ART 1301.001
GLB/Art Appreciation

COURSE SYLLABUS: FALL 2016

CRN: 80583
Credit Hours: 3
Lecture Hours: 3
Class meets: Tues/Thurs 09:30 am-10:45 am from 08/30/2016-12/15/2016
Meeting Location: TAMUC Art Building, Room 111
Supplies: None

Instructor: Ginger Cook, Adjunct Professor
Office Hours: By appointment
University Email Address: Ginger.Cook@tamuc.edu

Email is the quickest and most reliable way to contact me, and I will conduct email correspondence according to the following schedule: Monday – Thursday: Every effort will be made to answer your emails within a 24-hour period. Friday –Sunday: I will try to answer your emails in a timely manner, but please understand that I cannot assure a response until the following Monday.

COURSE INFORMATION

ISBN-10: 1285859294

Students have the option of buying either the 9th, 10th or 11th edition of Understanding Art. Used 9th or 10th editions can be less costly than a brand new 11th edition. There is also a Kindle edition that can be rented by the semester or by the chapter. Please be aware that the page numbers, content, and illustrations may differ from the 9th and 10th edition. Adjustments should be made accordingly when preparing for exams.

Course Description from Undergraduate Catalog 2016-2017:
This course examines the relationships between the visual arts and other expressions of human imagination and invention. Special attention is given to parallel developments in the histories of ideas, technology, and art.

Art 1301 meets Texas A&M-Commerce’s Global Course requirement as well as the Visual/Performing Arts requirement in the University Studies curriculum.

Overall Course Content Description:
We learn how to understand art by approaching it from many different directions, analyzing it from several points of view. Subjects and symbolism, historic and cultural
context (the “what” of a work), materials and techniques, elements and design principles (the “how” of a work), all come into play. Considering the “whys” behind works of art, however, may further enrich our appreciation of art. Why did this building or this piece come into existence? What was its purpose? What is the theme of this painting, and why was it chosen? What message does the theme convey? Is that message unique? Universal? Art is created for a multitude of reasons, some of which we may never know. But what we do find out will most certainly contribute to a fuller understanding of the works, their makers, the circumstances that surround them, and their reactions to the world in which they live.

Course Objectives:
This course has three major objectives. The first is to consider the definitions and boundaries of visual art, with an eye towards tolerance, understanding, and appreciation of the artist’s intentions. The second is to impart an understanding of the physical techniques and expressive qualities of the various media used in the making of art. Thirdly, art will be examined in its context, which means, against the cultural and historical backdrop of the societies that produced it. The visual arts will be discussed in relation to other products of human activity and imagination, among which are history, literature, economics, philosophy, religion, science and the other arts.

Student Learning Outcomes:
Upon completion of this course, students should be able to:
- Identify and describe a body of art works (individually and collectively) in the creative arts. Methods for assessing this expected learning outcome: Daily multiple-choice quizzes.
- Analyze and summarize the elements of art and the principles of design. Methods for assessing this expected outcome: Written assessment.
- Explain and differentiate creative works as expressions of values within cultural and historical contexts. Methods for assessing this expected outcome: Written assessment.
- Learn about individual artists and their role in society. Methods for assessing this expected outcome: Exams, Quizzes, and Written assessment.
- Appraise the role of diversity (gender, nationality, ethnicity, politics, and religious beliefs) in the development of visual culture – past, present, and future. Methods for assessing this expected outcome: Written assessment.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments:

Minimal Technical Skills Needed
Using the learning management system, using Microsoft Word and PowerPoint.

Instructional Methods
Instruction includes readings from the textbook, PowerPoint lectures, discussions, artist talks, daily quizzes, student presentations and research assignments. The course is enhanced with eCollege online.
**Student Responsibilities or Tips for Success in the Course**

The key to success in this course is
- to come to class,
- be on time
- read the assigned chapters and
- turn in the required papers.
- regularly log into the course website for access to class materials, take chapter quizzes, check your grades, discussions, etc.

**GRADING**

Student assessment is structured through daily attendance, daily chapter quizzes online, a paper on an exhibition at the University Gallery or artist talk and a paper and presentation on a visit to an outside gallery or museum.

