Course Syllabus  

### Art Appreciation  

**ARTS 1301**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Spring 2015, 16 weeks, ARTS 1301- 0068 (CRN-44638)</th>
</tr>
</thead>
</table>
| Instructor contact information | Jessica Kreutter  
jessica.kreutter@hccs.edu |
| Office Location & Hours | HCC, Southeast, Felix Morales Building  
Meeting by appointment only, 30 min before or after class |
| Course Semester Credit Hours (SCH) (lecture, lab) If applicable | Credit Hours: 3  
Lecture Hours: 3 |
| Total Course Contact Hours | 48.00 |
| Course Length | 16 weeks |
| Type of Instruction | Traditional (Face-to-Face) |
| Communication Disclaimer | I will be contacting you through your HCC e-mail ONLY. If you have not set up an account it is urgent that you do so. You are responsible for the information I send via e-mail. Check your HCCe-mail at least twice a week. ALL CLASS HANDOUTS CAN BE FOUND ON THE LEARNING WEB SITE |
| Requirements for the course | • Students must purchase supplies- Book, sketchbook, folder.  
• Student must come to class everyday on time.  
• Students will visit museums and galleries outside of class. |
| Course Description | This introduction to the visual arts is a global investigation of artistic styles, methods of artistic production and media. Various works will be analyzed and defined in relation to the formal elements and the principles of design. Universal themes are studied within their historical, political, economic, theological, sociological, conceptual, and ethnic contexts. Students will also develop critical thinking and observational skills through the creation of hands-on art projects. WHAT is art, WHO makes it and WHY is it made. |
| Course Prerequisite(s) | Must be placed into college-level reading OR Be placed into college-level writing.  
CO-REQUISITES: GUST 0342 and ENGL 0310 or ENGL 0349 |
| Academic Learning Outcomes for Program Lecture Courses | 1. Identify the formal elements and principles of design.  
2. Apply critical thinking when comparing works of art |
| Course Student Learning Outcomes (SLO): 4 to 7 | 1. Apply art terminology as it specifically relates to works of art.  
2. Demonstrate knowledge of art elements and principles of design.  
3. Differentiate between the processes and materials used in the production of various works of art.  
4. Critically interpret and evaluate works of art.  
5. Demonstrate an understanding of the impact of arts on culture. |
| Learning | 1. Apply art terminology as it specifically relates to works of art. |
Objectives
(Numbering system should be linked to SLO - e.g., 1.1, 1.2, 1.3, etc.)

1.1 Assign correct vocabulary terms and concepts to selected works of art.
1.2 Compare and contrast selected styles and periods of art.
1.3 Describe selected works of art in written papers and tests.
1.4 Practice art terminology in group settings and class discussions.

2. Demonstrate knowledge of art elements and principles of design.
2.1 Define the formal elements and principles of design and identify them in artworks from various cultures and periods.
2.2 Compare and contrast the formal elements and principles of design in selected artworks.
2.3 Construct a hands-on project that creatively organizes the formal elements and principles of design.
2.4 Evaluate formal characteristics of two or three dimensional art and then develop critical analyses through discussions, journals, presentations, and essays.

3. Differentiate between the processes and materials used in the production of various works of art.
3.1 Identify artistic media including: drawing, painting, sculpture, architecture, printmaking, textiles, ceramics, metal arts, photography, and digital arts.
3.2 Compare and contrast methods of production and processes.
3.3 Classify and examine technological development of artistic media demonstrated by the selected artworks.
3.4 Select and use appropriate materials, techniques and processes in a hands-on art project(s).

4. Critically interpret and evaluate works of art.
4.1 Employ vocabulary terms while interpreting and evaluating works of art.
4.2 Examine the functions of art within various cultures and time periods.
4.3 Compare and contrast the function of art within various cultures and time periods.
4.4 Evaluate the relationship of form to function of selected artworks in their historical context.

