

# SYLLABUS

## **ARTS 1301 Art Appreciation (3:3:0)**

An introductory course that surveys the visual arts through exploration of purposes and processes, including evaluation of selected works. No prerequisite required. Not for the art major or minor.

**Instructor:** Assistant Professor Allison Black  
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### **REQUIRED TEXT:**

Prebles' [ARTFORMS](#) (with CD-ROM) 9th edition, by Patrick Frank.

The text can be purchased online at [SPC Bookstore](#) in Levelland.

Any questions concerning availability of the text can be directed to the Levelland Bookstore Manager at 806.894.9611 x2399.

### **COURSE OBJECTIVES:**

1. To analyze the artists' grammar
2. To examine the organization of various visual forms of art
3. To differentiate various historical styles in the Fine Arts
4. To examine the contemporary trends in the Fine and Applied Visual Arts

### **COURSE CONTENT-OVERVIEW:**

1. To define the term **art** and the 3 general categories of visual art: realism, expressionism, and abstraction
2. To understand the creative process through the evaluation of style and formal qualities of artworks
3. To examine the techniques of the Fine and Applied Arts of architecture, sculpture, drawing, painting, printmaking, photography, and fine crafts
4. To examine the art of the past; the historical trends and styles in visual arts and how the art produced by each civilization studied has influenced and been influenced by other cultures and civilizations
5. To examine the contemporary trends in the art of today relative to an art historical perspective, our contemporary culture, socio-political

issues, the artist's philosophical concerns and the formal aspects of the visual arts

## **ART APPRECIATION-THE ONLINE COURSE**

### **GENERAL MODULE ACTIVITIES:**

1. Required readings from text, content modules and internet websites
2. Assignments to be completed and posted on the discussion board
3. End of module tests which will be time limited, see calendar
4. Discussion questions will close with the content module close dates, see calendar

### **All correspondence must be through WebCT**

Assigned discussion questions will continue throughout the course and answers and reply posts must be posted on the appropriate discussion board topic. All assignments must be submitted through WebCT. Please do not send your assignments to my SPC e-mail address, I will not respond nor grade items sent via SPC email!

### **All correspondence must be through WebCT.**

### **ARTS 1301; COURSE REQUIREMENTS:**

1. Student must access the course on a regular basis
2. Student must login online at least 3 times per week
3. Student must complete assignments on time, please refer to the course calendar for the deadlines.

### **ABOUT THIS ONLINE COURSE:**

This course is laid out in **10 content modules**; each module contains information related to 2 or 3 particular chapters from the text, access to the content modules is time sensitive. The content in the modules is essentially my lecture notes. It helps to read them along with the text as the module content is laid out to correspond to the text reading via headings and sub-headings. There is information in the content module that is not in the text and vice versa and **ALL of it is on the test**. There are **discussion questions** at the end of each chapter within each module; response to these questions is time sensitive and all must be answered. The discussion questions will close

the same day their module closes. **The students are required to respond to every discussion question (25 in all) AND also respond to one other student's comments.** I will also add my input to the discussions, generally to all and/or individually to students. The requirement to respond to discussion questions is reflected in your final grade as **20% Participation** in discussion questions and responses.

About the **Discussion Topic** questions:

Go to the **Discussions** list and select the assigned topic, when the email-type form opens write your first and last name in the subject line, then answer the question(s) in the body portion of the email-type form.

**IMPORTANT! How to answer the discussion questions:**

You will be graded on the content of your postings, this will be reflected in your final grade as **20% Content** of assignments; discussions and written.

**First-** keep to the topic- the fine arts, applied visual arts and related materials. I do not want glib answers, or lectures on politics or religion.

**Second-** avoid subjective judgments- you are entitled to your "opinion" but if you post it, it must be grounded in the reading materials.

**Third-** your answers must be thoughtful responses, reflections on the content of the text, the module notes and URLs within the module notes.

You may & should quote from the text or module notes to emphasize your points in your answers.

**Remember -READ**

One should not arrive at the end of the semester still holding the same level of knowledge you had when the semester began. An online class is different from a face-to-face learning experience- but all the reading is still your responsibility. I will be able to tell by your answers who has read and integrated the material and who have not.

**Special instructions for Module 3**

I want to bring to your attention that one chapter of required reading in module 3 is Chapter 5 **STYLE** from the 7th ed. of **Artforms**. This chapter is in PDF form located under the link **Getting Started** found under the Learning Modules link in the menu on the left side of your screen. It is eleven pages, which may take a while to load, so give it time. FYI- also on that same **Getting Started** link location is a PDF copy of the article about my work that appeared in **Ornament** magazine, an international magazine that covers wearable art. You will be asked to read it when you log into the

course before you introduce yourself to the class -which is also Discussion question number one.