Total possible points that can be earned:
- 290 Attendance 32.58% of Total Grade
- 300 Daily Quiz (two lowest grades are dropped) 33.70% of Total Grade
- 100 Exhibition or Artist Talk paper 11.24% of Total Grade
- 100 Museum/Outside Gallery Visit paper 11.24% of Total Grade
- 100 Museum/Outside Gallery Presentation 11.24% of Total Grade
- 890 100%

Percentages may change based on how fast or slow the class progresses throughout the semester or university determined weather days. The two lowest scores on quizzes are dropped; missed quizzes cannot be made up. Each quiz covers assigned chapter readings and the previous lecture. Short Writing Assignments: Two short written assignments correspond with a visit to the University Gallery and a visit to an outside gallery or museum to view works of art/cultures related to our Global Learning Initiative. There is no extra work for extra points provided, please do not ask. Please spend your time attending class, reading and studying for daily quizzes, and working on the two existing assignments and requirements.

The grading scale used for this course is as follows:
- A  (100-90%) = 890-801 points earned
- B  (89-80%) = 800-712 points earned
- C  (79-70%) = 711-623 points earned
- D  (69-60%) = 622-534 points earned
- F  (59- 0%) = 533-0 points earned

**TECHNOLOGY REQUIREMENTS**

eCollege: The syllabus, lectures, reading schedules, assignments, chapter quizzes and grades will be posted on eCollge. Go to MyLeo, https://leo.tamuc.edu/Login.aspx log in with your password. In the upper right banner click on eCollege, then click on My Courses. Choose this course number, ART 1301.001 and you are ready for class.

To participate fully in the eCollege Enhanced portion of the course you will need:
To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.

You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
- 512 MB of RAM, 1 GB or more preferred
- Broadband connection required courses are heavily video intensive
- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

You must have a:
- Sound card, which is usually integrated into your desktop or laptop computer
- Speakers or headphones.
- *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

Current anti-virus software must be installed and kept up to date.


Running the browser check will ensure your internet browser is supported.
- Pop-ups are allowed.
- JavaScript is enabled.
- Cookies are enabled.

You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
- Adobe Reader https://get.adobe.com/reader/
- Adobe Flash Player (version 17 or later) https://get.adobe.com/flashplayer/
- Adobe Shockwave Player https://get.adobe.com/shockwave/

At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
For additional information about system requirements, please see: System Requirements for LearningStudio
https://secure.ecollege.com/tamuc/index.learn?action=technical

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab.
http://www.tamuc.edu/myleo.aspx

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site http://247support.custhelp.com/

The student help desk may be reached in the following ways:

• Chat Support: Click on 'Live Support' on the tool bar within your course to chat with a Pearson LearningStudio Representative.

• Phone: 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the ‘Tech Support’ icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.
Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number.
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you.

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility BEFORE the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support
Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo. https://leo.tamuc.edu

Learner Support
The One Stop Shop was created to serve you by providing as many resources as possible in one location. http://www.tamuc.edu/admissions/onestopshop/

The Academic Success Center provides academic resources to help you achieve academic success. http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/

FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.
The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

| AppTitle                  | iPhone – Pearson LearningStudio Courses for iPhone
<table>
<thead>
<tr>
<th></th>
<th>Android – LearningStudio Courses - Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating System:</td>
<td>iPhone - OS 6 and above</td>
</tr>
<tr>
<td></td>
<td>Android – Jelly Bean, Kitkat, and Lollipop OS</td>
</tr>
</tbody>
</table>
| iPhone App URL:           | https://itunes.apple.com/us/app/pearson-
|                          | learningstudio-courses/id977280011?mt=8 |

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

**LearningStudio Notifications**

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can **opt out** of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student’s university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.
COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:
I will endeavor to be accessible to each and every student. As an adjunct professor I do not have a physical office on campus. However, I am glad to come early or stay late to visit with you before or after class. Formal appointments are encouraged.

Email is the quickest and most reliable way to contact me, and I will conduct email correspondence according to the following schedule: Monday – Thursday: Every effort will be made to answer your emails within a 24-hour period. Friday – Sunday: I will try to answer your emails in a timely manner, but please understand that I cannot assure a response until the following Monday.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Policy:
This is a lecture class that requires your attention, preparation and participation. Students are expected to attend classes regularly and to stay abreast, without prompting, of all reading assignments. Be aware that the material presented must be absorbed for each exam and that reading the material and being present for the instructor's lecture are crucial for understanding the subject matter.

