

# Houston Community College Central

<http://central.hccs.edu/central/academic-departments/fine-arts-speech-communications>

## Course Syllabus: Art Appreciation

**HCC Academic Discipline:** FINE ARTS

**Course Title:** Art Appreciation

**Course Rubric and number:** ARTS 1301

**Semester with Course Reference Number (CRN):** 44367

**Campus and Room Location with Days and Times:** Central; FAC 201; M-F; 2 to 4 p.m.

**Course Semester Credit Hours (SCH):** 3 credits

**Course contact hours per semester:** 48

**Course length:** Summer I, 5 weeks

**Type of Instruction:** 3 Lecture

**Instructor:** Corey Ackelmire

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### Course Description:

1. ARTS 1301 Art Appreciation. Exploration of purposes and processes in the visual arts including evaluation of selected works. *As defined in the Academic Course Guide Manual (AGCM) produced by the Texas Higher Education Coordinating Board, 2009 (THECB)*
2. ARTS 1301 Art Appreciation: This introduction to the visual arts is designed for the general student. This course explores what is art, who makes it, and why it is made. Core Curriculum Course. *(As listed in the 2009-2011 HCC Catalog.)*

**Course Prerequisites:** Must be placed into college-level reading (or take GUST 0342 as a co-requisite) and be placed into college-level writing (or take ENGL 0310/0349 as a co-requisite).

### Course Goal:

This course presents a survey of the visual arts, including artistic media and techniques, and art history. Students in Art Appreciation will also explore visual principles and elements through hands-on activities.

### Course Student Learning Outcomes:

1. Explain the purposes and processes of the visual arts in their historical context. (Level 2)
2. Apply the formal elements and principles of design to works from the text. (Level 3)
3. Compare and contrast selected artworks using the terminology and iconography of art. (Level 4)
4. Evaluate selected artworks using the terminology and iconography of art. (Level 6)

### Art Appreciation Student Learning Objectives ~ related to each Learning Outcome

- I. **Learning Outcome One: Explain the purposes and processes of the visual arts in their historical context.**

#### The Supporting Learning Objectives:

- 1.1 Categorize the artistic media.

- 1.2. Distinguish the purpose for which selected works were created.
- 1.3. Observe roles of art.
- 1.4. Observe roles of artists.
- 1.5. Understand the themes of art.
- 1.6. Identify selected artworks as being representational, abstract or nonobjective.

**II. Learning Outcome Two: Apply the formal elements and principles of design to works from the text.**

**The Supporting Learning Objectives:**

- 2.1. Determine which formal elements are used in selected artworks.
- 2.2. Determine which principles of design are used in selected artworks.
- 2.3. Conduct formal analyses of selected artworks.
- 2.4. Manipulate the formal elements and principles of design in the hands-on studio assignments, which compromise approximately 25% of the final grade in the course.
- 2.5. Construct basic studio art assignments specifically designed for non-art majors.

**III. Learning Outcome Three: Compare and contrast selected artworks using the terminology and iconography of art.**

**The Supporting Learning Objectives:**

- 3.1. Differentiate the artistic media.
- 3.2. Distinguish the purpose for which selected works were created.
- 3.3. Observe roles of art.
- 3.4. Observe roles of artists.
- 3.5. Categorize the themes of art.
- 3.6. Inventory selected artworks as being representational, abstract or nonobjective.

**IV. Learning Outcome Four: Evaluate selected artworks using the terminology and iconography of art.**

**The Supporting Learning Objectives:**

- 4.1. Summarize the period styles of selected artworks.
- 4.2. Interpret content in selected artworks.
- 4.3. Hypothesize the iconographical intent of the artist and/or producing culture of selected artworks.
- 4.4. Evaluate the formal elements and principles of design.
- 4.5. Judge the artistic merits of selected artworks.

**Core Curriculum Statement:**

This course fulfills the following core intellectual competencies: reading, writing, speaking, listening, critical thinking and computer literacy. A variety of teaching and testing methods are used to assess these competencies.

This course fulfills the core competencies:

**Reading:** Reading at the college level means having the ability to understand, analyze and interpret a variety of printed materials: books, articles, and documents.

**Writing:** Writing at the college level means having the ability to produce clear, correct, and coherent prose adapted to a specific purpose, occasion, and audience. In addition to knowing how to use correct grammar, spelling, and punctuation, students should also become adept with the writing process, including how to determine a topic, how to organize and develop it, and how to phrase it effectively for their audience. These abilities are acquired through practice and reflection.

**Speaking:** Effective speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.

**Listening:** Listening at the college level means having the ability to understand, analyze, and interpret various forms of spoken communication.

**Critical Thinking:** Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking used to address an identified task.

**Computer Literacy:** Computer literacy at the college level means having the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology and should have the tools necessary to evaluate and learn new technologies as they become available.

