ART APPRECIATION

Art 100-4750-Cuyamaca College-Spring Semester

January 28-June 3, 2019

Course delivered online via the Canvas Learning Management System

Contact the instructor, Steve Schlichtenmyer, at: [steve.schlichtenmyer@gcccd.edu](mailto:steve.schlichtenmyer@gcccd.edu)

Virtual Office Hours: I am available for online meetings. Please see page 5 for complete details.

# Course Description

In this introductory course, students will learn how to examine, compare, analyze, evaluate, interpret, and discuss works of visual art within their cultural contexts. Art media for study will include drawing, painting, printmaking, photography, sculpture, ceramics, textiles, film, and architecture. Works for examination will encompass representative styles from Western and other major world cultures, and will include the artistic contributions of women and minority cultures.

# Learning Objectives - What I want you to know

In just 16 weeks, after taking this course, you will understand why people make art and why that's important. In addition to traditional media, such as painting, sculpture, and architecture, we will be looking at printmaking, photography, time-based media, and conceptual art. After this course, you will have a solid understanding of:

* The relationship between the artist, the creative process, and the audience.
* How artists compose their works using visual elements and design principles.
* The ways that art reflects diverse social, economic, political and cultural developments.
* How the work of today's artists reflects and influences present day culture.
* Universal concepts that are expressed in works of art from diverse cultures.
* The aesthetic advances represented by seminal works of art.

# Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Use art vocabulary to identify and analyze the formal and aesthetic components in works of art or the processes by which they are made.
2. Identify artistic qualities, major works, and significant individuals in art from various historical periods.
3. Identify the diverse, social, political, economic, or cultural perspectives that affect art.

# Approach

This is an online class delivered via the Canvas Learning Management System. It is logically organized into a sequence of sixteen weekly modules. Each week you are required to log into Canvas and complete assigned readings, watch instructional videos, submit assignments, participate in discussions, and take quizzes. Readings are reinforced by the use of study guides, accessible via Canvas. The purpose of this approach is to make course content relevant to your life and to promote the ability to think critically, which is what differentiates college level courses from those that stress only the recognition of facts or the paraphrasing of information.

# Required Reading

Frank, Patrick. *Prebles’ Artforms*, Eleventh Edition.

# Learning Methods - What you will do

This class is divided into 16 modules, one for each week in the term. Each module will be made available to you at the beginning of the corresponding instructional week. Each module includes two key elements:

1. Instructional Content (what you need to study to expand your knowledge)
2. Deliverables (what you submit for a grade)

## 1. Instructional Content

Each week, I will provide instructional content online, via Canvas. This content will be in the form of readings or instructional videos, which I created especially for this class.

### Readings and Study Guides

Each week, required readings are posted in Canvas. They are also listed in the Syllabus. These are accompanied by Study Guides (also posted in Canvas) to help you follow the content. Completing and understanding the content referenced in the study guides will help you be successful on the quizzes. Study guides are available to you in two ways in Canvas:

* They are included as text within content pages
* They can be downloaded as PDF documents.

### Instructional Videos

For many topics, I have created interactive video lectures that you can watch at home. As you watch each video, you can pause and answer questions that are provided in the video. These include many of the same questions as those in the Study Guides. I've also posted links to other videos that will help you understand the material.

## 2. Deliverables

A deliverable is what you submit for a grade. In this course, there are three types of deliverables, described below. Please see the tables on pages 4 and 5 for specific submission deadlines.

1. Quizzes - An opportunity to demonstrate your understanding of the reading and lectures.
2. Reflections - An opportunity to analyze and apply your knowledge.
3. Discussions - An opportunity to investigate and discuss challenging topics with your classmates.

Each week, you will usually submit just one assignment (aka "Deliverable") for a grade. This may be a Quiz, a Reflection (aka "tiny" paper), or a Discussion post. These assignments are clearly framed, manageable, and will help you to understand and apply the material.