### **More hints about answering the discussion questions**

I am looking for thoughtful, appropriate responses and anything other than that will be graded down. As with my face-to-face classes, offensive responses, rudeness and disrespect will not be tolerated. Discussion question offenders will be first warned then dropped from the class upon the next offense, so watch your email etiquette. A good rule of thumb would be -if you wouldn't say it to someone's face-- as in a face-to-face class, you should not say it. Reconsider your message, reword it, refine it or forget it - keep it to yourself-- especially if what you are saying could be easily misinterpreted or interpreted as disrespectful. If you have any questions or comments about this you should send me a private email within WebCT. If you feel classmate is being disrespectful on the discussion board, you may email me through Webct private email for me to investigate; your name and concerns will remain private. If you are rude or disrespectful to me through email I will drop you from class, I will not tolerate that at all!

### **More info about discussion questions**

Every art movement, art work and artist covered in this class, in the text and in the discussion questions is are valid and important additions to the historical dialogue in the field of visual fine arts. Do not, DO NOT tell me that *you do not like* \_\_\_\_, or *you do not understand* \_\_\_\_ or display blatant disregard for any artist, movement or art work being discussed. This type of response tells me several things about you: FIRST, perhaps you have not done your reading; SECOND, you are not trying to understand; THIRD, you are avoiding answering the question; FOURTH, you are allowing snap judgments or old viewpoints to get in the way. Just remember, if I ask you about, ie: DADA or Fauves—tell me about the movement, not your opinion of them—base your answers in historical fact rather than telling me you think *they went over the top*. Art is a reflection of the time, culture and society from which it was made, thus to really understand some of the more complex movements, knowledge of world history is very helpful. The text has a great deal of information, is very easy to understand and quite inclusive. The content module readings correspond to the text reading with additional information I feel will help you understand the material better. You should have a curious open mind when you take a college course, this course is no different.

### **Another hint**

Use the compile option - a small printer icon, to print out the module notes and read them along with the reading assignments listed in the beginning of each module. Do ALL the reading, click on the hyper links for more valuable information. THEN formulate your answers for the discussion question original posting BEFORE reading your classmates discussion postings. DO NOT COPY OTHER STUDENTS' POSTINGS THEN POST THEM AS YOUR OWN- I DO READ ALL POSTINGS AND THEY ARE TIME/DATE STAMPED. If you are found to be copying another's answers, verbatim or otherwise, you will be confronted and punished to the fullest extent I feel necessary. I do not tolerate cheaters! DO YOUR OWN WORK!

### **Discussion question numbering system.**

The numbering of the 25 discussion question will look odd to you but the numbers are actually a code that makes my record keeping simpler. For instance, **10231** means: mod 10, chapter 23, question 1. At the end of each content module the student is to complete the **module test**. These 10 tests each consist of 10 questions of multiple choice or true/false type. There are 3 levels of questions, level one, are verbatim from the reading, level two are more implied from the information, level three are the questions that are aimed to test the integration of the material, requiring you to think and draw conclusions from the information you have taken in. The tests questions are randomly selected from my database of chapter questions, therefore no two tests are identical. You may take each test only one time. You have **60 minutes to complete each test**- you may use your text and notes as reference during tests if you wish, but be mindful of your time, if you have not read the material you will go over the time limit. The tests are also available on a time sensitive basis. Always check the calendar and the test link availability dates to be sure you don't miss a deadline, because **no exceptions** will be made.

### **REMEMBER:**

The **WebCT** software used to manage this course tracks student logins, tracking when and where the student has been in the course. Accessing this course on a regular basis is extremely important in order to meet the requirements of this course.

### **HOW THIS COURSE IS CONDUCTED:**

This is an online course, which means that you will access course information and respond to me and /or other students through the use of the

Internet. I use WebCT to deliver and manage this course. WebCT stands for Web Course Tools. It is a software package that was written to help manage online courses. There is help available for students at the SPC Online Web site. You can access this site at:

<http://www.southplainscollege.edu/online/students/studentguide/index.htm>

Take a moment to read over the information at this site before you get started, you may want to download it to your desktop or print out a hardcopy (paper). Do not let yourself become overwhelmed or spend hours of your time trying to figure out how to access something. There are many sources available to you for help. For questions concerning the course, you can contact me by phone, email or come to my office. Tacy Romo can answer technical questions for student support WebCT, call x2180 or contact via email at [tromo@southplainscollege.edu](mailto:tromo@southplainscollege.edu)