5. Demonstrate an understanding of the impact of arts on culture.
5.1 Analyze the way the role of the artist has changed over time.
5.2 Compare and contrast the roles of artists’ audiences and patrons.
5.3 Appraise the effects of various social, political, technological, ethnic and theological forces on artists within selected periods.
5.4 Interpret the significance of selected artworks within their broader cultural context and then develop critical analyses through discussions, journals, presentations, and essays.

Core Curriculum Competencies

Critical Thinking Skills
[HCC: to include creative thinking, innovation, inquiry and analysis, synthesis of information]
Art Appreciation is an investigation and analysis of the styles and modes of artistic production from prehistoric times to our own. Through the study of artistic media, universal themes are explored and students will develop an appreciation for the creative process as one that represents an evolving synthesis of cultural, personal, and technological influences. Assessment of critical thinking in course work will count for no less than 10% of the final grade.

Communication Skills
[HCC: to include effective development, interpretation and expression of ideas through written, oral, and visual communication]
Art Appreciation students will learn to interpret the language of visual communication through the study of selected artworks and creation of their own hands-on art project. Students will demonstrate effective writing skills as they fulfill instructor specific writing assignments. In addition, students will develop verbal communication skills as they participate in discussions, critiques and presentations throughout the semester. Assessment of verbal and written communication in course work will count for no less than 10% of the final grade and may be combined with other core assignments.

Teamwork
[HCC: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal]
In Art Appreciation courses we use discussions, critiques, group assignments and hands-on art projects to analyze artistic production within various cultures and time periods. This exploration of culture through art allows students to connect with a variety of viewpoints and then exchange viewpoints with others. Students will demonstrate their ability to work effectively with others in class as they safely and responsibly manage shared media, tools, equipment and clean-up duties, as applicable. Each semester students will participate in at least one collaborative assignment designed to expand their experience in developing skills essential to working effectively with others to support a shared purpose or goal. Assessment of teamwork activities and assignments will count for no less than 10% of the final grade and may be combined with other core assignments.
Instructor's Assessment(s)

Student Assignments

Student Methods

Instructional Assessment

Core Curriculum Competencies

Core Curriculum Assessment

Critical Thinking Skills

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Assessment of teamwork activities and assignments will count for no less than 10% of the final grade and may be combined with other core assignments.

Social Responsibility

[HCC: to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities]

By its very nature Art Appreciation is intercultural. As a subject it explores various historical, political, economic, theological, sociological, and ethnic contexts. Using this framework, students consider the community’s responsibility in such issues as art destruction/defacement and restoration, art acquisition and public display, public funding of art and censorship. Students observe current events and how they influence or change art history, as new discoveries may change our perception about art. Students make use of the local art community (including museums, galleries, etc.) to augment their knowledge of and participation in their community. Assessment of social responsibility activities and assignments will count for no less than 10% of the final grade and may be combined with other core assignments.

Students will work in teams to explore and analyze a given topic that deals with how an aspect of visual art and social responsibility relate. Student teams will then create a written, oral, and visual project that effectively communicates the given topic. The responsibility of each team member is to research and analyze the gathered material, and contribute to the creation of the resulting project. Each team is responsible for submitting a written, oral, and visual project that outlines their findings, analysis, and interpretation of the material.

Methods of instruction may include: lecture, media/video/film presentations, media and technique demonstration, hands-on art project work time, readings (from textbooks, peer-reviewed articles, books and original source seminal texts), field trips, discussions and critiques.

Assignments/Activities may include: group and/or individual projects; hands-on art projects, verbal critiques; exams and/or quizzes; field trips; 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 and the major time periods of study in Art History; writing papers including critiques, essays, analyses, reviews, research, comparing and contrasting artistic and design theories and art historical perspectives; service learning projects; and presentations. This course requires a minimum of 2,000 words in a combination of writing assignments and/or projects.
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
- Arrive at class promptly and with the required materials for that day’s session
- Participate in the shared responsibilities for clean-up when applicable
- Practice safe work habits when applicable
- Be prepared for and participate in class critiques, small group or class discussions
- Complete assignments through inquiry, analysis, evaluation and synthesis of information
- Express knowledge of the historical role and cultural impact of artists in society
- Effectively work on a team/collaborative project
- Exhibit knowledge of intercultural competence through engaging effectively with issues of social responsibility
- Communicate in clear, coherent, and persuasive language
- Communicate effectively by completing a minimum of 2,000 words in writing assignments/projects
- Differentiate between the various materials, techniques, and processes traditionally used by artists
- Compare and contrast works of art using the terminology and iconography of art
- Identify stylistic characteristics of each of the various cultures and styles included in the course syllabus
- Explain the function and significance of art within its historical and cultural contexts
- Complete a hands-on art project which demonstrates knowledge of the elements and principles of design