# Methods of Evaluation (Deliverables)

## 1. Six Online Quizzes - Worth 600 points possible overall

Each Quiz is comprised of approximately 20 questions and is worth 100 possible points. Quizzes may include both multiple choice and short answer questions. For the latter, you will provide a text response in your own words. You will have 45 minutes to take each Quiz. This is ample time, provided that you have studied and know the material that is included in the readings, study guides, and videos.

You will take each Quiz online, via Canvas. Please see the table on page 4 for specific deadlines. Usually, the deadline to submit each Quiz is at 11:59 p.m. on a Sunday night. If you want the full 45 minutes to complete a particular Quiz, you will need to begin taking it by 11:14 p.m. on the Sunday night that Quiz is due.

## 2. Five short Reflections, aka “tiny” papers - Worth 480 points possible overall

During the semester, you will submit five short papers in which you reflect and write about key topics. The first four Reflections are worth 80 points each. During week 16, you will submit a Final Reflection, which is worth 160 points. Each Reflection must be between 400 - 500 words, and you will submit each reflection online via Canvas by the deadline stated in the instructions for each Reflection.

Instructions for each Reflection will appear in the weekly module, along with background information, a complete explanation, prompt, and grading rubric. The prompt for each Reflection is framed broadly and is closely related to the concepts included in the corresponding weekly module. As such, there is no specific right or wrong answer. Instead, I am looking for original thought!

Students often score higher on written Reflections than they do on Quizzes. This means that you can significantly raise your score in this course by thoughtfully completing and submitting every Reflection.

Please see the table on page 4 for specific deadlines to submit each Reflection. Please note that these are soft deadlines, and that I will still accept each Reflection until the Last Submission Date stated in the table. The last day that I will accept Reflection 5 (Final Reflection) is on Monday, May 27.

## 3. Online Discussions - Worth 450 points possible overall

Throughout the semester, you are required to participate in class Discussions via Canvas. Your participation in each Discussion is worth 50 or 100 possible points. Each Discussion post must be between 400-500 words, and you will submit each Discussion online via Canvas by the deadline stated in the instructions for each Discussion. Instructions will appear in the weekly module and, as with the Reflections, you will be given a prompt that is framed broadly. Based on that prompt, you will do the following:

* Post your own cogent and well-supported answer to the prompt.
* Post cogent and thoughtful responses to posts by two of your classmates.

Again, there is no specific right or wrong answer. Instead, I am looking for original thought!

Please see the table on page 5 for specific deadlines. Please note that your initial post for each Discussion is due by the Submission Deadline stated. Each Discussion will then remain open and you must post your responses to at least two other students by the Last Submission Date. Discussions are a very important part of this class!

# Summary of Grade Components

| Method of Evaluation | Points possible | Total Points possible |
| --- | --- | --- |
| Six Quizzes | 100 points each | 600 |
| Five Discussions | 50 or 100 points | 450 |
| Four Written Reflections | 80 points each | 320 |
| Final Reflection | 160 points | 160 |
|  | **Overall points possible** | **1530** |

# Rationale and Standards used in Determining Course Grade

There are 1530 points possible. Total points are tabulated for each student. The highest point total actually achieved by a student during the course is then determined. The point total for each student is then divided into this highest point total to arrive at a percentage. Each student receives their course grade based on their total points as a percentage of this highest point total. Course grades are assigned based on the chart directly below. For example, any student with at least 93% of the highest total points actually achieved will receive an A.

| Percentages | Grade |
| --- | --- |
| 97% to 100% | A+ |
| <97% to 93% | A |
| <93% to 90% | A- |
| <90% to 87% | B+ |
| <87% to 83% | B |
| <83% to 80% | B- |
| <80% to 77% | C+ |
| <77% to 70% | C |
| <70% to 60% | D |
| Below 60% | F |

# Submission Deadlines for Quizzes

To receive credit, you must submit each Quiz in Canvas by the corresponding deadlines below.