All students are expected to observe basic tenets of common decency and acceptable behavior conducive to a positive leaning environment (See Student’s Guide Handbook, Policies and Procedures, Conduct). During class time, your undivided attention is needed. Please turn off all electronic devices for the duration of the class period and place them out of your eyesight (exceptions will be allowed for emergencies with advance permission of the professor). Please come to class on time and plan to stay for the entire period. Coming late and/or disrupting the learning environment shows disrespect for us, your colleagues, and the educational endeavor in which you are engaged.

Academic Dishonesty:
Academic dishonesty comprises a broad range of forbidden and punishable practices that includes plagiarism, collusion with other people, cheating on exams and assignments, and misrepresenting one’s work. Students should especially guard against plagiarism, which is the use of others’ words, ideas, and phrases without proper citation. Instances of academic dishonesty will be treated seriously and will result in a failing grade in the course, as well as the possibility of disciplinary action on the part of the university. Remember that academic dishonesty is not only a violation of trust but an unlawful act in many cases. Codes of conduct and information about student life at Texas A&M University-Commerce are detailed online in the Student Guide. (Search Student Guide at www.tamuc.edu)

It is the policy of the University and your instructor that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be tolerated. Any student found guilty of academic dishonesty will automatically fail the assignment in question, and will
be subject to disciplinary action by the University (See Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3]). **Plagiarism, in any form, but particularly cutting and pasting from internet sources will result in a grade of zero on any written assignment.** Cheating on any quiz will result in a 0 for the class.

**Writing Center:**
Students are encouraged to take advantage of the resources of the Writing Center for assistance with drafting their papers. The Writing Center is a resource for you. They will not write your paper; they will help you improve your writing skills. If you use the Writing Center, please plan ahead. They can only help you if you see them in advance and have time to incorporate their suggestions into the final paper. More information can be found at http://www.tamu-commerce.edu/litlang/CSC/.

**Student Conduct**
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook, http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf

**Medical Situations or Emergencies:**
In rare instances a student may be involved in an accident or have a serious illness that prevents him or her from attending class. If this occurs, it is imperative to communicate with the instructor immediately and to provide an official excuse or legal form that can be verified. **Explanations alone are not acceptable; they must be accompanied by a (1) a scan of the official documentation in the form of a PDF attachment and (2) names and telephone numbers of people who can attest to the emergency. There are no exceptions to this policy.**

**Grades of Incomplete ("X"):**
University guidelines on Incomplete Grades have recently changed, as described in Student's Guidebook and Texas A&M University-Commerce Procedures (Supplements System Policy 13.02). In short, students are eligible to receive an "X" only if they been unable, because of circumstances beyond their control, to attend classes during Finals Week or the preceding three weeks. If a student meets these criteria, he or she must still petition the instructor and the instructor's department head by filling out and submitting a "Plan for Completing the Grade of X." Whether or not a petition is valid will be determined by the Dean of the College of Arts and Sciences.

**Non-Discrimination Statement:**
A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic identity, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

**Students with Disabilities:**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other
things, this legislation requires that all students with disabilities be guaranteed a
learning environment that provides for reasonable accommodation of their disabilities. If
you have a disability requiring an accommodation, please contact: Office of Student
Disability Resources and Services, Texas A&M University-Commerce, Gee Library,
Room 132, Phone (903) 886-5150 or (903) 886-5835, Fax (903) 468-8148,
Rebecca.Tuerk@tamu-commerce.edu