<b>HCC Calendar: Semester - Summer I, 2013</b>	
Classes Begin	Mon, June 3 <sup>rd</sup>
Last day for drop/add	Sun, June 2 <sup>nd</sup>
<b>Holidays and Breaks</b>	<b>Thur, July 4<sup>th</sup></b>
<i>Last day to drop classes with a grade of W</i>	<i>Mon, June 24<sup>th</sup></i>
Instruction ends	Tue, July 2 <sup>nd</sup>
Final examination	Wed, July 3 <sup>rd</sup>
<b>Class And Date</b>	<b>Lectures / Topics / Assignments / Projects / Critiques ARTS 3101 Art Appreciation – 5 week calendar: Two hour session five times/week – Subject To Change</b>
Class 1 Mon. June 3	Syllabus; Introduction, Chpt. 1- <u>A World of Art</u> ; <i>written journal prompt #1</i> ; discussion: What is Art?, and MyArtsLab–how to register- online ID: ackelmire00036
Class 2 Tue. June 4	Video: Vik Muniz; Chpt. 2 & 3; <i>written journal prompt #2 and #3: Charles the First</i> ; Review Chpt. 1-3
Class 3 Wed. June 5	Chpt. 4 (line) & 5 (space); <i>visual journal prompt #1 and #2: line</i> ; Review Chpt. 4 & 5
Class 4 Thur. June 6	<b>Field Trip: Station Art Museum</b> ; Museum/Gallery etiquette; Chpt. 6 (light and color); <i>written journal prompt #4</i>
Class 5 Fri. June 7	Written Journal DUE (prompts 1 – 4); Chpt. 7 (other formal elements); Video: James Turrell; Review Chpt. 6 & 7;
Class 6 Mon. June 10	Visual Journal DUE (prompts 1 & 2); Chpt. 8 (principles of design); <i>Visual Journal Prompt #3 (due June 17<sup>th</sup>)</i> ; Review for Test 1
Class 7 Tue. June 11	<b>Exam #1</b> (Chpts. 1 through 8)
Class 8 Wed. June 12	Chpt. 9 (drawing) & 11 (painting); <i>visual journal prompt #4: gesture drawing</i> ; review Chpts 9 & 11; Reverse Pictionary – groupwork ( <i>visual journal prompt 4</i> )
Class 9 Thur. June 13	Reverse Pictionary (day 2) – presentations MOVIE: <i>Waste Land</i> (part 1); <i>written journal prompt #5: Waste Land</i> ; discuss Menil field trip
Class 10 Fri. June 14	Written Journal DUE (prompt # 4 & 5); <b>Field Trip: Menil Collection</b> ; <i>written journal prompt #6: Menil Visit</i>
Class 11 Mon. June 17	Visual Journal DUE (prompt # 3 & 4); MOVIE: <i>Waste Land</i> (part 2); <i>written journal prompt #7: Waste Land</i> ; Chpt. 12 (photography/time-based media); review Chpt 12;
Class 12 Tue. June 18	Chpt. 13 (sculpture) & Chpt. 14 (crafts); Video: Andy Goldsworthy; <i>visual journal prompt #5: mini-earthwork</i> ; <i>written journal prompt #8: mini-earthwork</i> ; review Chpt 13 & 14.
Class 13 Wed. June 19	<b>Field Trip: Houston Center for Contemporary Craft</b> ; <i>written journal prompt #9: Craft Center visit</i>
Class 14 Thur. June 20	Chpt 15 (architecture); review for Test # 2; class critique of Visual Journal Prompt #3; <i>visual journal prompt #6: collage self-portrait</i>
Class 15 Fri. June 21	<b>Exam #2</b> (Chpts. 9, 11 -15); Written Journal DUE (prompts #6 - 9)

Class 16 Mon. June 24	Work on collage self-portrait; present; Visual Journal DUE (prompt #5 & 6); Chpt. 17 (ancient art) Part 1; <i>begin timeline- visual journal prompt #7</i>
Class 17 Tue. June 25	Chpt. 17 (part 2); Chpt. 18 (age of faith); review Chpt. 17 & 18; class critique of mini-earthworks; work on time-line
Class 18 Wed. June 26	Chpt. 19 (Renaissance through Baroque); review Chpt. 19; work on time-line
Class 19 Thur. June 27	<i>Field Trip: Museum of Fine Arts Houston; written journal #10</i>
Class 20 Fri. June 28	Chpt. 20 (18 <sup>th</sup> and 19 <sup>th</sup> cent.) Part 1; work on time-line
Class 21 Mon. July 1	Chpt 20 (Part 2) & Chpt. 21 (1900 to present) Part 1; <i>visual journal prompt #8 (exquisite corpse; review Chpt. 20.; written journal #11</i>
Class 22 Tue. July 2	Chpt. 21 (Part 2); Written Journal DUE; review for Test #3 (Jeopardy)
Class 24 Wed. July 3	Visual Journal DUE (prompts #7 & 8) ; <b>Exam #3</b> (Chpts. 17 through 21)

