INET Art Appreciation Syllabus
Mountainview College

Instructor Information
Name: David Connolly
DCCCD Email: dxc6430@dcccd.edu
Office Location: Mountainview College
Office Hours: To Be Announced
Division Office and Phone: E40, ARCO Division Office, 214-860-8671

Course Information
Course Title: INET Art Appreciation
Course Number: 1301
Section Number: 63405
Semester/Year: Spring, 2020
Credit Hours: 3
Class Meeting Time/Location: INET
Certification Date: February 3rd, 2020
Last Day to Withdraw: April 16th, 2020

Course Prerequisites
No prerequisites

Course Description
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**

Learners will explore the text, “Exploring Art: A Global, Thematic Approach”, and through the text, videos and responsive writing will learn about historical movements in art, as well as current trends in art and the political imagination through the present. Learners will also hear directly from artists, art critics, collectors and historians—professionals in the field, sharing their ideas, inspirations, techniques and processes while also discussing relevant themes.

Students will also be introduced to an array of ways to engage artworks, and to think about how art helps to shape and encourage the vigorous debate about the things that matter (identity, belief, the private moral imagination and public gestures of obligation, to highlight a few topics).

Lastly, the successful student will be poised to improve communication and contribution, while refining research, writing, observation and critical thinking abilities.

**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
Required Course Materials

Exploring Art: A Global, Thematic Approach. Revised 5th Edition, Margaret Lazzari and Dona Schlesier, eds. Student Edition: ISBN: 978-1-337-70991-0 (this text can be purchased through the bookstore or online, or can be rented. 

Recommended Materials:

Jerry Saltz, “How to Be An Artist”


Peter Schjedahl, “Hot, Cold, Heavy, Light, 100 Art Writings, 1988 – 2018”


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>Text-based Questions</td>
<td>15 @ 2 points each</td>
<td>30 points</td>
</tr>
<tr>
<td>Discussions</td>
<td>10 @ 2 points each</td>
<td>20 points</td>
</tr>
<tr>
<td>Museum Paper</td>
<td>1 @ 20 points</td>
<td>20 points</td>
</tr>
<tr>
<td>Criticism Paper</td>
<td>1 @ 30 points, 10 points team grade, 20 individual</td>
<td>30 points</td>
</tr>
</tbody>
</table>

TOTAL: 100 points

Final Grade

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentages</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-59</td>
<td>0-59%</td>
<td>F</td>
</tr>
</tbody>
</table>

Description of Graded Work

**Text-based questions:** These questions are designed for you to respond directly to the text you are reading, are short answer (3-5 sentences per question), as in, should be answered in complete sentences. Your answers should also be thoughtful and thorough, including any connections you might want to make between the text and other texts and/or videos, works you have seen, etc., and will be counted towards your final course grade.

**Discussion questions:** These questions are designed for you to respond directly to one another. As participants in discussion, you are asked to respond to videos or topical questions. These are short answer and responsive (the nature of your comments in writing should be informative and positive, even in disagreement), and will be counted towards
your final course grade. You may challenge or add to one another’s comments, but posts simply stating “I agree” or “I disagree” or any other type of vague comment will not be accepted; it’s a discussion, where everyone is asked to investigate and critically examine something, or respond in some other detailed manner.

**Criticism Paper:** This paper is a collaborative paper applying lessons learned in the class pertaining to criticism. Early on in the course, you will learn about the differences between structuralist, post-structuralist, formalist, ideological, psychoanalytical, deconstructionist, visual culture criticism, phenomenologist and feminist criticism (96-102). You will be assigned to a group, where you each choose one of the types of criticism, then write about the same piece of art (through the lens of a type of criticism). Each critic in the group should have a unique voice; no repeats (in other words, two formalist critics will not be accepted. Everyone needs to have a different criticism). You need to decide as a group beforehand who is doing what, and you need to do it together. This semester, the college is evaluating teamwork, and thus it will take coordination on your part to successfully complete the paper (because you have to figure out who is doing what). Look for a shell attached to the assignment link for the paper in eCampus. The paper should be 3-5 pages in length at least (1,000-1200 words). Although everyone will be choosing their own criticism, someone needs to organize the criticisms as one piece, thus one of you in the group needs to put it together for the others.