University Concealed Handgun Policy

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a
concealed handgun in Texas A&M University-Commerce buildings only by persons who
have been issued and are in possession of a Texas License to Carry a Handgun.
Qualified law enforcement officers or those who are otherwise authorized to carry a
concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal
Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not
carry a concealed handgun in restricted locations. For a list of locations, please refer to
(http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedur
es/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event
organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all
A&M-Commerce campuses. Report violations to the University Police Department at
903-886-5868 or 9-1-1.
<table>
<thead>
<tr>
<th>DATE</th>
<th>LECTURE</th>
<th>STUDENT LEARNING OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>08/30</td>
<td>Welcome</td>
<td>1. Relate attendance, test scores and project to final grade.</td>
<td>Introduction</td>
<td>Read Chapt 1 Understanding Art pgs 2-17</td>
</tr>
</tbody>
</table>
| 09/01  | Understanding Art    | 1. Use appropriate terminology for describing subject, content, form & style in art.  
2. List visual elements & design principles that create artistic form.  
3. Explain the importance of artistic medium & technique.  
4. Define specific terms for types of artistic styles. | Lecture Test| Read Chapt 2 Line & Shape pgs 19-37                                       |
| 09/06  | Line & Shape         | 1. Use appropriate terms for types of lines  
2. Describe the effects and functions of lines in art.  
3. Use appropriate terms for types of shapes in both two-dimensional and three-dimensional works of art.  
4. Describe the functions of shape in art.  
5. Relate concepts of line and shape to one another (for example, the use of line to create shape/form). | Lecture Test| Read Chapt 3 Light & Color pgs 39-53                                     |
| 09/08  | Light & Color        | 1. Use appropriate terms for describing value, value contrast, and value patterns.  
2. Interpret the significance of the artist's use of value, including its expressive qualities.  
3. Use appropriate terms for identifying colors and types of colors.  
4. Outline the properties of color.  
5. Describe major types of color schemes.  
Discuss the uses of color in works of art, including the symbolism of color. | Lecture Test| Read Chapt 4 Textures & Pattern pgs 55-61                                |
| 09/13  | Textures & Pattern   | 1. Use appropriate terms for describing types of textures.  
2. Interpret the significance of textural choices in particular works of art. | Lecture Test| Read Chapt 5 Space, Time & Motion pgs 63-81                             |
<table>
<thead>
<tr>
<th>Date</th>
<th>Course</th>
<th>Instructions</th>
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<tbody>
<tr>
<td>09/15</td>
<td>Space, Time &amp; Motion</td>
<td>1. Distinguish actual space from implied space. 2. Identify and describe major methods for creating implied space. 3. Define types of conceptual representation (as opposed to optical representation). 4. Describe the potential applications of actual motion in works of art. 5. Discuss major methods for creating the illusion of motion in works of art. 6. Explain the relationship between implied motion and implied time. Lecture Test Read Chapt 6 Painting pgs 83-105</td>
</tr>
<tr>
<td>09/20</td>
<td>Principles of Design 1. Explain how design principles culminate in composition. 2. Describe artistic methods for highlighting unity, variety, and disunity. 3. Identify tools for creating emphasis and focal points. 4. Distinguish forms of balance and symmetry. 5. Define and describe types of rhythm. 6. Explain the difference between scale and proportion. 7. Outline Classical principles of proportion, including the ancient Greek canon of proportions, the Golden Mean, the Golden Rectangle, and the Root Five Rectangle. Lecture Test Read Chapt 7 Drawing pgs 107-119</td>
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<tr>
<td>09/22</td>
<td>Drawing</td>
<td>1. Provide a basic definition of drawing. 2. Categorize drawings by medium. 3. Analyze drawings as primarily linear, primarily tonal, or some combination of the two. 4. Explain the origin of the term cartoon and how it developed over time to its current meanings. 5. Describe how changing technology impacts the definition of drawing. Lecture Test Read Chapt 8 Painting pgs 121-131</td>
</tr>
<tr>
<td>Date</td>
<td>Subject</td>
<td>Tasks</td>
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| 09/27  | Painting                         | 1. Provide a basic definition of painting. Identify the basic components of paint and painting supports.  
2. Categorize paintings by medium.  
3. Discuss examples of contemporary approaches to painting. | Lecture  
Test  
Read Chapt 9  
Print Making & Design  
pgs 133-147 |
| 09/29  | Print Making & Graphic Design    | 1. Provide a basic definition of printmaking.  
2. Explain the features of the four basic categories of printmaking.  
3. Categorize prints by process.  
4. Describe examples of contemporary approaches to printmaking.  
5. Define basic terminology related to graphic design. | Lecture  
Test  
Read Chapt 10  
Imaging: Photography, Film, Video, and Digital Arts  
pgs 149-177 |
| 10/04  | Imaging: Photography, Film, Video, and Digital Arts | 1. Use basic vocabulary for the photographic process, including its historical development.  
2. Describe the differences among genres of photography, such as portraiture, photojournalism, and photography as fine art.  