Additional requirements for Honors students. Honors students will write an additional 2,000 words. They will complete a project or oral presentation that shows a higher level of analytical thinking and satisfies the requirement of the honors contract

HCC Grading Scale (see instructors grades scale below):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points per Semester Hour</th>
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<tbody>
<tr>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
</tr>
<tr>
<td>59 and below = F</td>
<td>0</td>
</tr>
<tr>
<td>FX (Failure due to non-attendance)</td>
<td>0</td>
</tr>
<tr>
<td>IP (In Progress)</td>
<td>0</td>
</tr>
<tr>
<td>W (Withdrawn)</td>
<td>0</td>
</tr>
<tr>
<td>I (Incomplete)</td>
<td>0</td>
</tr>
<tr>
<td>AUD (Audit)</td>
<td>0</td>
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</tbody>
</table>

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses.

FINAL GRADE OF FX: Students who stop attending class and do not withdraw themselves prior to the withdrawal deadline may either be dropped by their professor for excessive absences or be assigned the final grade of "FX" at the end of the semester. Students who stop attending classes will receive a grade of "FX", compared to an earned grade of "F" which is due to poor performance. Logging into a DE course without active participation is seen as non-attending. Please note that HCC will not disperse financial aid funding for students who have never attended class. Students who receive financial aid but fail to attend class will be reported to the Department of Education and may have to pay back their aid. A grade of "FX" is treated exactly the same as a grade of "F" in terms of GPA, probation, suspension, and satisfactory academic progress. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA. Health Sciences Programs Grading Scales may differ from the approved HCC Grading Scale. For Health Sciences Programs Grading Scales, see the "Program Discipline Requirements" section of the Program's syllabi.
INSTRUCTORS ATTENDANCE POLICY

Your daily attendance is the most important factor in receiving an A or B in the class. If you are present everyday you see all demos and lectures, and you receive full points for participation.

If you know you will be missing more than 3 classes this semester, it will be difficult to earn an A. If you know you will miss 5 or more classes, I suggest you drop the course.

• You are allotted THREE absences for any reason during the course without your participation grade going down. As there are no excused absences, I suggest keeping these absences for emergencies and sick days.
• On the FOURTH absence, the points for attendance in your participation grade will drop by 10%. For every absence after your fourth, your participation grade will drop 10pts.
• On the FIFTH absence, you will be dropped from the course and receive a W on your transcript.
• Every tardy/leaving early counts against your participation grade and when accumulated to a class period will count as one absence.
***If you miss role call, it is your responsibility to sign in. The sign in sheet is the only documentation of your presence in class for that day. Failure to sign in will result in an absence for the day.

LAST DAY FOR STUDENT/ADMINISTRATIVE DROP THIS SEMESTER: March 31st, 4:30pm

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 percent of the hours of instruction (including lecture and laboratory time). For a 3 credit lecture class, meeting 3 hours per week (48 hours of instruction), a student may be dropped when their absence exceeds 6 hours.

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.

NOTE: LAST DAY FOR STUDENT/ADMINISTRATIVE DROP THIS SEMESTER: MARCH 31st, 4:30pm

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 are making in the class as your final grade.**

**Title IX:** HCC is committed to provide a learning and working environment that is free from discrimination on the basis of sex which includes all forms of sexual misconduct. Title IX of the Education Amendments of 1972 requires that when a complaint is filed, a prompt and thorough investigation is initiated. Complaints may be filed with the HCC Title IX Coordinator available at 713 718-8271 or email at oiec@hccs.edu.