You will receive a team grade and an individual grade for this paper. If someone in the group fails to write about the work or to participate, group members should alert me to this immediately. Any individual not participating in this activity will receive a zero, and such behavior will be taken into account concerning the team score. This paper will be compiled in APA style format, including all reference material both cited in your paper, and with a references/ works cited page. If you are not familiar with the APA style, you may familiarize yourself online through the links provided below. They provide a clear and thorough explanation of the APA style specifics you will be required to meet. For example, each of you will be writing your own criticism (of choice), and thus such needs its APA header. **Important note: please do not wait until the last minute to learn this format, as there are a number of unique details that set it apart (from MLA or Chicago formats respectively). I would watch the videos and create or find a shell that reflects it exactly, so that when ready to write my paper, I could simply populate the structure with content. I would do so as soon as possible.**

1. Title page and abstract: [https://www.youtube.com/watch?v=ke2WdUpzRVU](https://www.youtube.com/watch?v=ke2WdUpzRVU)
2. Introduction and headings: [https://www.youtube.com/watch?v=EoTrVDqID5M](https://www.youtube.com/watch?v=EoTrVDqID5M)
3. Body paragraphs: [https://www.youtube.com/watch?v=E5fUdosTpHs](https://www.youtube.com/watch?v=E5fUdosTpHs)
4. Conclusion and references: [https://www.youtube.com/watch?v=qsBHxkPI_pY](https://www.youtube.com/watch?v=qsBHxkPI_pY)
Museum Paper: This is a final paper, and is at least a 1,000-word report on your museum experience as a whole, and a single response/review as a piece. There are no extensions for this assignment. Perhaps some of you have never visited a museum or gallery. This paper is intended to be a way for you to describe your experiences. Say a few words about your initial encounters (with the space, other people, the architecture, etc.) Next, choose a piece to talk about, and answer the following questions. Answers should be in essay format, organized and descriptive (keep in mind I am not looking at the work, so you need to be descriptive). Keep sentences short, use the right words and avoid vagueness and clichés.

1. What do you see (what are you looking at)?
2. Inventory materials
3. Note scale (outer dimensions)
4. What is going on (in the works)?
5. Use correct terminology (principles and elements of art and organization, etc.).
6. How do the visual elements relate to one another?
7. In what way is this work unique, different or unusual?
8. Referring to the time surrounding the work (if different in approach/look/etc.)
9. Referring to how/why it is different or unique to you
10. Why might some visual elements appear in the same scene?
11. What has the artist done (if anything) to play with your (our) perception?
12. What messages might this work have for us today?
13. In what ways can the work about the past, now or forever?
14. What do you think you would title this work, and given your interpretation what do you believe will happen next?
15. In what ways do you think this work is important? Is there some kind of morality to the work? How can this work be about reality, and whose reality at that?

Attendance and Your Final Grade

It is imperative you participate in the syllabus discussion question, as it is the way I initially verify you are participating in the class. Failure to do so will not only be a loss of points, but will force me to certify you as not attending. Certification is 2-12-2020. You also need to be checking in every week to successfully participate in discussions. Discussions occur once a week, have due dates, and are graded. Posts due every Saturday, like the homework.
Late Work Policy

I accept late work at my discretion, otherwise work is due on the dates posted. No exceptions. If work is turned in after due date, it will receive automatic point deductions. Weekly assignments are worth only 2 points each; if the assignments are more than two days late, then you will be receiving a zero for the late assignment. The best way to not get into this situation is to set aside time daily, dedicated to working on assignments (at least between 15-30 minutes a day), and establish early turn in dates for yourself (i.e. turn your work in on Fridays, not at the last minute on Saturday). If you do these things, and set an early deadline for yourself (obviously regardless of the amount of time you are given every week) you will never fall behind. The chapters are not long, and the writing assignments are relatively easy and short, as long as you follow the guides and answer the questions asked. This also goes for the papers; don’t put them off. Rather, start on them as soon as you can, so you don’t find yourself in a place where you will not be able to do the work, because you don’t have enough time. I say this up front, because this always happens with those who put their work off. I tell myself, why put off until tomorrow what I can (should) do today? I also remind myself that tomorrow never comes. It’s only a succession ofnows, so start as soon as you can!