3. Summarize the history of film technology.  
4. Discuss a variety of cinematographic techniques and cinematographic experiences.  
5. Summarize the genesis of video as an art form and the work of current practitioners of the medium.  
6. Explain the role of digital art and web design in contemporary culture. | Lecture  
Test  
Read Chapt 11  
Sculpture, Installation, Site-Specific Art, and 3D Design  
pgs 179-205 |
| 10/06  | Sculpture, Installation, Site-Specific Art, and 3D Design | 1. Use basic vocabulary for sculptural techniques and materials.  
2. Describe contemporary methods and materials that expand the traditional definition of sculpture.  
3. Explain the major categories of works of art that are site-specific.  
4. Summarize major factors relevant to the process of industrial design | Lecture  
Test  
Read Chapt 12  
Craft Arts  
pgs 207-223 |
| 10/11  | Craft Arts                       | 1. Explain the traditional distinction between craft and fine art, as well as challenges to this separation of categories.  
2. Use appropriate terminology for materials and processes related to | Lecture  
Test  
Read Chapt 13  
Architecture and Urban Design  
pgs 225-245 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Description</th>
<th>Lectures/Tests</th>
<th>Assignments</th>
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</thead>
</table>
| 10/13 | Architecture and Urban Design  | 1. Provide a basic definition of architecture.  
2. Use appropriate vocabulary for major forms of architecture.  
3. Describe the common materials used to make architectural structures and spaces.  
4. Explain how modern materials are being used—and re-used—to build "green" buildings.  
5. Summarize major principles and examples of urban design. | Lecture  
Test                                                                 | Read Chapt 14 Art of the Ancient World pgs 247-279 |
| 10/18 | Art of the Ancient World       | 1. Define "prehistory," and explain major functions of art in the Paleolithic and Neolithic periods.  
2. Identify similarities and differences among the artistic styles of the major periods of ancient Mesopotamia.  
3. Describe the major features of the artistic and architectural traditions of ancient Egypt.  
4. Discuss variation in the Egyptian art style over time, including changes that occurred during the Amarna Revolution.  
5. Summarize the artistic developments of pre-Hellenic cultures in the Aegean.  
6. Describe the role of art in prehistoric Africa, the Shang Dynasty in China, and the Indus River Valley civilization. | Lecture  
Test                                                                 | No Assignment                                                                 |
| 10/20 | Artist Talks                  | Undergraduate art majors will provide talks about their art and approach to art.                                                                                                                                 | Guest Presenters  
Read Chapt 15 Greece. Rome, Judeo-Christian pgs 247-273  
Write short paper according to guidelines about University |
<table>
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<th>Date</th>
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2. Trace the development of vase painting, sculpture, and architectural styles through the Greek Geometric, Archaic, Classical, and Hellenistic periods.  
3. Summarize influences on the Romans, including Etruscan art and architecture.  
4. Describe the political systems of the Roman Republic and the Roman Empire.  
5. Discuss how the ancient Romans integrated influences from other cultures with Roman innovations to create a distinctive artistic style.  
6. Describe important qualities of the art of early Buddhism, the Qin and Han dynasties in China, and the Olmec culture in Mesoamerica. |
| 10/27  | The Age of Faith               | 1. Summarize the early history of Christianity and the major features of Christian art in the early Middle Ages.  
2. Identify the purposes and characteristics of Romanesque and Gothic art/architecture.  
3. Describe the functions of art and architecture in the early centuries of Islam.  
4. Discuss world art traditions from the medieval period, including important examples representing the art of India, China, Japan, Africa, and the Americas. |
| 11/01  | The Renaissance               | 1. Summarize historical events that contributed to the Renaissance.  
2. Identify major ideas of the Renaissance.  
3. Describe the artistic style of the northern Renaissance.  
4. Discuss major examples of Italian Renaissance art.  
5. Explain variations on the style of the High Renaissance outside Italy.  
6. Define the distinguishing features of the Baroque era. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Lectures/Test/Short paper...</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/03</td>
<td>The Baroque Era</td>
<td>Lecture, Test</td>
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<tr>
<td></td>
<td>1. Explain the historical circumstances and major visual features of the Baroque style in Italy.</td>
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<td></td>
<td>2. Describe variations in subject matter and style as represented by Baroque artists in Spain, Flanders, Holland, France, and England.</td>
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<td>3. Define the distinguishing qualities of Rococo art.</td>
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<td>4. Summarize the influence of the Enlightenment on the art of the 18th century.</td>
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<td>5. Outline major developments in the art of India, China, and Japan during the 17th and 18th centuries.</td>