|  |  |
| --- | --- |
| **Quiz #** | **Submission Deadline** |
| Quiz 1 | February 10 at 11:59 pm |
| Quiz 2 | February 24 at 11:59 pm |
| Quiz 3 | March 17 at 11:59 pm |
| Quiz 4 | April 21 at 11:59 pm |
| Quiz 5 | May 13 at 11:59 pm |
| Quiz 6 | May 26 at 11:59 pm |

# Submission Deadlines for Reflections

To receive credit, you must submit each Reflection in Canvas by the corresponding dates below.

|  |  |  |
| --- | --- | --- |
| **Reflection #** | **Submission Deadline** | **Last Submission Date** |
| Reflection 1: David Hockney | March 3 | March 10 |
| Reflection 2: Chuck Close | March 10 | March 17 |
| Reflection 3: Goya and David | May 5 | May 12 |
| Reflection 4: Picasso’s Guernica | May 19 | May 26 |
| Final Reflection: Visual Analysis | May 27 | May 27 |

# Submission Deadlines for Discussions

To receive credit, you must post in each Discussion in Canvas by the corresponding deadlines below.

|  |  |  |
| --- | --- | --- |
| **Discussion #** | **Initial Post Deadline** | **Replies to Classmates** |
| Discussion 1: Introduce Yourself | February 1 | February 8 |
| Discussion 2: Tattoo as an Artform | February 14 | February 24 |
| Discussion 3: Feminist Art | March 24 | April 7 |
| Discussion 4: Form and Content | April 7 | April 14 |
| Discussion 5: Rembrandt vs. Caravaggio | April 28 | May 5 |

# Contact and Communication Policy

This course depends upon regular and effective contact between yourselves and your instructor. As such, you can expect me to be active in this course and I expect you to do the same. Your success depends on your willingness and effort to work, to participate, and to communicate weekly with myself and your classmates.

I’ll post announcements every week, offer office hours (online via ConferZoom), facilitate class discussions in Canvas, and provide timely feedback on all assignments via rubrics, comments, Zoom conferences, and Canvas inbox. Please reach out to me if you want help - that’s why I’m here!

## Canvas Inbox

### Canvas Inbox Icon

As with email, you may contact me any time during the semester, via Canvas Inbox, about class-related issues or concerns. You can access the Canvas Inbox by clicking the icon on the left sidebar in Canvas (see example above). I will respond to you, with the best answer I can provide, within 24 hours (weekends not included). When using Canvas Inbox, posting in Canvas, or sending email, keep in mind that this is a college course and that you are not text messaging your friends. Please show respect by using appropriate language, and do not use abbreviations.

## District Email

You may contact me any time during the semester about class-related issues or concerns. When emailing your instructor, keep messages brief and to the point. In the subject line of your email, be sure to title your messages appropriately by identifying the course you are enrolled in. I will respond to messages within 24 hours, except on holidays or weekends, and I expect you to do the same. My district email is:

[steve.schlichtenmyer@gcccd.edu](mailto:steve.schlichtenmyer@gcccd.edu)

## Ongoing Discussion: Questions and Concerns

I’ve also set up a Discussion forum where you can post questions about this course. Check it periodically. Other students may have already posted a question about your concern. Keep in mind that Discussions are visible to all students and are not appropriate for questions of a personal nature. For this reason, all personal issues must be sent to me via Canvas Inbox or my email.

## Announcements

At the beginning of each week I will post an Announcement to keep you informed about upcoming course content, Discussions, Assignments, and other issues as they arise. Be sure to read the Announcement for each week, and review past Announcements, in case you missed them.

## Virtual Office Hours - Instructions

Once every two weeks during the semester, I will be available to meet with you live online via ConferZoom video conferencing. These meetings are not mandatory, but are provided so that I can help you with course-related work that may seem too challenging or complicated to discuss via email or Canvas Inbox. Before you schedule a meeting, please have a clear idea of what you would like to discuss. There are many students, and a limited number of time slots.

