Instructor Information
Name: Cristina Medina, MFA
DCCCD Email: cmedina@dcccd.edu
Office Phone: 214-860-3654, email preferred
Office Location: W69
Office Hours: Fridays, 11:00am to 3:00pm or by appointment
Division Office: Room E40, ARCO-Arts and Communications
Division Phone: 214-860-8671

Course Information
Course Title: Art Appreciation
Course Number: ARTS 1301
Section Number: 63401
Semester/Year: Spring 2020
Credit Hours: 3
Class Meeting Time/Location: Online Course, no campus meeting dates
Certification Date: 2/3/2020
Last Day to Withdraw: 4/16/2020

Course Prerequisites
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 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

**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.

**Texas Core Objectives**

The College defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the Texas Core Objectives for Student Learning. In this course, the activities you engage in will give you the opportunity to practice two or more of the following core competencies:

1. Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. Communication Skills - to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
3. Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. Personal Responsibility - to include the ability to connect choices, actions, and consequences to ethical decision-making
6. Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
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.

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.

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.

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.

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.

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.
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)

Required Course Materials


☐ 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.

Note: A student of this institution 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.

Graded Work
The tables below provide a summary of the graded work in this course and an explanation of how your final course grade will be calculated.

Summary of Graded Work

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments (discussion, written reflections, art activities)</td>
<td>12 @ 100 points</td>
<td>1200 points</td>
</tr>
<tr>
<td>Museum Essay</td>
<td>1 @ 200 points</td>
<td>200 points</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>1 @ 300 points</td>
<td>300 points</td>
</tr>
</tbody>
</table>

TOTAL: 1,700 points
<table>
<thead>
<tr>
<th>Points</th>
<th>Percentages</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1530-1700</td>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>1360-1529</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>1182-1359</td>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>1012-1181</td>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-1011</td>
<td>0-59%</td>
<td>F</td>
</tr>
</tbody>
</table>

**Description of Graded Work**

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**

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=50-70 points (your initial comment on the topic depending on quality)

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

3 posts=81 points-90 points (interactions with classmates by replying to classmate comment/post, depends on quality)
4+ posts=91 -100 points (interactions with classmates 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.

Final Presentation acts as the final for the course and is based on an artwork in your museum visit. 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.

Attendance and Your Final Grade

- Students are required to participate in the online course to indicate attendance. If students do not participate in the course the instructor will mark student as having not attended which may affect certification.

- 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.

**Late Work Policy**

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

**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.

**Course Schedule**

Assignments explained in further detail on eCampus Blackboard. Assignment submission links will close at 11:59pm on the due date.

<table>
<thead>
<tr>
<th>Topic &amp; Reading</th>
<th>Assignment</th>
<th>Due Date All due before 11:59pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Art : Art and Art Making</td>
<td><strong>Assignment 1: First Art Discussion-Introductions, Mystery Art</strong>&lt;br&gt;Get to know your classmates and take your guess at what the mystery art is.</td>
<td>January 27</td>
</tr>
<tr>
<td>Textbook Reading-Part I Chapter 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The Language of Art and Architecture</strong></td>
<td><strong>Assignment 2: Photos of Elements and Principles</strong>&lt;br&gt;Take photos that represent your understanding of art visual terminology.</td>
<td>February 3</td>
</tr>
<tr>
<td>Read Chapter 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Media</strong></td>
<td><strong>Assignment 4: Media</strong>&lt;br&gt;Learn about the different ways of making art.</td>
<td>February 10</td>
</tr>
<tr>
<td>Read Chapter 3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Deriving Meaning</strong></td>
<td><strong>Assignment 5: Deriving Meaning</strong>&lt;br&gt;Revisit the Mystery Art and decode the meaning.</td>
<td>February 17</td>
</tr>
<tr>
<td>Read Chapter 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textbook Reading - Part II: Why Do We Make Art?</td>
<td>Assignment 6: Food and Shelter</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>--------------------------------</td>
<td></td>
</tr>
<tr>
<td>Read Chapter 5</td>
<td><em>How do we perceive the importance of food and shelter?</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment 7: The Body and Mind including Reproduction and Sexuality</th>
<th>Assignment 8: Deities and Places of Worship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Chapters 6 &amp; 11.</td>
<td><em>Learn about the world belief systems through art.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment 9: Mortality and Immortality</th>
<th>Assignment 10: Power, Politics &amp; Social Protest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Chapter 8</td>
<td><em>How do artists use art to speak about the things they want to fight for or against?</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment 11: Race, Gender, Clan and Class</th>
<th>Assignment 12: Nature, Knowledge, Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Chapter 12</td>
<td><em>Discover public art or earthworks in your neighborhood.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment 13: Entertainment and Visual Culture</th>
<th>Assignment 14: Art in Your Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Chapter 14</td>
<td><em>Museum Essay: visit an art museum near you and analyze a work of art.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Assignment: Visual Presentation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Chapters 15</td>
<td><em>Create a presentation that incorporates all that you have learned this semester.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Visual Presentation</th>
<th>Final Assignment: Visual Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Chapters 15</td>
<td><em>Create a presentation that incorporates all that you have learned this semester.</em></td>
</tr>
</tbody>
</table>
Institutional Policies
Institutional Policies relating to this course can be accessed using the link below. These policies include information about tutoring, Disabilities Services, class drop and repeat options, Title IX, and more.

Mountain View Institutional Policies
(http://www.mountainviewcollege.edu/syllabipolicies)

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.

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.

Technical Support

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.)