ART 280.401  ART APPRECIATION
Course Syllabus
Stephen F. Austin State University
Spring 2020

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Office Hours: M/W 9:00 – 9:45 or by appointment
Department: School of Art
Class meeting time and place: LHS 123B, M/W 9:50 – 11:20
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ART 280 ART APPRECIATION  (3-3-0)
Credit(s): 3

For the non-art major, focusing on Western cultural history through the visual arts. Approved for general education requirement. Fall, spring, summer. (ARTS 1301)

A general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical contexts.

Course Rationale: In our daily lives we experience a barrage of visual information everywhere we turn. The contemporary environment can instantly and simultaneously present images from all parts of the world, representing any period of its history (or pre-history). The purpose of this course is to provide the student with a basis for recognition and interpretation of the images, which surround us, providing greater insight into the complex layers of meaning, which these might express.


Educational Materials: 100-pack index cards, notebook or 3-ring binder with notebook paper, pen/pencil

Grading Policy: The semester grade for this course is averaged from class assignments/projects, unit exams, a critical analysis research paper, and a final exam. Each exam will include image identification, defining of art terminology with questions about persons, places, artworks and events, which are mentioned in the corresponding textbook chapters. The grade is determined as follows: 80% Unit Exams, and 20% Final Exam.

 Civility Statement: Students are expected to assist in maintaining an environment that is conducive to learning. Inappropriate or distracting behavior is prohibited in order to assure that everyone has an opportunity to gain from time spent in the course. Should a disruptive incident occur, the faculty member in charge may remove the student. Students have the right to appeal through the student complaint process.
Attendance Policy
Both Longview High School and SFASU expect punctuality and regular class attendance. An absence is defined as a student’s not being in class for any reason. An instructor may drop students when their lack of attendance prohibits them from meeting the course Student Learning Outcomes or when students accumulate excessive absences. “Excessive absences” is defined as the equivalent of two weeks instruction in a 16-week semester or at least 12.5% of the total of hours of instruction in any term. Exceptions will be made for absences due to official school business as documented by appropriate staff. Students will be dropped for nonattendance per Federal Financial Aid requirements.

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.

Policy on Make-Up Work/Late Assignments
Effective communication between students and their instructor is essential. Students are responsible for initiating any make up work regardless of the cause of the absence. Students absent on official school business are entitled to make up any and all missed work without any penalty attached. However, students should notify their instructors in advance of the absence and should schedule any make-up assignments before the absence. If the student does not submit makeup work by the prearranged time, the student forfeits the right for further make-up of that assignment.

For a student whose absence is not official school business, the individual instructor will judge if the student is eligible to make up work. In all cases, the instructor will determine the time for making up work and the nature of the make-up work. Whenever possible, students should discuss their impending absence with the instructor and schedule the make-up work prior to the absence.

Academic Integrity Statement (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

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/.

LEARNING OUTCOMES
Upon successful completion of this course, students will:

1. Apply art terminology as it specifically relates to works of art.
2. Demonstrate knowledge of art elements and principles of design.
3. Differentiate between the processes and materials used in works of art.
4. Critically interpret and evaluate works of art.
5. Demonstrate an understanding of the impact of arts on culture.

MAJOR COURSE DIVISIONS
(Learning Outcomes numbered.)

COURSE SCHEDULE:

WEEK 1 and WEEK 2
Understanding Art, Chapter 1 and The Visual Glossary: Themes and Purposes of Art
Students must be able to:

1. Demonstrate an understanding of basic art terminology by matching terms with definitions on tests and incorporating appropriate terminology into a formal written analysis of an artwork. (1,4)
2. Identify the artist and historical style of particular, significant artworks, which are reproduced in the text on texts. (1,4,5)
3. Identify the relationship between works of art and Style, Form and Content. (4,5)
4. Identify the artistic concerns, stylistic characteristics, media, influences, and contributions of artistic movements of the 19th and 20th centuries. (1,2,3,4,5)
5. Describe, analyze and interpret a work of art assigned from a provided list. (1,2,3,4,5)

WEEK 3 and WEEK 4
20th Century Art Chapter 20 and 21
1. Demonstrate an understanding of basic art terminology by matching terms with definitions on tests and incorporating appropriate terminology into a formal written analysis of an artwork. (1,2,3,5)
2. Identify the artistic concerns, stylistic characteristics, media, influences, and contributions of artistic movements of the 20th. Century(1,2,3,4,5)
3. Describe, analyze and interpret a work of art assigned from a provided list. (1,2,3,4,5)

