Art Appreciation

Classroom and Grading Policies

<table>
<thead>
<tr>
<th>Course Description</th>
<th>An introductory course emphasizing the understanding and appreciation of visual arts (painting, sculpture, and architecture). Open to all students.</th>
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</thead>
<tbody>
<tr>
<td>Course Content</td>
<td>Art Appreciation is designed to provide a foundation for understanding multiple aspects of diverse art forms. This course will provide students with an understanding of the diverse ways in which different cultures construct and represent their reality. Through thematic examination of both historical and contemporary art, students will acquire a vocabulary to describe formal properties of aesthetics, techniques of the art making process, as well as the social, psychological, spiritual, and physical uses of art.</td>
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</tbody>
</table>
| Student Learning Outcomes | • Students will apply Critical Thinking Skills to identify major styles, key artists and essential works of art.  
• Students will apply Communication Skills in a written format to describe artwork style and content effectively utilizing the vocabulary of art (elements of art and principles of design) to enhance knowledge and interpretation of art.  
• Students will apply Teamwork with collaborative group research and presentations, focusing on art forms from diverse cultures.  
• Students will apply Social Responsibility in a written format effectively identify diverse culture, purpose, and content of art.  

*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. From Summary of the Texas Higher Education Coordinating Board Regulations on CORE Curriculum. |
| Core Curriculum Objectives | Creative Arts (Critical Thinking Skills, Communication Skills, Teamwork, and Social Responsibility) |
Students with Disabilities

The Office of Services for Students with Disabilities (SFSWD) offers a variety of services designed to provide students with disabilities (SWD) equal access to academic services. Some of the services include academic adjustments, physical access, assistive technology, priority registration, sign language interpreters, and note-takers. Documentation of disability is required to receive accommodations/academic adjustments/services. Persons with disabilities should notify the coordinator of SFSWD prior to registration in any university program. A meeting with the person and Coordinator will be arranged in order to assign appropriate accommodations, academic adjustments or services. The office of SFSWD is located in 101A of the Wimberly Building. Students also may write to P.O. Box 10087, Beaumont, Texas 77710, e-mail trahancf@hal.lamar.edu or call 880-8347.

Academic Honesty

All students are expected to familiarize themselves with all university policies pertaining to academic performance and conduct. As stated in the Lamar Student Handbook, all students should maintain complete honesty and integrity in their academic experiences.

In this course, disciplinary action will be brought against any student found guilty of academic dishonesty including, but not limited to, cheating on an examination or other academic work to be submitted, plagiarism, collusion, and the abuse of resource materials. Cheating, plagiarism, collusion, and the abuse of resource materials are defined on page 82 of the Student Handbook. In addition, by University policy, a student cannot avoid any penalty for cheating set forth by the instructor in a course syllabus by dropping the course. Procedures for disciplinary action due to academic dishonesty shall be the same as in other violations of the Student Code of Conduct (see Student Handbook) except that all academic dishonesty cases shall first be considered and reviewed by the faculty member. The process of appeal is located in the Student Handbook available online.

The course instructor will complete a thorough and impartial investigation of any instance of academic dishonesty. A student found guilty of academic dishonesty will be notified in writing by the instructor of the violation, the penalty, and the student’s right to appeal the determination of dishonesty and/or the sanction imposed. Penalties for academic dishonesty in this course will result in either a lowered letter grade or failure of the course as determined by the instructor.

Drop

It is your responsibility to make sure that you are officially enrolled in this course. If, at any point, you decide to not participate in this course, it is your responsibility to officially drop or withdraw from enrollment. Failure to do so may result in a failing grade. Drops after the course begins may carry financial penalty in that full reimbursement may not be possible.

Attendance Policy

Regular attendance plays a key role in the successful completion of this course. Students are expected to attend all class meetings. However, students are allowed excused absences either in the case of a university-sponsored activity or by seeking the prior approval of the instructor. The latter excused absence is given at the discretion of the instructor ONLY in cases of personal emergency. As per university policy, approved absences call for the privilege to make up examinations and assignments without penalty; this privilege does not extend to unapproved absences. Therefore, a student’s unapproved absences may interfere seriously with classroom performance. In this course, the privilege to make up missed work extends to critiques ONLY.

