

**ART APPRECIATION  
ART 280  
SCHOOL OF ART**

**Name:**

**Email:**

**Phone:**

**Office:**

**Office hours:**

**Class meeting time and place:**

**Course description:**

For the non-major, focusing on Western cultural history through the visual arts. Fall, spring, summer. Approved for general education requirement.

**Text and Materials:**

Varies by Instructor.

The following text is representative of the type used in the course:

Frank Patrick, *Prebbles' Artforms*.

**Core Curriculum Objectives and Course Requirements:**

Students in this course will be expected to complete work that varies by instructor and one Formal Analysis / Critical paper with questions to ask the guest created collaboratively in small groups of students, an oral presentation to a guest, digital slide presentation of the information conveyed to the guest and a video of the oral presentation in the face-to-face sections and one Evaluating Art essay with an oral presentation to a guest, digital slide presentation of the information conveyed to the guest and a video of the oral presentation, Art Speaks essay and the Compare and Contrast discussion board assignments in the online sections. This work will demonstrate each student's understanding of course content and their ability to meet the following objectives.

Because these outcomes are in part skills-based, these assignments will be graded both for content and for style (grammar, spelling, sentence structure, logic).

1. Critical Thinking

Students will be instructed in the elements of critical thinking such as creative thinking, innovation, inquiry and analysis, evaluation, synthesis of information of creative artifacts and works of the human imagination. Instruction will take place by means of assigned readings, lecture, class discussion in the face-to-face sections of the course and assigned readings and lecture notes in the online sections.

Each student's mastery of the critical thinking objective will be demonstrated by means of a Formal / Critical Analysis paper with a question list, an oral presentation, and digital slide presentation and in the face-to-face sections and through the Evaluating Art essay with oral presentation, digital slide presentation, Art Speaks essay and the Compare and Contrast discussion board assignments in the online sections in which the students will be asked to examine and analyze works of art and articulate an informed personal reaction of works of art.

The instructor will present the elements and principles of design, processes and tools used in making art, and the features and key works of style periods in the history of art to foster the students' ability to examine and analyze works of art and an informed personal reaction to works of art. Students will demonstrate these skills by analyzing a work of art in a Formal / Critical Analysis paper in the face-to-face sections of the course and through the Evaluating Art and Art Speaks essays in the online sections.

Students who complete the Formal / Critical analysis of a work of art in the face-to-face sections or the Evaluating Art essay in the online sections will use the same principles of analysis to orally present a work of art to a guest outside the course whom they will invite to see the work and others in the same gallery / museum, create additional gallery / museum visit questions to ask the person and compare and contrast their own responses with those of their guest.

In the individual Compare and Contrast discussion board assignments in the online sections, students form small groups and respond in writing to instructor questions about the imagery and physical characteristics of two art media, two works of architecture, two artists and two art movements selected by the instructor. Each student also creates at least one question concerning the two media, works, artists or art movements. Each student then compares his or her observations to those of at least two other students in their group by answering the questions the students created.

## 2. Communication Skills

Students will be instructed in the elements of communication skills such as effective development, interpretation and expression of ideas through written, oral and visual communication.

The instruction will take place by means of written guidelines.

Each student's mastery of the written communication skills objective will be demonstrated by means of the Formal / Critical Analysis paper in the face-to-face sections and the Evaluating Art and Art Speaks essays in the online sections.

Each student's mastery of oral and visual communication will be demonstrated by means of the Formal / Critical Analysis or Evaluating Art oral presentation, digital slide presentation and video in which students will be asked to create and orally deliver an original presentation about the work of art they have examined in person to a guest outside the course in the presence of the work of art, create a short digital slide presentation of the information they conveyed to the guest and create a short video of the student making the presentation to the guest. The oral presentation will cover gallery / museum etiquette and an analysis of formal elements, medium or media and art techniques and subject matter and imagery of the work of art. Both the slide presentation and video will be uploaded to D2L.

## 3. Teamwork

Students will be instructed in the elements of teamwork such as the ability to consider different points of view and work effectively with others to support a shared purpose or goal.

The instruction will take place using written guidelines that will be reviewed in class in the face-to-face sections. Lecture or lecture notes and assigned readings will treat the prevalence of collaboration in making and exhibiting art, including the following: (1) collaboration in art exhibitions among the artist or artists, the gallery curator who choose the works to be exhibited and the preparator who installs the work; (2) collaboration between the artist and patron who commissions the art in cases when this relationship exists; and (3) collaboration among artists who design a work and those who execute the work with specialized technical skills.

Each student's mastery of the teamwork objective will be demonstrated in the face-to-face sections by means of the Formal / Critical Analysis question list in which students in small groups will create a question list for their guests who will view the work of art or architecture in person. Students will complete a peer assessment as part of this project.

Each student's mastery of the teamwork objective will be demonstrated in the online sections by means of the discussion board postings of responses to questions at least two other students in their group created about the works of art they examined and analyzed in the four Compare and Contrast discussion board assignments. Students will complete a peer assessment as part of this objective.

## 4. Social Responsibility

Students will be instructed in the elements of social responsibility such as intercultural competence, knowledge of civic responsibility and the ability to engage effectively in regional, national and global communities.