**Please Note:** *It is possible that these dates might change slightly due to various circumstances. You will be notified of changes and requirements*

### **Instructional Methods**

Methods of instruction may include: explanations, demonstrations, hands-on art studio work time, in-class critiques, slide presentations, video/film presentations, lectures, and/or readings (from textbooks, peer-reviewed articles, books, original source seminal texts). Class time may include demonstrations, field trips, assignments, introductions, studio time for projects, and critiques.

### **Student Assignments:**

Assignments/Activities may include: individual creative projects, written critical responses, group projects, critiques, exams or quizzes, hands-on studio workdays/times, occasional gallery visits, various assigned readings from textbooks, peer-reviewed articles, books, original source seminal texts; mandatory discussions based on various topics related to the major areas of study in Art and Design; writing papers including critiques, essays, analyses, reviews, research, comparing and contrasting artistic or design theories and perspectives; service learning projects; presentations; group and/or individual projects; portfolios. This course requires a minimum of 2000 words in a combination of writing assignments and/or projects.

### **Student Assessments:**

Methods of Assessment/Evaluation may include: portfolios, creative projects, tests and quizzes which may include: definitions, matching, multiple choice, true/false, short answer, brief essay, essay, lists, writing assignments, in-class discussions and/or critiques; written papers including critiques, essays, analyses, reviews, research, comparing and contrasting artistic or design theories and perspectives; service learning projects; presentations; group and/or individual projects; other methods as may be determined by individual instructors.

**Instructional Materials:** *A World of Art, 7<sup>th</sup> Edition, Henry Sayre.* Access to My Arts Lab is optional.

### **HCC Policy Statement: Americans With Disabilities Act (ADA)**

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office.

If you have any questions, please contact the Disability Counselor at your college or the District Disability Office at 713-718-5165 or Jamie Torres at 713-718-6164 at Central Campus.

To visit the ADA Web site, log on to [www.hccs.edu](http://www.hccs.edu),  
Click Future Students

Scroll down the page and click on the words Disability Information. <http://www.hccs.edu/hccs/future-students/disability-services>

### **HCC Policy Statement: Academic Honesty**

You are expected to be familiar with the College's Policy on Academic Honesty, found in the catalog and student handbook. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty.

“Scholastic dishonesty” includes, but is not limited to, cheating on a test, plagiarism, and collusion.

**Cheating** on a test includes:

- Copying from another student’s test paper;
- Using materials during a test that are not authorized by the person giving the test;
- Collaborating with another student during a test without authority;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- Bribing another person to obtain a test that is to be administered.

**Plagiarism** means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work offered for credit.

**Collusion** means the unauthorized collaboration with another person in preparing written work offered for credit.

**Violations:** Possible punishments for academic dishonesty may include a grade of “0” or “F” on the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. A recommendation for suspension or expulsion will be referred to the College Dean of Student Development for disciplinary disposition.

Students who wish to appeal a grade penalty should notify the instructional supervisor within 30 working days of the incident. A standing committee appointed by the College Dean of Instruction (Academic or Workforce) will convene to sustain, reduce, or reverse the grade penalty. The committee will be composed of two students, two faculty members, and one instructional administrator. A majority vote will decide the grade appeal and is final.

### **Official HCC Attendance Policy:**

Students are expected to attend classes regularly. Students are responsible for material covered during their absences, and it is the student’s responsibility to consult with instructors for makeup assignments. Class attendance is checked daily by instructors.

**Although it is the responsibility of the student to drop a course for non-attendance, the instructor has the authority to drop a student for excessive absences.**

A student may be dropped from a course for absenteeism after the student has accumulated absences in excess of 12.5% of the hours of instruction (including lecture and laboratory time).

Class attendance is mandatory.

*You are allowed 3 full days of absences.*

*Absences beyond 3 days will result in being withdrawn from the course.*

Three tardies of 15 minutes or more will be considered as one absence.

You must officially drop the class before Mon., June 24<sup>th</sup> to receive a “W”. If you do not do this, and you stop attending class, your grade will be “F”. I will drop people after 3 absences. If you are having problems with attendance, please talk to me.