The following Department of Art policies apply to missed classes.

- Three unexcused absences - automatic lowered letter grade for course.
- Continued unexcused absences - course letter grade will be lowered half a letter grade.
- Six unexcused absences will result in an instructor initiated drop and the student being dropped from the class.

Students will be marked present if present at time of attendance taking, marked tardy if attending the class late but within the first half of the class, and absent if arrival is after class midpoint or student is not present. Two tardies are the equivalent of an absence. A student absent on the day of scheduled critique or who fails to present on the day of scheduled critique while in attendance without prior instructor approval for rescheduling his/her critique WILL NOT be granted the privilege of rescheduling a critique. No late work will be accepted.
Art Appreciation
Classroom Grading and Evaluation Policies

Course Assignments
• 2 research essays
  • Formal Analysis
  • Opinion and Social Responsibility
• Group Presentations and Discussion
• 14 Quizzes
• 4 Exams
• Quizzes and exams will be based off required reading, lectures, and group presentations.

Course Grading
Research Essay (2) 20%
Group Presentation and Discussion 10%
Quiz (14) 10%
Exam 1 15%
Exam 2 15%
Exam 3 15%
Exam 4 15%
100%

Quizzes and exams are graded on a percentage basis.

Grading Scale
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=Less than 60%

Required Text
Prebles’ Artforms, 10/E
Patrick L. Frank and Sarah Preble
ISBN-10: 0205797539
Pearson Publishing

Other
• Quizzes and exams are graded on a percentage basis.
• Makeup exams will not be given. Extra credit will not be given.
• Turn off cell phones during class.
• No hoods, hats, or sunglasses worn in class

E-mail Etiquette
When contacting me via e-mail, include subject, salutation (hello Kurt), and sign off (your name). Please do not text me. I will utilize your e-mail address that has been provided to me by Lamar University for necessary course information and announcements.

Blackboard
It is essential you have access to Blackboard for this course. Blackboard will be utilized for lectures, assignment criteria, quizzes and exams. You will be required to upload images group presentations research essays.
Art Appreciation
Classroom Grading and Evaluation Policies

A
This grade is given for superior work that is a combination of excellent ideas and very high quality craftsmanship. It reflects extensive effort at all phases to produce work that is ambitious in scale or sophistication. This student demonstrates a commitment to the high standards of the communication arts.

B
Above average work comes with sound research, design development, creative thinking and very good craftsmanship. Care is taken at all phases of the design process. The solutions indicate a thorough understanding of the intent of the piece and of the materials utilized.

A particularly strong idea combined with distinguished effort can result in this grade even if the final product falls short of the ambition of the concept.

C
Average work. By definition this represents the middle ground. This work fulfills the requirements with no distinction either in effort or solution. This work may be reasonably well crafted, but is otherwise ordinary.

D
Work that indicates a lack of ideas and poor craftsmanship. This work reflects a carelessness and very little time invested in research and/or the development of ideas. A minimum effort has been made.

F
Little or no work completed.

• Late or incomplete work will be reduced by one letter grade for each day it is late.
• After three class periods the work will not be accepted and will receive and F.
• Plagiarism: Immediate F for the course, probable expulsion from the University.
• Incompletes are strongly discouraged and will be granted only in extraordinary cases.

Your involvement in the course will be evaluated according to the following criteria

<table>
<thead>
<tr>
<th>Attendance in class</th>
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<tr>
<td>Participation during critiques, discussions, and class meetings</td>
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<tr>
<td>Improvement in work during the quarter</td>
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<td>Further research and investigation as evidenced in discussion or written in assignments</td>
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Your art will be evaluated according to the following criteria

| The quality of the idea being explored                                              |
| The understanding and use of the visual elements and their relationships            |
| The success in executing the idea in material (technical skill; craftsmanship)      |

Written assignments will be evaluated according to the following criteria

<table>
<thead>
<tr>
<th>Correct grammar and spelling</th>
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<tr>
<td>Typed</td>
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<td>On-time submission</td>
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# Course Activities and Assignments

## Week 1
**The Nature of Art / Evaluating Art**

- **Course Introduction**

- **Class Lecture:** What is Art? How is art defined and evaluated?