This instruction will take place by means of assigned readings and lecture or lecture notes.

Each student's mastery of the Social Responsibility objective will be demonstrated by means of the Formal / Critical Analysis or Evaluating Art oral presentation to the guest, in which students will be asked to act as ambassadors for the art community, which exists locally, regionally, nationally and globally. The student will engage the guest to ask questions about the art on view that the student or the guest may be able to answer. The material presented by students and subsequently passed on to peers prepares students for viewing visual art in many geographical or cultural settings.

To enable students to visit major museums that feature a wider range of art than is available in Nacogdoches, an optional day trip to art museums in Houston, Dallas or Fort Worth is offered every fall and spring semester. The buses accommodate 100 participants and the trip is free to students enrolled in art courses.

### **Course Calendar:**

The following topics are treated in the ART 280 face-to-face sections according to the tentative schedule:

Weeks 1 and 2: Art and creativity, the nature of visual communication.

Week 3. Visual elements and principles of design

Week 4. Visual elements and principles of design. Exam 1.

Weeks 1 – 4. Includes instruction in Critical Thinking, Communication Skills, Teamwork and Social Responsibility. (To be reinforced throughout the course where appropriate.)

Week 5. Art media: drawing and painting

Week 6. Art media: painting and printmaking

Week 7. Art media: sculpture. Exam 2.

Week 8. Art media: architecture

Week 9. History of art: ancient art

Week 10. History of art: medieval art

Week 11 History of art: non-western art. Exam 3.

Submit Formal / Critical Analysis paper.

Week 12. History of art: Renaissance and Baroque art

Week 13. History of art: Neoclassicism, Romanticism, Realism, Impressionism, Postimpressionism

Submit Formal / Critical Analysis question list.

Week 14. History of art: modern and contemporary art

Complete Formal / Critical Analysis oral presentation to the guest.

Submit Formal / Critical Analysis digital slide presentation of the information conveyed to the guest.

Submit Formal / Critical Analysis video of the oral presentation to the guest.

Final exam day in Week 15: Exam 4

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The following topics are treated in the ART 280 online sections according to the tentative schedule:

Weeks 1 and 2: Art and creativity, the nature of visual communication.

Submit Art Survey paper.

Week 3. Elements and principles of design

Submit Art Terms worksheet.

Week 4. Elements and principles of design

Weeks 1-4. Includes instruction in Critical Thinking, Communication Skills, Teamwork and Social Responsibility. (To be reinforced throughout the course where appropriate.)

Submit Design Terms worksheet.

Week 5. Art media: drawing and painting

Submit Evaluating Art essay.

Week 6. Art media: painting and printmaking

Week 7. Art media: sculpture

Week 8. Art media: architecture

Week 9. History of art: ancient art

Week 10. History of art: medieval art

Week 11. History of art: non-western art

Submit Western Art Terms worksheet and Non-Western Art Terms worksheet.

Week 12. History of art: Renaissance and Baroque art

Submit Compare and Contrast: Architecture discussion board posting.

Submit Compare and Contrast Artist discussion board posting.

Submit responses to both Compare and Contrast discussion board postings

Week 13. History of art: Neoclassicism, Romanticism, Realism, Impressionism, Postimpressionism

Week 14. History of art: modern and contemporary art

Submit Compare and Contrast: Artists and Art Movements discussion board posting.

Submit responses to this Compare and Contrast discussion board posting.

Final exam day in Week 15.

Submit Art Speaks essay.

Submit Evaluating Art digital slide presentation of the information conveyed to the guest.

Submit Evaluating Art video of the students making the oral presentation to the guest.

### **Grading Policy:**

Varies by instructor.

### **Attendance Policy:**

Varies by instructor.

### **Program Learning Outcomes:**

This is a general education core curriculum course and no specific program learning outcomes for programs in art are addressed in this course.

### **Student Learning Outcomes:**

ART 280 is part of the university's Core Curriculum and as such strives toward both the general goals of the core and the specific objectives for courses designated for inclusion in the Creative Arts Component Area as defined by the Texas Higher Education Coordinating Board.

Courses in this Foundational Component Area of the Core focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative and innovative communication about works of art.

In addition to learning the above, as well as achieving competence in the assignment-specific objectives detailed earlier, students in ART 280 will through a variety of exercises and assignments demonstrate the more general ability to:

- Think critically, which includes the ability to analyze, evaluate, and synthesize information about Western visual art;
- Communicate effectively by developing and expressing ideas through written and oral communication.
- Consider different points of view and work effectively with others to support a shared purpose or goal.
- Gain intercultural competence and knowledge of the importance and nature of civic engagement with art.

**Academic Integrity (A-9.1)** Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

#### Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at [http://www.sfasu.edu/policies/academic\\_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

#### **Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

#### **Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>

#### **Acceptable Student Behavior**

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1).

Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

### **Early Academic Intervention**

Students who do not attend class regularly or who perform poorly on course work will be referred to the iCare program (formerly Early Alert). This program provides students with recommended resources or other assistance available to help SFA students succeed.

Mid-semester grades will be submitted to SFA before the drop deadline and students who are failing will be encouraged to drop the course.