



ARTS 1301-013IN
Art Appreciation/Online
Fall 2023

Instructor Information: Zoie Buske, zbuske@com.edu

Course Description:

This course is designed to answer the question “Why should we care about art?” We will travel through time and around the world to look at people’s creations and learn the stories behind them – while creating some art of our own!

Learning Outcomes:

When you leave this course you will have:

- Improved your **visual literacy**, which is your ability to read works of art, or visual culture and discern: 1. What the artwork is trying to communicate to you (or the viewer it was originally intended for) and 2. What it says about the moment in history, and the society it was created in.
- Written a successful **visual analysis**.
- Improved your **research skill set**.
- And finally, you will have made some great art that connects to the techniques and themes we are learning about in class!

Student hours and location: Meetings with instructor are held via appointment.

Required Textbook/Materials: For this class we will be using the textbook [“Look at This! An Introduction of Art Appreciation”](#) By Dr. Asa Simon Mittman (Linked again below). It is an open source art appreciation textbook that you can access from any device. You will **not** need to purchase a textbook for this class.

- [“Look at This! An Introduction of Art Appreciation”](#) By Dr. Asa Simon Mittman

Course Description: A general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical contexts. Prerequisite: TSIA2 ELAR <945 with Diagnostic 5-6 and Essay 0-4, <945 with Diagnostic 4 and Essay 0-8, or >945 with Essay 0-4, or equivalent developmental course with a grade of "C" or better.

Course requirements: For this course you must be ready to create, discuss, and ask questions! For every thematic section we cover, Nature, Communities, etc. I will post lectures, discussing the artistic themes and looking at some of its historic precedents. For each lecture, you will post a question that you had about the content to D2L.

You will then have art assignments where you implement the techniques we discussed in the first few weeks, and an additional short writing assignment that corresponds with the theme. Turn in your writing assignment and/or a photograph of your artwork to D2L.

You will also have a longer paper assignment, a midterm, and a final test.

Determination of Course Grade:

Question Submission - 10%

Weekly Assignments - 25%

Midterm - 20%

Paper - 25%

Final - 20%

Late Work, Make-Up, and Extra-Credit Policy: Late work will be accepted. However, -10 points will be deducted for every day the assignment is late. Exceptions are made for extenuating circumstances. Extra credit, and make up work will be discussed on a case by case basis.

Attendance Policy: This class will not have an attendance grade. However, you will be required to watch all of the lectures, and submit a question that you had about the content to D2L, in lieu of this attendance grade.

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. Faculty may add additional statement requiring monitoring and communication expectations via D2L or other LMS.

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Visual Literacy	Close looking activities. Lectures about historic artworks, and discussions of artwork made in class.	Visual Analysis Assignment
2. Critical Thinking Skills	Lectures that promote critical thinking, and application of the discussion of those themes	Weekly writing and art Assignments

	into the weekly writing and art making assignments.	
3. Research Skill Set	Students will be researching art, artists and art making techniques as we move through the course.	Weekly writing assignments
4. Writing Skill Set	Students will be writing throughout the course, learning how to effectively communicate information about the art they research, and the art they create.	Weekly writing assignments, visual analysis and midterm.
5. An Understanding of the principles of making art, an introduction to global art history and a comprehension of thematic arcs within global art history.	This understanding will be built upon through lectures, activities, art making, and research.	Weekly writing assignments and participation in class critique/discussion on D2L.

Academic Dishonesty: Academic Dishonesty will not be tolerated in this class. All writing, and artwork must be original to this class, and done by you. This includes, but is not limited to, soliciting the help of others and using any technology, such as AI to complete any of your assignments.

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Dr. Paul Boyd, at PBoyd@com.edu 409-933-8342.

Schedule

*** Each assignment is due under the day in which it is listed ***

August 28 – Introductions / Syllabus

August 30 -- Visual Analysis 1: The Principles of Art

Writing Assignment: Write a few sentences about your favorite work of art right now, and explain why you like it. It can be a painting or drawing etc. but it can also be a tv show you're into right now, or your favorite song! The possibilities are endless. Submit your response to D2L. **(Due August 30 Before Class)**

September 4 – No Class (Labor Day)

September 6 – Visual Analysis 1: The Principles of Art

September 11 – Visual Analysis 2: The Principles of Composition

September 13 -- Visual Analysis 2: The Principles of Composition

Writing Assignment: Using some of the close looking techniques that we discussed in class, choose an artwork and write a short description of it.

The artwork should be visual (Painting, drawing, sculpture etc.) However, it does not have to be one that we discussed in class.