- **Student Learning Outcomes**
  - Students will be able to:
    - Examine the various functions of visual art.
    - Understand the decision process of the artist.
    - Understand how art is evaluated.
    - Understand different aspects of style.

- **Core Curriculum Outcomes**
  - Students will be able to:
    - Apply Critical Thinking Skills
    - Apply Teamwork

- **Readings:**
  - Preble’s ArtForms, Chapter 1 and 13
  - Professor Authored Readings
    - What is Art?
    - Connecting the Artist and the Viewer
    - Evaluation
    - Style

- **Group Presentations and Discussion**
  - Small groups will collaborate, collect and present images discussing one of four topics listed above.

- **Assignment**
  - Quiz 1

## Week 2
**Visual Communication**

- **Class Lecture:** Elements of Art

- **Student Learning Outcomes**
  - Students will be able to:
    - Describe and define terms of the elements of art.
    - Apply the use of the elements of art when describing a work of art (formal analysis).

- **Core Curriculum Outcomes**
  - Students will be able to:
    - Apply Critical Thinking Skills
    - Apply Teamwork

- **Readings:**
  - *Preble’s ArtForms*, Chapter 2
<table>
<thead>
<tr>
<th>Week 3</th>
<th>How an Art Work is Built</th>
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<tr>
<td></td>
<td><strong>Class Lecture:</strong> Principles of Design</td>
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<td><strong>Student Learning Outcomes</strong></td>
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<td>o Students will be able to:</td>
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<tr>
<td></td>
<td>▪ Describe and define terms of the principles of design.</td>
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<td>▪ Apply Teamwork</td>
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<td></td>
<td><strong>Readings:</strong></td>
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<tr>
<td></td>
<td>o <em>Preble’s ArtForms</em>, Chapter 3</td>
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<tr>
<td></td>
<td>o Professor Authored Readings</td>
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<tr>
<td></td>
<td>▪ Principles of Design</td>
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<td></td>
<td><strong>Group Presentations and Discussion.</strong></td>
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<td>o Small groups will collaborate, select and present images of a selected work of art and discuss how the formal elements are organized.</td>
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<tr>
<td></td>
<td><strong>Assignment</strong></td>
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<td>o Quiz 3</td>
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<td>o Exam 1</td>
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<thead>
<tr>
<th>Week 4</th>
<th>Drawing / Painting / Printmaking / Photography</th>
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<tbody>
<tr>
<td></td>
<td><strong>Class Lecture:</strong> Drawing, Painting, Printmaking, and Photography</td>
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<tr>
<td></td>
<td><strong>Student Learning Outcomes</strong></td>
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<tr>
<td></td>
<td>o Students will be able to:</td>
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<tr>
<td></td>
<td>▪ Recognize and define the types of drawing media, each according to its own set of characteristics.</td>
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<tr>
<td></td>
<td>▪ Recognize and define the types of painting media, each according to its own set of characteristics.</td>
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<td></td>
<td>▪ Recognize and define the components of paint.</td>
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<td></td>
<td>▪ Identify and summarize the pros and cons of various painting media and techniques.</td>
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</tbody>
</table>
- Recognize and define an artist’s method of painting.
- Compare and contrast variations and technical approaches with drawing and painting.
- Understand the difference between an “original print” and the various processes of each, including: photography and digital imaging.
- Explore how the invention of photography has changed the how we know about and look at the world.

**Core Curriculum Outcomes**
- Students will be able to:
  - Apply Critical Thinking Skills
  - Apply Communication Skills

**Readings:**
- *Preble’s ArtForms*, Chapters 4, 5, 6, and 7
- Professor Authored Readings
  - Drawing
  - Painting
  - Printmaking
  - Photography

**Group Discussion.**
- Small groups will discuss the elements of their research essay 1

**Assignment**
- Research Essay 1
- Quiz 4

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**Week 5**

**Graphic Design / Sculpture**

**Class Lecture:** Graphic Design and Sculpture

**Student Learning Outcomes**
- Students will be able to:
  - Define the history and variety of typography.
  - Recognize and define the use of symbols in graphic design.
  - Recognize and define what a brand is.
  - Recognize and define examples of graphic designers.
  - Recognize and define characteristics of industrial design.
  - Understand the fundamental difference between two dimensional art forms and the nature of images in space.
  - Understand the various processes involved in making sculpture.