**International Students:** Contact the International Student Office at 713-718-8520 if you have questions about your visa status.

**ADA Policy Statement:** This course contains generous windows of time to turn in assignments and participate in the group forums. Please review the Topic/course outline starting on the course Home Page to determine whether you can work within the timeweeks/contraints suggested. Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who is concerned about reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Please visit the ADA Website www.hccs.edu, then click on Future Students, scroll down the page and click on Disability Information:
- Central ADA Counselors 713-718-6165,
- Northeast ADA Counselor 713-718-8420,
- Northwest ADA Counselor 713-718-5422,
- Southeast ADA Counselor 713-718-7218,
- Southwest ADA Counselor 713-718-7910,
- Coleman ADA Counselor 713-718-7631

**Online Technical Support:**

<table>
<thead>
<tr>
<th>Class Policies:</th>
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<tbody>
<tr>
<td><strong>Classroom Etiquette</strong></td>
<td><strong>Cell Phones:</strong> Please turn off your cell phones upon entering class. Do not take or send calls during class time. Do not leave class in order to use your phone. There will be <strong>NO TEXTING</strong> allowed during class time. If I see you use your phone I will ask you to leave and mark you as absent or tardy depending on your participation in class for that day. For emergencies, have people call 713-718-6600 and the office staff will bring you the message.</td>
</tr>
<tr>
<td><strong>Recycling</strong></td>
<td><strong>Reduce Reuse Recycle:</strong> This is a “green” classroom. Use your own towels instead of paper. Recycle glass &amp; cans.</td>
</tr>
<tr>
<td><strong>Plagiarism</strong></td>
<td>Plagiarism means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work offered for credit. This also includes having someone work on a project for you. It will result in a zero on the assignment.</td>
</tr>
</tbody>
</table>
## HCC Calendar: Semester – Spring 2015