WEEK 5
Line and Shape – Chapter 2
1. Demonstrate an understanding of basic art terminology by matching terms with definitions on tests and incorporating appropriate terminology into a formal written analysis of an artwork. (1,4)

2. Identify the artist and historical style of particular, significant artworks which are reproduced in the text. (1,4,5)

3. Identify the relationship between works of art and significant political movements, religious concepts, and influential persons, places and events. (4,5)

4. Identify the artistic concerns, stylistic characteristics, media, influences, and contributions of artistic movements of the 19th and 20th centuries. (1,2,3,4,5)

5. Describe, analyze and interpret a work of art assigned from a provided list. (1,2,3,4,5)

WEEK 6
Light and Color – Chapter 3
Students must be able to:

1. Demonstrate an understanding of basic art terminology by matching terms with definitions on tests and incorporating appropriate terminology into a formal written analysis of an artwork. (1,4)

2. Identify the artist and historical style of particular, significant artworks which are reproduced in the text. (1,4,5)

3. Identify the relationship between works of art and significant political movements, religious concepts, and influential persons, places and events. (4,5)

4. Identify the artistic concerns, stylistic characteristics, media, influences, and contributions of artistic movements of the 19th and 20th centuries. (1,2,3,4,5)

5. Describe, analyze and interpret a work of art assigned from a provided list. (1,2,3,4,5)

WEEK 7
Texture and Pattern – Chapter 4; Space, Time, and Motion - Chapter 5
Students must be able to:

1. Demonstrate an understanding of basic art terminology by matching terms with definitions on tests and incorporating appropriate terminology into a formal written analysis of an artwork. (1,4)

2. Identify the artist and historical style of particular, significant artworks which are reproduced in the text. (1,4,5)

3. Identify the relationship between works of art and significant political movements, religious concepts, and influential persons, places and events. (4,5)

4. Identify the artistic concerns, stylistic characteristics, media, influences, and contributions of artistic movements of the 19th and 20th centuries. (1,2,3,4,5)

5. Describe, analyze and interpret a work of art assigned from a provided list. (1,2,3,4,5)

WEEK 8
Principles of Design - Chapter 6
Students must be able to:

1. Demonstrate an understanding of basic art terminology by matching terms with definitions on tests and incorporating appropriate terminology into a formal written analysis of an artwork. (3,4)

2. Identify the artist and historical style of particular, significant artworks which are reproduced in the text. (4,5)

3. Describe, analyze and interpret a work of art assigned from a provided list. (1,2,3,4,5)

WEEK 9 through WEEK 12
Sculpture, Installations, Site Specific Art, Industrial Design - Chapter 11

1. Demonstrate an understanding of basic art terminology by matching terms with definitions on tests and incorporating appropriate terminology into a formal written analysis of an artwork. (1,2,3,5)
2. Identify the artistic concerns, stylistic characteristics, media, influences, and contributions of sculpture within artistic movements of the 19th, 20th, & 21st centuries. (1,2,3,4,5)
3. Describe, analyze and interpret a work of art assigned from a provided list. (1,2,3,4,5)

WEEK 13-15
Part IV Art Movements of late 18th and 19th Centuries - Chapter 19
1. Demonstrate an understanding of basic art terminology by matching terms with definitions on tests and incorporating appropriate terminology into a formal written analysis of an artwork. (1,2,3,5)
2. Identify the artistic concerns, stylistic characteristics, media, influences, and contributions of artistic movements of the 19th, 20th centuries in a formal written analysis of artworks. (1,2,3,4,5)
3. Describe, analyze and interpret works of art into a formal written analysis. (1,2,3,4,5)

Disclaimer
As instructor, I reserve the right to amend and/or modify this syllabus as necessary to promote the best education possible within prevailing conditions affecting this course.