**Core Curriculum Outcomes**
- Students will be able to:
  - Apply Critical Thinking Skills
  - Apply Teamwork

**Readings:**
- *Preble’s ArtForms*, Chapters 9 and 10
- Professor Authored Readings
### Week 6

- **Graphic Design**
  - Sculpture

- **Group Discussion and Presentation.**
  - Small groups will collaborate, select and present images of selected package design and discuss how type, shape, and color have an influence on consumers.

- **Assignment**
  - Research Essay 1
  - Quiz 5

**Architecture**

- **Class Lecture:** Architecture

- **Student Learning Outcomes**
  - Students will be able to:
    - Understand diverse styles of architecture.
    - Understand how materials and technology have impacted our aesthetic.
    - Understand how materials and technology have impacted our culture.

- **Core Curriculum Outcomes**
  - Students will be able to:
    - Apply Critical Thinking Skills
    - Social Responsibility

- **Readings:**
  - Preble’s *ArtForms*, Chapter 12
  - Professor Authored Readings
    - Architecture

- **Group Discussion and Presentation.**
  - Small groups will collaborate, select and present images of traditional and contemporary residential architecture and discuss economic, social, and global concerns.

- **Assignment**
  - Research Essay 1 Due
  - Quiz 6
  - Exam 2

### Week 7

**Earliest Art to the Bronze Age**

- **Class Lecture:** Earliest Art to the Bronze Age

- **Student Learning Outcomes**
  - Students will be able to:
    - Define the role art history plays in our understanding of our history.
    - Define the shift from the hunting society of Paleolithic peoples to the agricultural society of the Neolithic period.
    - Define aspects that are critical to civilization.
- Recognize and define the differences with Mesopotamia and Egypt art.

- **Core Curriculum Outcomes**
  - Students will be able to:
    - Apply Critical Thinking Skills
    - Apply Teamwork

- **Read**
  - *Preble’s ArtForms*, Chapter 14
  - Professor Authored Readings
    - Earliest Art to the Bronze Age

- **Group Discussion and Presentation.**
  - Small groups will discuss the elements of their research essay 2

- **Assignment**
  - Quiz 7

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**Week 8 The Classical and Medieval West**

- **Lecture:** Earliest Art to the Bronze Age and The Classical and Medieval West

- **Student Learning Outcomes**
  - Students will be able to:
    - Recognize and define the art periods of ancient Greece and the Roman Empire.
    - Recognize and define the art periods of Byzantium and Medieval Europe.

- **Core Curriculum Outcomes**
  - Students will be able to:
    - Apply Critical Thinking Skills
    - Apply Teamwork

- **Readings:**
  - *Preble’s ArtForms*, Chapter 15
  - Professor Authored Readings
    - The Classical and Medieval West

- **Group Discussion and Presentation.**
  - Small groups will discuss the elements of their research essay 2

- **Assignment**
  - Quiz 8
### Week 9

**Renaissance and Baroque Europe**

- **Lecture:** Renaissance and Baroque Europe

- **Student Learning Outcomes**
  - Students will be able to:
    - Define the role of the invention of the printing press and its impact on the Renaissance.
    - Define the role of linear perspective and its impact on the Renaissance.
    - Define humanism.
    - Identify and summarize major characteristics of Renaissance, Baroque, and Rococo periods.
    - Identify and summarize major leaders in Renaissance, Baroque, and Rococo periods.

- **Core Curriculum Outcomes**
  - Students will be able to:
    - Apply Critical Thinking Skills
    - Apply Teamwork

- **Readings:**
  - *Preble’s ArtForms*, Chapter 16
  - Professor Authored Readings
    - Renaissance and Baroque Europe

- **Group Discussion and Presentation.**
  - Small groups will collaborate, select and present images of assigned time periods and discuss relationships with religion and scientific thought.