Also, there is help available at the online web site located at:

<http://www.southplainscollege.edu/online>

### **INTERNET COURSE REQUIREMENTS:**

1. Internet access and email are required
2. Initial correspondence with the instructor is the student's responsibility, by the first week of class, via email to the instructor's SPC email.
3. It is the student's responsibility to make sure they have the necessary computer resources and skills to take the online course. There are computer labs available to use at Levelland Technology Center, SPC Building 8 (Reese Center) room 827, and Byron Martin Advanced Technology Center, Lubbock and Plainview Center.
4. The computer you use must be able to connect to the Internet and allow you to browse the World Wide Web.

### **Minimum Computer Requirements:**

-a Personal Computer: Pentium with at least 32 Megabytes of memory, a minimum 2 Gigabyte hard-drive, monitor, sound card and speakers, running Windows 95 operating system or later.

**OR** -an Apple Macintosh: Power-PC based machine with at least 32 Megabytes of memory and a minimum 2 Gigabyte hard-drive: System 7.5 or better.

-a Web browser: Netscape Navigator 4.x or later (with the exception of Netscape 6.0), or Internet Explorer 4.x or later.

### **STUDENT REQUIRED SKILLS**

1. Typing skills
2. Word processing skills
3. Know basic functionality of a computer and how to do basic troubleshooting
4. Know how to connect to the Internet
5. Know basics of how the Internet works and how to search and conduct research using the Internet
6. Know how to compose, reply, and forward email messages
7. Know how to attach and open documents in an email message
8. Have basic file management skills
9. Know how to save and delete documents

### **RESPONSE TIME:**

My response time to messages and submitted assignments could be from immediate to 24-48 hours, excluding weekends, All efforts will be made to keep my response time as short as possible and respond in a timely manner. Tests will be graded automatically, and student's scores will be immediately available. Students may direct content or technical questions to the discussion board, for all to benefit from their inquiry. If and when similar questions arise repeatedly, I will develop an FAQ page on the homepage to aid you with those.

### **MODULE TOPIC AND READING LIST:**

- Module 1: Chapter 1 The Nature of Art  
Chapter 2 Awareness, Creativity, and Communication
- Module 2: Chapter 3 Visual Elements  
Chapter 4 Principles of Design
- Module 3: Chapter 5 Style (from Artforms 7th ed, on this site under "Getting Started" link)  
Chapter 5 Evaluating Art
- Module 4: Chapter 6 Drawing  
Chapter 7 Painting  
Chapter 8 Printmaking
- Module 5: Chapter 9 Camera Arts and Digital Imaging  
Chapter 10 Graphic Design and Illustration
- Module 6: Chapter 11 Sculpture

	Chapter 12 Clay, Glass, Metal, Wood, Fiber
	Chapter 13 Architecture
Module 7	Chapter 14 From the Earliest Art to the Bronze Age
	Chapter 15 The Classical and Medieval West
Module 8	Chapter 16 Renaissance and Baroque Europe
	Chapter 20 Late Eighteenth and Nineteenth Centuries
Module 9	Chapter 21 Early Twentieth Century
	Chapter 22 Between World Wars
Module 10	Chapter 23 Postwar Modern Movements in the West
	Chapter 25 Postmodernity and Global Art

### **EVALUATION:**

Final grades will be composed as follows:

<b>60%</b>	<b>Module Tests</b> (10)
<b>20%</b>	<b>Participation</b> in discussion postings and reply responses
<b>20%</b>	<b>Content</b> of those discussion assignments

### **GRADING SCALE:**

The grades will be scaled as follows:

90-100	"A" is Superior work
80-89	"B" is Above average work
70-79	"C" is Average work
60-69	"D" is Below average
00-59	"F" is Failure

### **IMPORTANT**

Submit a **Syllabus Acknowledgement** via webct email to me, stating you have read, understood and agree to abide by the terms set forth in the Syllabus and Getting Started documents.

### **ACADEMIC HONESTY POLICY:**

The faculty is strongly committed to upholding standards of academic integrity. These standards, at the minimum require that students never present the work of others as their own. **CHEATING WILL NOT BE TOLERATED.**

### **DIVERSITY STATEMENT:**

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple

experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world, and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

**DISABILITIES STATEMENT:**

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Special Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Special Services Coordinator. For more information, visit the Special Services Office in the Student Services building, or call: 806.894.9611 x 2529.