My Virtual Office Hours are organized into sequential 10 minute blocks on the dates and times listed in the table below, and you must schedule an appointment. To do so, click **ConferZoom** in the column at the left of your Home page in Canvas. Then click **Appointment Booking** at the top of the page.

|  |  |  |  |
| --- | --- | --- | --- |
| Dates and Times of Virtual Office Hours | | | |
| **Meeting #** | **Date** | **Time** | **Duration** |
| 1 | Monday, February 4 | 6:00 p.m. to 7:15 p.m. | 75 minutes |
| 2 | Monday, February 25 | 6:00 p.m. to 7:15 p.m. | 75 minutes |
| 3 | Monday, March 11 | 6:00 p.m. to 7:15 p.m. | 75 minutes |
| 4 | Monday, March 25 | 6:00 p.m. to 7:15 p.m. | 75 minutes |
| 5 | Monday, April 8 | 6:00 p.m. to 7:15 p.m. | 75 minutes |
| 6 | Monday, April 22 | 6:00 p.m. to 7:15 p.m. | 75 minutes |
| 7 | Monday, May 6 | 6:00 p.m. to 7:15 p.m. | 75 minutes |
| 8 | Monday, May 20 | 6:00 p.m. to 7:15 p.m. | 75 minutes |
| **Total hrs** |  |  | **10 hours** |

## Assignment Feedback

Within one week after you submit an assignment or discussion post, I will provide you with comprehensive and continuous feedback for every assignment or discussion post that you submit by the deadline. Please carefully read the instructions for each Assignment and Discussion for specific deadlines and other requirements.

# Attendance and Drop Policy

For you to successfully pass this course, you must actively participate throughout the semester. Students who are inactive will be dropped from the course. If an entire week goes by with no activity on your part, either through Discussion board participation, email communication, or submission of work, quiz, or other assignment, you will be dropped. Therefore, it is imperative that you let me know if your contribution to the class will be interrupted. In addition, dropping is your responsibility. If you stop attending class, there is no guarantee that you will automatically be dropped. Failure to do so before the drop date may result in an F.

# Grading Policy

You will use Canvas to access learning resources, see assignment instructions, turn in work, check grades, and communicate. For reasons of fairness and integrity, all work must be posted or submitted in Canvas by the due dates stated in the instructions for each Quiz, Discussion, and Reflection. To earn a high grade, you must exactly follow the criteria contained in the instructions and rubric that accompanies each Quiz, Discussion and Reflection. Quizzes and Reflections are not available after the due date. Discussions will remain available for you to read until the end of the semester. However, you must submit all posts and responses by the dates stated in the instructions for each Discussion in order to be accepted for grading. Plan ahead and not procrastinate!

Make up quizzes or exams will not be given, except in cases of verifiable illness or emergency. Students must attempt to contact me via email, or via Canvas Inbox to be eligible. If you must miss a Quiz, Discussion, or Reflection, please contact me as soon as possible, or immediately afterwards, within reason.

# Cheating

If you are caught cheating or plagiarizing on a Quiz, Discussion, or Reflection, you will receive zero points for your submission. Depending on the weight of that Quiz, Discussion, or Reflection, this may result in a failing grade in the course.

# Netiquette

# Your success in this course depends on your ability to be courteous and communicate effectively with your peers. There will be zero tolerance in ART 100 for rude, demeaning, insulting, belligerent or obscene posts, or cyber bullying of any sort, whether it be directed at other students or the professor. Such posting will result in an immediate drop after one warning. Refer to the Orientation Module for more information.