**Classes Begin**  
1/20

**Last day for drop/add**  
1/19

**Holidays and Breaks**  
1/19, 2/16, 3/16-3/24, 4/3

**Last day to drop classes with a grade of W**  
3/31

**Instruction ends**  
5/10

**Final examination**  
5/11, 5/13

<table>
<thead>
<tr>
<th>Class and Date</th>
<th>Lectures / Topics / Assignments / Projects / Critiques</th>
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<tbody>
<tr>
<td><strong>ARTS 1301 Art Appreciation – 16 week calendar</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 1 | Class 1 | 1/21 | Syllabus; Introduction, Chpt. 1- A World of Art  
Intro: The Collection Project  
Activity: BOOK |
| 2 | Class 2 | 1/26 | Chpt. 2 – Visual Literacy  
Video: Vik Muniz; |
| 3 | Class 3 | 1/28 | Chpt 3- Seeing the Value in Art  
Activity: |
| 4 | Class 4 | 2/2 | Recap #1-3 video  
Activity: |
| 5 | Class 5 | 2/4 | Chpt. 4 (line)  
Activity: line collage  
Written Assignment #1: MFAH |
| 6 | Class 6 | 2/9 | Chpt 5 (space)  
Activity: |
| 7 | Class 7 | 2/11 | Chpt. 6 (light and color);  
Video: James Turrell.  
DUE: Sketchbook- #1- #5 |
| 8 | Class 8 | 2/18 | Chpt. 7 (other formal elements);  
Activity: |
| 9 | Class 9 | 2/23 | Chpt. 8 (principles of design);  
MOVIE: Waste Land (part 1);  
Written Assignment #2: MENIL |
| 10 | Class 10 | 2/25 | MOVIE: Waste Land (part 2)  
Written Assignment #2: MENIL |
| 11 | Class 11 | 3/2 | Recap Chapers 4-8,  
Activity – photographs  
Collection Presentation |
| 12 | Class 12 | 3/4 | Chpt. 9 (drawing)  
Activity- Colage self portrait |
| 13 | Class 13 | 3/9 | Chpt. 10 (printmaking)  
DUE: Materials for the collection project Meet individually  
Sketchbook- #6-#10 |
| 14 | Class 14 | 3/11 | Chpt. 11 (painting)  
Collection Project- Meet individually  
Written Assignment #3: The Craft Center |
| 15 | Class 15 | 3/16 | SPRING BREAK |
| 16 | Class 16 | 3/18 | SPRING BREAK |
| 17 | Class 17 | 3/23 | Chpt. 12 (photography/time-based media);  
Video: Andy Goldsworthy; mini-earthwork;  
Collection project |
| 18 | Class 18 | 3/25 | Chpt. 13 (sculpture)  
Collection project |
| 19 | Class 19 | 3/30 | Chpt. 14 (crafts);  
Collection Project |
| 20 | Class 20 | 4/1 | Chpt 15 (architecture)  
COLLECTION PROJECT DUE, install |
| 21 | Class 21 | 4/6 | Chpt. 17 (ancient art)  
Install Collection Project  
DUE: Sketchbook- #11-#15 |
| 22 | Class 22 | 4/8 | Chpt. 17 (part 2)  
Written Assignment #4: Gallery show |
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Activity</th>
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</table>
| 13     | 4/13 | Chpt. 18 (age of faith); class critique of mini-earthworks  
Presentation final project |
| 13     | 4/15 | Chpt. 19 (Renaissance through Baroque); review Chpt. 19; work on time-line  
Activity: Timeline |
| 14     | 4/20 | Chpt. 20 (18th and 19th cent.)  
Activity: Time Line |
| 14     | 4/22 | Chpt. 20 (18th and 19th cent.)  
Activity: Time Line |
| 15     | 4/27 | Chpt. 21  
Activity: Timeline  
DUE: Sketchbook- #16-#20 |
| 15     | 4/29 | Chpt. 21 (1900 to present)  
Activity: Exquisite Corpse |
| 16     | 4/29 | FINAL PRESENTATION- GROUP PROJECT |
| 16     | 5/4  | FINAL PRESENTATION- GROUP PROJECT |
| Finals | 5/11 | FINAL PRESENTATION- GROUP PROJECT |
| Finals | 5/13 | FINAL PRESENTATION- GROUP PROJECT |

**PROJECTS**

**Sketch Book & Journal:** 20 entries We will use every class day. Daily engagement with art in drawings and writing.

**Bring your sketchbook to class meetings.** The sketchbook is where ideas are recorded and have the opportunity to grow. Write down all ideas and sketch anything you find interesting, collect images from magazines, the internet, etc. This activity will inform the works you create and help you build an indispensable resource as well as being an integral part of the creative process.

**Writing –** 4 assignments- MFAH, Menil, Houston Center for Craft, a Gallery- Writing about museum visits and art you have seen

**The Collection Project:** Students will begin the first day, identifying and collecting an object everyday- 100 pieces to make into a larger piece- To be shown in group exhibition -April 6th- May 4th

**Final Project:** Group Project- Curate a Museum Show

**SUPPLIES**

1. The World of Art by Henry Sayre (Get the most recent edition that you can afford ($5-$120). I am only lecturing from the book. It will be helpful for you to read and use as a resource. I am not testing from the book so any edition is okay) It is now in its 7th edition. Different editions can be found at HALF PRICE books  

2. Simple paper folder with pockets

3. Sketch book- BLANK pages, with at least 50 pages, must be at least 7”x10” and no larger than 9”x12”

4. Lined notebook for note taking

**GRADING**

30% **Participation** - (Attendance and Promptness, talking in class, online discussion)

35% **Writing** - (Projects: Journal/Sketchbook, Essays outside of class)

35% **Making** - (Projects: The Collection, Final Group Presentation, Material Projects)

**TIME IN THE CLASSROOM**

- Reflective writing/sketching in Journal/sketchbook
- Lecture
- Discussion
- Videos of artist and art pieces
- Hands on projects- collage, clay, photography, drawing

**TIME OUTSIDE THE CLASSROOM**

- Visits to museums, gallery show, craft center
- Writing about art
- Hands on projects- The collection, photography, collage, earth work
- Reading textbook and other material