**Administrative drops are at the discretion of the instructor.** If you are doing poorly in the class, but you have not contacted your professor to ask for help, and you have not withdrawn by the official withdrawal date, it will result in you receiving a grade of “F” in the course

**\*LAST DAY FOR STUDENT/ADMINISTRATIVE DROP THIS SEMESTER: Mon., June 24<sup>th</sup>**

**Course Withdrawals-First Time Freshmen Students-Fall 2007 and Later:**

Effective 2007, section 51.907 of the Texas Education Code applies to first-time in college freshman students who enroll in a Texas public institution of higher education in the fall semester of 2007 or thereafter. High school students currently enrolled in HCC Dual Credit and Early College are waived from this requirement until they graduate from high school.

Based on this law, **HCC or any other Texas Public institution of higher education may not permit students to drop after the official day of record more than six college level credit courses for unacceptable reasons during their entire undergraduate career.**

**Course Withdrawals:**

Be sure you understand HCC policies about dropping a course. It is the student’s responsibility to withdraw officially from a course and prevent an “F” from appearing on the transcript. If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Before you withdraw from your course, please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important.

If you plan on withdrawing from your class, you **MUST** contact a HCC counselor or your professor prior to withdrawing (dropping) the class for approval and this must be done **PRIOR** to the withdrawal deadline to receive a “W” on your transcript. **\*\*Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines. *Remember to allow a 24-hour response time when communicating via email and/or telephone with a professor and/or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline.*** If you do not withdraw before the deadline, you will receive the grade that you earned in the class as your final grade

**Early Alert Program:**

To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor *may* “alert” you and HCC counselors that you might fail a class because of excessive absences and/or poor academic performance. It is your responsibility to visit with your professor or a counselor to learn about what, if any, HCC interventions might be available to assist you – online tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

**Repeat Course Fee:**

The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to

pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

### **Individual Instructor's Requirements Statement**

#### **As your Instructor, it is my responsibility to:**

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class studio activities, discussions, and critiques
- Provide a clear description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

#### **To be successful in this class, it is the student's responsibility to:**

- Attend class and participate in class discussions and activities
- Read and comprehend the textbook
- Complete the required assignments and exams
- Complete the required studio assignments
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts and all assignments

### **HCC Art Discipline Requirements**

By the end of the semester the student who passes with a final grade of "C" or above will have demonstrated the ability to:

- Complete and comprehend the objectives of all graded assignments
- Attend class regularly, missing no more than 12.5% of instruction (6 hours)
- Arrive at class promptly and with the required supplies for that day's session
- Participate in the shared responsibilities for studio clean-up
- Exhibit safe studio habits
- Be prepared for and participate in class critiques
- Demonstrate the ability to communicate orally in clear, coherent, and persuasive language
- Demonstrate the ability to use computer-based technology in communicating, solving problems, and acquiring information
- Complete a minimum of 2000 words in a combination of writing assignments and/or projects
- Maintain an overall average of 70 or above on assignments, projects, tests and styles included in the course syllabus.
- Compare and contrast works of art from the text using the terminology and iconography of art.
- Explain the function of art in its historical context.
- Complete the required studio art assignments which will constitute approximately 25% of the final grade.

### **HCC Grading Information:**

#### **Grading percentile: the official HCC grading rubric is as follows:**

90–100 percent    A    Exceptionally fine work; superior in presentation, visual observation, comprehension and participation

80–89 percent	B	Above average work; superior in one or two areas
70–79 percent	C	Average work; good, unexceptional participation
60–69 percent	D	Below average work; noticeably weak with minimal participation
Below 60 percent	F	Clearly deficient in presentation, style and content with a lack of participation

The grade of "I" (Incomplete) is conditional. It will only be assigned if at least 80% of the course work is complete. Students receiving an "I," must make an arrangement with the instructor in writing to complete the course work within six months. After the deadline, the "I" becomes an "F." All "I" designations must be changed to grades prior to graduation. Changed grades will appear on student record as "I"/Grade (example: "I/A").

The grade of "W" (Withdrawal) appears on grade reports when students withdraw from a class by the drop deadline. Instructors have the option of dropping students up to the deadline. After the deadline, instructors do not have that option — not even when entering final grades.

### **Instructor Grading Criteria**

Homework, assignments and projects will be evaluated according to the following criteria:

- Adherence to all specific assignment guidelines/content requirements.
- Adherence to deadlines.
- Level of technical difficulty attempted and achieved. More sophisticated work may receive higher scores.
- Creativity and Originality: Solving the assignments in an imaginative and unique way may lead to a higher score.
- Honesty: Submit your own work.

### **Instructor's Final Grading Legend:**

Written Journal	100 pts
Visual Journal	200 pts
Field Trip Assignments	100 pts
Tests	300 pts
Participation in Discussion, Field Trips, and Effort in Class	50 pts
<b>TOTAL POINTS POSSIBLE FOR THIS COURSE</b>	<b>750 pts</b>