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<td></td>
<td>Read Chapt 19 The Modern Era pgs 417-456</td>
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<tr>
<td>11/08</td>
<td>The Modern Era</td>
<td>Lecture, Test</td>
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<td></td>
<td>1. Describe the major features of artistic movements of the 18th and 19th centuries, including Neoclassicism, Romanticism, Realism, Impressionism, Postimpressionism, Expressionism, and Art Nouveau.</td>
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<td>2. Discuss works of art as examples of the typical qualities of each movement.</td>
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<td>3. Outline key qualities of artistic traditions in Africa, India, Japan, Oceania, and the Americas during the 19th century.</td>
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<td>Read Chapt 20 The Twentieth Century: The Early Years pgs 459-489</td>
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<tr>
<td>11/10</td>
<td>The Twentieth Century: The Early Years</td>
<td>Lecture, Test</td>
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<td></td>
<td>1. Identify the important features of early 20th-century modernist art styles, including Fauvism, Expressionism, Cubism, Futurism, nonobjective art, fantastic art, Dada, and surrealism.</td>
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<td>2. Describe major trends in American art of the early 20th century.</td>
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<td>3. Summarize artistic developments in Japan, China, Africa, and Mexico in</td>
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<td>Short paper due on University Gallery Exhibit or Undergrad Artist Talk Chapt 21 The Twentieth Century: Postwar to</td>
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<td>Date</td>
<td>Topic</td>
<td>Notes</td>
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<tr>
<td>11/15</td>
<td>The Twentieth Century: Postwar to Postmodern</td>
<td>1. Explain the major features of postwar art forms, including Abstract Expressionism, assemblage, figurative art, Pop Art, Photorealism, Minimalism, performance art, conceptual art, New Image painting, and Neo-Expressionism. 2. Discuss important examples of art dealing with issues of gender, sexuality, race, and ethnicity. 3. Trace the development of architecture from Modernism through Postmodernism and Deconstructivism. 4. Summarize major themes of the art of the 20th century in India, Pakistan, China, and Japan. Lecture Test Chapt 22 Art Now: A Global Perspective pgs 539-578</td>
</tr>
<tr>
<td>11/17</td>
<td>Art Now: A Global Perspective</td>
<td>1. Define and explain contemporary art themes resulting from globalization, including hybridity, appropriation, and postcolonialism. 2. Discuss representative works of art from around the world as examples of contemporary art themes. 3. Compare and contrast artistic examples from different regions in terms of common qualities and specific cultural contexts. Lecture Test</td>
</tr>
<tr>
<td>11/22</td>
<td>Self guided visit to gallery/museum</td>
<td>Class time devoted to visiting a gallery or museum for research on formal class paper and presentation. Visit to gallery or museum Have a great Thanksgiving!</td>
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<td>11/24</td>
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<td>11/29</td>
<td>Artist Talks</td>
<td>MFA students will provide an artist talk about their art and their approach to contemporary art. Guest Presenters Formal paper due on outside gallery or museum visit</td>
</tr>
<tr>
<td>12/01</td>
<td>Art from the experience of the student</td>
<td>Student presentation on formal papers about artwork viewed at an outside gallery or museum in relation to information presented in the textbook, lecture and Powerpoint presentations. Student Presentations Presentation of art viewed at outside gallery/museum visit</td>
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<tr>
<td>Date</td>
<td>Art from the experience of the student</td>
<td>Student presentation on formal papers about artwork viewed at an outside gallery or museum in relation to information presented in the textbook, lecture and Powerpoint presentations.</td>
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<td>12/06</td>
<td>Art from the experience of the student</td>
<td>Student presentation on formal papers about artwork viewed at an outside gallery or museum in relation to information presented in the textbook, lecture and Powerpoint presentations.</td>
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<td>12/08</td>
<td>Art from the experience of the student</td>
<td>Student presentation on formal papers about artwork viewed at an outside gallery or museum in relation to information presented in the textbook, lecture and Powerpoint presentations.</td>
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<td>12/13</td>
<td>Art from the experience of the student</td>
<td>Student presentation on formal papers about artwork viewed at an outside gallery or museum in relation to information presented in the textbook, lecture and Powerpoint presentations.</td>
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<td>12/15</td>
<td>Art from the experience of the student</td>
<td>Student presentation on formal papers about artwork viewed at an outside gallery or museum in relation to information presented in the textbook, lecture and Powerpoint presentations.</td>
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Possible points earned: 100
Due: November 10, 2016 at the beginning of class