Institutional Policies

Institutional Policies relating to this course can be accessed using the attached link. 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)

Course Schedule

Below you will find the topics we will be covering, along with the due dates for the text-based questions, discussion questions and the museum paper.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is Art: Art and art making</td>
<td>Chapter 1 reading/ text-based questions/ discussion questions</td>
<td>1-25-20</td>
</tr>
<tr>
<td>How has art influenced designing in architecture?</td>
<td>Chapter 2 reading/ text-based questions/ discussion questions</td>
<td>2-1-20 Certification is Monday, 2-3-20</td>
</tr>
<tr>
<td>Art Media, Materials, Methods</td>
<td>Chapter 3 reading/ text-based questions/ discussion questions</td>
<td>2-08-20</td>
</tr>
<tr>
<td>Topic</td>
<td>Readings &amp; Assignments</td>
<td>Due Dates</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----------------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Deriving Meaning in Art</td>
<td>Chapter 4/ reading/ text-based questions/ discussion questions</td>
<td>2-15-20</td>
</tr>
<tr>
<td>Food and Shelter</td>
<td>Chapter 5/ reading/ text-based questions/ discussion questions</td>
<td>2-22-20</td>
</tr>
<tr>
<td>Reproduction, Sexuality</td>
<td>Chapter 6/ reading/ text-based questions/ discussion questions</td>
<td>2-29-20</td>
</tr>
<tr>
<td>Deities and Places of Worship</td>
<td>Chapter 7/ reading/ text-based questions/ discussion questions</td>
<td>3-7-20</td>
</tr>
<tr>
<td>Mortality and Immortality</td>
<td>Chapter 8/ reading/ text-based questions/ discussion questions</td>
<td>3-14-20</td>
</tr>
<tr>
<td>Power, Politics and Glory</td>
<td>Chapter 9/ reading/ text-based questions/ discussion questions</td>
<td>3-28-20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Criticism Paper due 3-31-20</td>
</tr>
<tr>
<td>Social Protest and Affirmation</td>
<td>Chapter 10/ reading/ text-based questions/ discussion questions</td>
<td>4-4-20</td>
</tr>
<tr>
<td>The Mind and Body</td>
<td>Chapter 11/ reading/ text-based questions/ discussion questions</td>
<td>4-11-20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Last day to withdraw with a W is 4-16-20</td>
</tr>
<tr>
<td>Gender, Race, Clan and Class</td>
<td>Chapter 12/ reading/ text-based questions/ discussion questions</td>
<td>4-17-20</td>
</tr>
<tr>
<td>Nature, Knowledge and Technology</td>
<td>Chapter 13/ reading/ text-based questions/ discussion questions</td>
<td>4-24-20</td>
</tr>
<tr>
<td>Entertainment and Visual Culture</td>
<td>Chapter 14/ reading/ text-based questions/ discussion questions</td>
<td>5-2-20</td>
</tr>
<tr>
<td>Making Art A Part of Your Life</td>
<td>Chapter 15/ reading/ text-based questions/ discussion questions</td>
<td>5-9-20</td>
</tr>
<tr>
<td>Museum Paper</td>
<td>Museum experience/ piece of art</td>
<td>5-12-20</td>
</tr>
<tr>
<td>Course Ends</td>
<td>No work to do or accepted at this time</td>
<td>5-14-20</td>
</tr>
</tbody>
</table>