Start at the bottom or the top of the artwork you chose, and describe it in enough detail that the reader can get a mental image, and really understand the important visual elements of the work.

A good exercise to do when drafting your description is to pretend that you are talking to a friend on the phone, and they are drawing the picture you are describing. What would they need to know about the artwork in order to make a recognizable sketch?

Some questions to ask yourself as you are developing a description are:

- What is it made of?
- How was this made?
- Where are the focal points?
- How does your eye move around the piece?
- What was the original artist trying to communicate?

Submit the assignment to D2L before midnight September 13th. Min 250 - Max 500 words.

September 18 – Nature

September 20 – Nature

September 25 – Nature

Art and Writing Assignment: This week, we will be talking about representations of nature, and how artists choose to represent the world around us. In class September 20th you will begin work on an artwork that represents the world around you. It can be drawn, painted, photographed, sculpted etc. – Submit a photograph of your artwork to D2L, along with a short explanation on how this artwork is representative of your world. The explanation and a photograph of the artwork are due before class September 25th. Bring your finished artwork to class on the 25th for the discussion. This will also be a part of your grade.

September 27 – Communities

October 2 – Communities

October 4 – Communities

Art and Writing Assignment: The communities we are a part of are a central part of how we live, operate day to day, and even think. Over the past week we have been discussing the theme of community in artwork, and looking at how artists across time have conceptualized, represented, or pushed back upon communities they are a part of. For this assignment create an artwork that contends with a community you are a part of – such as your friends, family, church, or school. Submit a photograph of your artwork to D2L, along with a short written explanation of how your artwork represents your community.

October 9 – Power

October 11 – Power

October 16 – Power

October 18 – Power

In Class ID's for Midterm (October 18th)

Writing Assignment and Art Scavenger Hunt: For the past two weeks, we have been discussing how art and visual culture often display shows of power and prestige, or

alternatively can push against those in charge. We have discussed how visual imagery can be used as a tool of both elevation, and subjection. For the discussion of this “Power” Unit, scour the internet or the world around you, and find an artwork or a piece of visual culture (that we did not discuss in class) that is in some way connected to power. Submit a photograph of it to D2L, along with a short explanation of why you chose this image, and how it is connected to the theme of “Power.”

October 21 - Take Home Portion of the Midterm is Due

October 23 – Religion

October 25 – Religion

October 30 – Religion

November 1 – Religion

Writing Assignment and Art Scavenger Hunt: For the past two weeks, we have been discussing art and its connection to religion. For the discussion of this “Religion” unit, scour the internet or the world around you, and find an artwork or a piece of visual culture (that we did not discuss in class) that is in some way connected to religion. Submit a photograph of it to D2L, along with a short explanation of why you chose this image, and how it is connected to the theme of “Religion.”

November 6 – Selves

November 8 – Selves

November 13 – Selves

November 15 – Selves

Writing Assignment and Art Project: For the past two weeks, we have been discussing the theme of “Self” in art. For almost as long as people have been creating art, they have been representing themselves within it. Similarly, for this assignment you will do the same! Create a self portrait. It can be representational, such as a photograph or drawing of your own face, or a bit more conceptual – such as a photograph, or a sculpture of a collection of objects you feel represents you. Submit a photograph of your artwork to D2L, as well as a short written explanation of your project.

November 20 – Pleasure

November 22 – Pleasure

November 27 – No Class (Watch Documentary)

November 29 – Pleasure

- **In Class IDs for Final**

Writing Assignment and Art Project: In this unit, one of the art-types we discussed was gardens as spaces for rest and relaxation. Create a representation of a place that relaxes you. It can be a real place, or somewhere conceptual or imaginary. Submit a photograph of your artwork as well as a short explanation/description of the space you have designed to D2L.

December 4 – Copies

- **Take Home Portion of the Final Due**

December 6 – Copies

December 11 - Copies

Writing Assignment and Art Project: In this unit we have discussed “the copy” as a sort of artform in and of itself, along with its historical legacy. For this final art project, select a work of art we have discussed in class and re-do it in your own style, whatever that may entail. Then submit a short explanation for why you selected the artwork that you selected, and explain some of the changes you made, whether they be conceptual, physical, or both. Submit a photograph of your artwork to D2L, as well as your written response.

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook https://www.com.edu/student-services/docs/Student_Handbook_2023-2024_v2.pdf. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact Kimberly Lachney at 409-933-8919 or klachney@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is October 11. The last date to withdraw from the 16-week session is November 28. The last date to withdraw for the 2nd 8-week session is December 7.

FN Grading: The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty

completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Resources to Help with Stress:

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu or communityresources@com.edu.