Please provide a printed copy of the paper that is double spaced, using Ariel 12 point font. Include your name and title of the paper at the top of the page.

The paper should be one page only with three paragraphs.

• The first paragraph should include a small but viewable jpeg image of the work you will be discussing. You may only discuss a work of art exhibited this semester from the University Art Gallery or a work from the undergraduate artist talks. Include the artist's name, title of the work and what genre of work (painting, drawing, photograph, collage, etc.). Example: Vincent van Gogh, *The Starry Night*, 1889, oil on canvas, Museum of Modern Art, New York.

• The second paragraph should include terms you have learned to date that describes the chosen work. For example, you can discuss the style, the design principles, the medium, use of lines, value, color scheme, symbolism, space, focal point, emphasis, balance and symmetry, scale and proportion, process used by artist, etc. Basically, tell me what you see using art appreciation terms you have learned to date.

• The third paragraph should tell me how the work of art made you think or feel. Tell me your reaction to the work. There is no wrong answer. Just tell me what you think using the information you have learned in Art Appreciation so far.

If you are interested, and this is not required, this is a link to a free pdf of the book, *A Short Guide to Writing about Art* by Sylvan Barnet.
You are encouraged and welcomed to go to any gallery or museum that is near you. If you need suggestions this is a link to museums and galleries in the North Texas area: http://www.dfwart.com/dfwmuseums.html
You might want to also take a look at this source: https://www.artsy.net/article/artsy-editorial-the-roadtripper-s-guide-to-art-in-texas

Possible points earned: 100
Due: November 29, 2016 at the beginning of class

Please provide a printed copy of the paper that is double spaced, using Arial 12 point font. Include your name and title of the paper at the top of the page.

The paper should be three pages in length. You can use the critical analysis list below for ideas to include in your paper. Be sure to use your own words. If you copy or paste, be sure to cite the original author.

Critical Analysis of a Work of Art

Small but viewable and recognizable jpeg Image of Work:
Title of Work:
Artist:
Medium (watercolor, oil, etc.):
Date of Work:
Site where Work was viewed:

General Guidelines for Analysis of Art

Knowing how to write a formal analysis of a work of art is a fundamental skill learned in an art appreciation-level class. Use this sheet as a guide for writing your critical analysis paper. Not everything applies to every work of art, nor is it always useful to consider things in the order given.

In your analysis, keep in mind the following: HOW and WHY is this a significant work of art?

Part I – General Information
1. In many cases, this information can be found on a label or in a gallery guidebook. There may be an artist’s statement available in the gallery. If so, indicate in your text or by a footnote or endnote to your paper where you got the information.
2. Subject Matter (Who or What is Represented?)
3. Artist or Architect (What person or group made it? Often this is not known. If there is a name, refer to this person as the artist or architect, not “author.” Refer to this person by their last name, not familiarly by their first name.)
4. Date (When was it made? Is it a copy of something older? Was it made before or after other similar works?)
5. Provenance (Where was it made? For whom? Is it typical of the art of a geographical area?)
6. Location (Where is the work of art now? Where was it originally located? Does the viewer look up at it, or down at it? If it is not in its original location, does the viewer see it as the artist intended? Can it be seen on all sides, or just on one?)
7. Technique and Medium (What materials is it made of? How was it executed? How big or small is it?)

