assist in writing the more formal essay. Research and inclusion of sources with MLA citation required. Photos of student at the establishment are required as proof of attendance and should be included at the end of the essay. For more details view the assignment description at the end of the syllabus or on eCampus Blackboard.

Art in Your World Assignment acts as the final for the course and is based on an artwork in your surroundings. This is a project in which the student must perform further research on a topic or subject related to the artwork. This culminating project is like showing the instructor what the student has learned from the semester. Inclusion of Part I of the textbook with at least one chapter from Part II should be the goal for a successful project. Further details can be found on eCampus Blackboard.

Extra credit: The instructor may allow an extra credit assignment for the semester. It is the discretion of the instructor as to how many points or assignments are allowed per semester. Often only one extra credit
assignment is allowed. The student must perform all tasks required by the instructor for extra credit points to be assigned. Once the due date has passed, there is no acceptance of late work.

WITHDRAWAL POLICY

If you are unable to complete this course, you must withdraw from it by April 17, 2019. 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.

INSTITUTIONAL POLICIES

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

www.mountainviewcollege.edu/syllabipolicies

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: Content in this course is for mature audiences. Artworks WILL 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 is 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.

**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.

- Type your assignment as a 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.
- Log onto eCampus Blackboard.
- Click on our course, ARTS-1301.
- Click on Assignments in the tool bar on the left.
• Click on the underlined Assignment title, for example, Written Assignment 1.
• Blackboard will take you to another page where you can upload, attach a file of your assignment.
• Scroll down to 2. Assignment Materials. Under this box there is a place to attach your file.
• Title your assignment, add your name, attach your file and click submit.
• 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.

Student Support Number: 972-669-6402 or 1-866-374-7169

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:

1. Name of Course (Example: English 1301; it will be helpful to have the course rubric e.g. ENGL)
2. Section Number of Primary Course (Example: 6400)
3. Name of Instructor
4. Name of Student and Student Identification number
5. Day and Time when trouble started
6. Specific information about the problem that is occurring
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.)

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.

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 Visit

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

- 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.
- Please plan accordingly; this is a self-guided trip.
- Take notes using the worksheet, this will become the essay
- Include aspects of the atmosphere of the environment of the location, what it was like to attend, and your impressions.
- Take a photograph of the work or yourself at the museum (ask for permission first)

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.
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; 500 word minimum.

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

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

- **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.
  
  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
• **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.**

• Q. What is the theme or subject of the work?
  - Q. What is the work about; what do 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?

• **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.

• 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:*

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