- **Assignment**
  - Quiz 9

### Week 10

**Late 18th and 19th Centuries**

- **Lecture:** Late 18th and 19th Centuries

- **Student Learning Outcomes**
  - Students will be able to:
    - Appreciate how European art, politics, and culture are interdependent during the time of revolutions.
    - Identify and summarize major characteristics of Neoclassicism, Romanticism, Realism, Impressionism, and Post-Impressionism periods.
    - Identify and summarize major leaders in Neoclassicism, Romanticism, Realism, Impressionism, and Post-Impressionism periods.

- **Core Curriculum Outcomes**
  - Students will be able to:
    - Apply Critical Thinking Skills
    - Apply Teamwork

- **Read:**
### Week 11

**Early 20th Century**

- **View Presentation:** Early 20th Century

- **Student Learning Outcomes**
  - Students will be able to:
    - Define and summarize the events in history that shaped art in the early 20th Century.
    - Define and summarize the revolutions in thinking and seeing in the early 20th Century.
    - Identify and summarize the characteristics of Fauvism, Expressionism, Cubism, and Futurism.
    - Identify and summarize the leaders in each of these movements.

- **Core Curriculum Outcomes**
  - Students will be able to:
    - Apply Critical Thinking Skills
    - Apply Teamwork

- **Readings:**
  - Preble’s ArtForms, Chapter 21
  - Professor Authored Readings
    - Early 20th Century

- **Group Discussion and Presentation.**
  - Small groups will collaborate, select and present images of assigned time periods and discuss relationships with technology, idealism, and social conflict.

- **Assignment**
  - Quiz 11

### Week 12

**Between World Wars**

- **Lecture:** Between World Wars

- **Student Learning Outcomes**
  - Students will be able to:
    - Define and summarize the events in history that shaped art from World
War I to World War II.

- Identify and summarize the characteristics Dada, Constructivism, Surrealism, American Regionalism, de Stijl, and International Style.
- Identify and summarize the leaders in Dada, Constructivism, Surrealism, American Regionalism, de Stijl, and International Style.

### Core Curriculum Outcomes
- Students will be able to:
  - Apply Critical Thinking Skills
  - Apply Teamwork

### Readings:
- *Preble’s ArtForms*, Chapter 22
- Professor Authored Readings
  - Between World Wars

### Group Discussion and Presentation.
- Small groups will collaborate, select and present images of assigned time periods and discuss relationships with technology, idealism, and social conflict.

### Assignment
- Quiz 12

### Week 13

**Postwar Modern Movements in the West**

- **Lecture:** Postwar Modern Movements in the West

- **Student Learning Outcomes**
  - Students will be able to:
    - Define and summarize the events in history that shaped art from World War II to the late 20th Century.
    - Identify and summarize the characteristics of Abstract Expressionism, Pop Art, Minimalism, Conceptualism, Earthworks, Installation and Feminism.
    - Identify and summarize the leaders in Abstract Expressionism, Pop Art, Minimalism, Conceptualism, Earthworks, Installation, and Feminism.

- **Core Curriculum Outcomes**
  - Students will be able to:
    - Apply Critical Thinking Skills
    - Social Responsibility

- **Readings**
  - *Preble’s ArtForms*, Chapter 23
  - Professor Authored Readings
    - Postwar Modern Movements in the West

- **Group Discussion and Presentation.**
  - Small groups will discuss the final elements of their research essay 2
Week 14

**Postmodernity and Global Art**

- **Lecture:** Postmodernity and Global Art

- **Student Learning Outcomes**
  - Students will be able to:
    - Understand how art has made fundamental changes in the past 30 years that will affect our lives and culture in the immediate future.

- **Core Curriculum Outcomes**
  - Students will be able to:
    - Apply Critical Thinking Skills
    - Social Responsibility

- **Readings**
  - *Preble’s ArtForms*, Chapter 25
  - Professor Authored Readings
    - Postmodernity and Global Art

- **Group Discussion and Presentation.**
  - Small groups will collaborate, select and present how their perceptions of art have changed and how they will apply these concepts in their field of study.

- **Assignment**
  - Quiz 14
  - Exam 4
  - Research Essay 2 Due