Part II – Brief Description
In a few sentences describe the work. What does it look like? Is it a representation of something? Tell what is shown. Is it an abstraction of something? Tell what the subject is and what aspects are emphasized. Is it a non-objective work? Tell what elements are dominant. This section is primarily a few sentences to give the reader a sense of what the work looks like.

Part III – Form
This is the key part of your paper. It should be the longest section of the paper. Be sure and think about whether the work of art selected is a two-dimensional or three-dimensional work.

Art Elements
1. Line (straight, curved, angular, flowing, horizontal, vertical, diagonal, contour, thick, thin, implied etc.)
2. Shape (what shapes are created and how)
3. Light and Value (source, flat, strong, contrasting, even, values, emphasis, shadows)
4. Color (primary, secondary, mixed, complimentary, warm, cool, decorative, values)
5. Texture and Pattern (real, implied, repeating)
6. Space (depth, overlapping, kinds of perspective)
7. Time and Motion

Principles of Design
1. Unity and Variety
2. Balance (symmetry, asymmetry)
3. Emphasis and Subordination
4. Scale and Proportion (weight, how objects or figures relate to each other and the setting)
5. Mass/Volume (three-dimensional art)
6. Rhythm
7. Function/Setting (architecture)
8. Interior/Exterior Relationship (architecture)

Part IV – Opinions and Conclusions
This is the part of the paper where you go beyond description and offer a conclusion and your own informed opinion about the work. Any statements you make about the work should be based on the analysis in Part III above.
1. In this section, discuss how and why the key elements and principles of art used by the artist create meaning.
2. Support your discussion of content with facts about the work.

**General Suggestions**

1. Pay attention to the date the paper is due. No late work is accepted.
2. You should allow time to view the work you plan to write about and take notes.
3. Always italicize or underline titles of works of art. If the title is long, you must use the full title the first time you mention it, but may shorten the title for subsequent listings.
4. Use the present tense in describing works of art.
5. Be specific: don’t refer to a “picture” or “artwork” if “drawing” or “painting” or “photograph” is more exact.
6. Remember that any information you use from another source, whether it be your textbook, a wall panel, a museum catalogue, a dictionary of art, the internet, must be documented with a footnote. Failure to do so is considered plagiarism, and violates the behavioral standards of the university. Allow time to proofread your paper. Read it out loud and see if it makes sense. If you need help on the technical aspects of writing, use the University Writing Center.

Some other items you might want to consider when trying to organize your thoughts.
You do not have to use these categories but you can use these as a way of helping you think about the piece of art you have chosen.

**Description of Work:**
- is it horizontal or vertical?
- what colors are used? Warm, cool, primary, secondary, mixed?
- describe the subject matter / imagery

**Formal / Technical Analysis:**
- how is the composition arranged?
- is the artwork balanced or unbalanced, symmetrical or asymmetrical?
- are the colors, lines, shapes related?
- does the size affect the artwork in any way?
- is the artwork real or abstract?
- what style (Cubist, Impressionist, etc.) is the artwork?

**Interpretation / Iconographic:**
- what is happening in the artwork?
- what kind of mood do the colors express?
- does anything in the artwork remind you of your own life?
- what does the artwork say to you?
- what do you think the artist is trying to convey?
- what ideas or emotions does the artwork express?
- how do you think the artist felt while creating this piece?
- are there any symbols in the artwork? What do the symbols mean?

**Aesthetic Level / Evaluation:**
- what have you discovered from analyzing this work of art?
- have you learned anything about yourself or others?
- did your feelings about this artwork change after answering these questions?
- do you like this artwork? Is it important that you like it?
Possible points earned: 100
Due: December 1 through December 15, 2016

There will be a sign up sheet for dates to provide a short 3-5 minute presentation of your chosen gallery/museum work of art. Student presentations will be made from December 1 through December 15.

Your presentation should include:
- image of the work
- artist, title, date, medium and where you viewed the work of art information included with the image
- discuss the style of work, genre of work, etc.
- discuss why you chose this specific work of art.