# Accommodations for Students with Disabilities

If you are a disabled student who may need accommodation, please contact Disabled Student Programs and Services early in the semester and inform the professor as soon as possible. I will observe all directives issued by the Cuyamaca College DSPS program. For more information, DSPS may be contacted via the One Stop Center, located on the Cuyamaca College Campus:

*Room A-113 - Phone: 619-660-4239 - TTY: 619-660-4386 -* [*cuyamaca.dsps.main@gcccd.edu*](mailto:cuyamaca.dsps.main@gcccd.edu)

# Academic Honesty/Dishonesty Policies

As stated in the C*uyamaca College Catalog:*

“Your instructors are eager to help you succeed in your studies at Cuyamaca College. But success means more than just receiving a passing grade in a course. Success means that you have mastered the course content so that you may use that knowledge in the future, either to be successful on a job or to continue with your education. Your success depends on a combination of the skills and knowledge of your instructors and your own hard work. You will reach your future goals only if you gain new knowledge from every course you take. That knowledge becomes yours, and can be used by you only if it is gained through your own personal efforts. Receiving a grade in a course without acquiring the knowledge that goes with it diminishes your chances for future success.”

The C*uyamaca College Catalog* also states:

“While in college, you are also shaping the principles that will guide you throughout the rest of your life. Ethical behavior and integrity are a vital part of those principles. A reputation for honesty says more about you, and is more highly prized, than simply your academic skills. For that reason, academic honesty is taken very seriously by the Cuyamaca College faculty.”

You will find more information about Plagiarism, and *Tips to Help You Avoid Plagiarism* in the Orientation section for this course, on Canvas. Please refer to the Cuyamaca College Catalog or on the Cuyamaca College website for more information. You can also contact your instructor or the appropriate GCCCD administrators for further clarification.

# Class Calendar: Topics and Readings

Please refer to each weekly module in Canvas for more details.

| General Topics | Readings |
| --- | --- |
| Week 1 - Pre-Course Orientation | Read content in Canvas |
| Week 1 - The Nature of Art and Creativity | Artforms, Pages 2-19 |
| Week 2 - The Purposes and Functions of Art | Artforms, Pages 20-34 |
| Week 3 - The Visual Elements | Artforms, Pages 36-66 |
| Week 4 - The Principles of Design | Artforms, Pages 68-84 |
| Week 5 – Drawing | Artforms, Pages 96-113 |
| Week 5 – Painting | Artforms, Pages 115-126 |
| Week 6 – Printmaking | Artforms, Pages 128-143 |
| Week 6 – Sculpture | Artforms, Pages 188-205 |
| Week 7 - Architecture | Artforms, Pages 221-238 |
| Week 8 – How to Interpret a Work of Art | Read content in Canvas |
| Week 9 - Prehistoric and Egyptian Art | Artforms, Pages 240-254 |
| Week 10 - Ancient Greece and Rome | Artforms, Pages 255-264 |
| Week 10 - Medieval Art | Artforms, Pages 265-275 |
| Week 11 - Renaissance Art | Artforms, Pages 279-292 |
| Week 11 - Baroque Art | Artforms, Pages 292-301 |
| Week 12 – Baroque Masters | Read content in Canvas |
| Week 13 - Neoclassicism and Romanticism | Artforms, Pages 360-366 |
| Week 14 - Realism and Impressionism | Artforms, Pages 367-382 |
| Week 14 - Post-Impressionism | Artforms, Pages 382-391 |
| Week 15 - Early Twentieth Century | Artforms, Pages 392-409 |
| Week 15 - Between World Wars | Artforms, Pages 411-432 |
| Week 16 - Postwar Art Movements | Artforms, Pages 433-459 |

## Important Dates

January 28-February 8: Program Adjustment

February 8: Last day to drop without “W” or apply for refund (semester length classes)

March 1: Last day to apply for P/NP classes (semester length classes)

March 8: Last day to apply for Spring 2019 Degree/Certificate

April 26: Last day to drop semester length classes

May 28-June 3: Final Examinations

## Holidays

February 15 & 16: Lincoln’s Birthday

February 18: Washington’s Birthday

March 25-30: Spring Recess and Holiday

May 27: Memorial Day

# Disclaimer

This course adheres to the policies outlined in the Cuyamaca College catalog. For further information, see Academic Policies stated in the catalogue. All material contained in the syllabus, class calendar, and Canvas container for this course is subject to change at the instructor’s discretion.