Program Learning Outcomes:

<table>
<thead>
<tr>
<th>Critical Thinking</th>
<th>How will the component be addressed?</th>
<th>How will the component be evaluated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative thinking</td>
<td>The student will evaluate the Visual Elements of Design, the Principles of Design, and Style Form and Content as major topics in preparation for creating a formal critical analysis research paper, which evaluates famous works of art from history.</td>
<td>Instructor evaluation of a research paper following a formatted outline of the criteria listed required for the document</td>
</tr>
<tr>
<td>Innovation</td>
<td>The student must be able to comprehend new innovations in art movements through a tour of the elements and principles of design, along with media of the arts, and finally the Modern Art Movements since the late 18th century. Innovations in new art discoveries will be discussed and reviewed through slide presentation/lecture format.</td>
<td>Embedded items on exams</td>
</tr>
<tr>
<td>Inquiry</td>
<td>The student will demonstrate awareness and inquiry of the style, form and content of a work in the arts and humanities by attending a local museum and analyzing a piece of art through a class rubric.</td>
<td>Style Form and Content Paper graded with a department rubric</td>
</tr>
<tr>
<td>Analysis of information</td>
<td>Throughout the semester, students will identify pieces of art as belonging to a particular time period and artist by analyzing the artwork’s characteristics.</td>
<td>Embedded items on exam</td>
</tr>
</tbody>
</table>
| **Evaluation of information** | Students will demonstrate an understanding of basic art terminology by matching terms with definitions on tests and incorporating appropriate terminology into a formal written analysis of an artwork. | *Embedded items on exams*  
* Critical Analysis Research Paper Graded by instructor |
| **Synthesis of information** | The student will create hands-on project to demonstrate perspective systems using visual elements and design principles. After completing this product will be orally described to the class. | Instructor evaluation of perspective collage and oral presentation. |
| **Communication**  
**Effective development, interpretation and expression of ideas through**  
*-written communication* | Media creating artworks will be discussed and demonstrated in the areas of: Painting, Drawing, Sculpture and several other areas. The student will respond critically to works in the arts in written form. | Evaluation and discussion of the work by instructor |
| **-oral communication** | Students will articulate an informed personal analysis and reaction to works in the arts during lectures and class discussion. | Graded with a departmental rubric |
| **-visual communication** | Students create visual compositions that demonstrate the application of class content - visual elements and design principles. | Assessed against project requirements sheet. |
| **Teamwork** | The students will compare and contrast the artistic concerns, stylistic characteristics, media, influences, and contributions of artistic movements of the 19th and 20th centuries | Embedded items on test, and response in class discussions |
| **Ability to consider different points of view** | The student will participate in group activity discussing the purpose of art | Written lists from each group is evaluated by instructor from departmental rubric |
| **Social Responsibility**  
**Intercultural competence** | The students will identify the relationship between works of art and significant political movements, religious concepts, and influential persons, places and events such as Delacroix’s Liberty Leading the People depicting a French uprising. | Embedded items on exam |
The student in small groups will develop an appreciation for the aesthetic principles that guide or govern Public Arts through architectural/sculptural design by artists such as Anish Kapoor’s Cloud Gate, Millennium Park, Chicago, IL, and Maya Lin’s Vietnam Veterans Memorial and present to the class.

Informal group presentation graded with a departmental rubric

Students will respond orally in class discussions to the role and value of public art and art organizations in the regional community.

Monitor participation and responses in class discussions.

Students will connect artworks to political, economic, and cultural events of various countries and time periods.

Embedded items on test, and response in class discussions

The student will compare and contrast the subject of iconoclasm in the Western world with several examples of art from diverse, nonwestern cultures.

Embedded items on test, and response in class discussions

• **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

• **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication

• **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

• **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

**Important Dates:**

Jan. 15: (Wed.) First Class Day, Spring Semester
Jan. 20: (Mon.) M. L. King, Jr. Holiday (campuses closed)
Jan. 29: (Wed.) 12th class day -- official reporting date
Feb. 17: (Mon.) TEST 1 (Visual Glossary, Chapters 1, 20, 21)
March 4: (Wed.) TEST 2 (Chapters 2 through 5, Visual Elements)
March 9 – 13: Spring Break
April 8: (Wed.) Test 3 (Chapter 11) distribute TEST 4, CH 19 instructions sheet as take home essay test. Due by e-mail, Mon. May 4.
April 9: (Thurs.) Art Walk – Downtown Longview, 5:00 – 8:00 pm
March 25: (Wed.) Last day to withdraw from enrollment or drop with a "W"
May 4: (Mon.) Test 4 – Chapter 19 essays due by e-mail.
May 6: (Wed.) ARTS 1301 DC EXAM

TEST dates subject to change if unexpected events conflict with predetermined nights.