



**ARTS 1301-014IN**  
**Art Appreciation/Online**  
**Spring 2024**

**Instructor Information:** Zoie Buske, [zbuske@com.edu](mailto: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!

**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. you will have writing assignments based upon the textbook, and a creative assignment wherein you make art that interacts with the chapter's aesthetically and thematically.

Each artwork that you create is to be posted to the corresponding discussion board – and you must interact with two other individual's posts to get full credit.

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

This class will be online and asynchronous. Students are responsible for reading the textbook chapters, and consuming the media that pertains to each assignment given. The assignments will all remain open – and will be open continuously so that students can largely work at their own pace, with the exception of the midterm and final which will open two weeks prior to the due date. Though the assignments will remain open, they all have due dates in order to set the pace for the class. If an assignment is not submitted by the due date, -10 points will be deducted for each day of tardiness.

**Determination of Course Grade:**

Weekly Assignments - 35%

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, all assignments must be completed by the due date for full credit.

**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. Apply art terminology as it specifically relates to works of art.                                 | Critical thinking, Communication skills (verbal and written) | Weekly writing assignments, and discussion.            |
| 2. Demonstrate knowledge of art elements and principles of design.                                   | Critical thinking                                            | Weekly writing assignments.                            |
| 3. Differentiate between the processes and materials used in the production of various works of art. | Critical thinking                                            | Unit based art assignments.                            |
| 4. Critically interpret and evaluate works of art.                                                   | Critical thinking, Teamwork                                  | Discussion assignments, and critique of class artwork. |
| 5. Demonstrate an understanding of the impact of arts on culture.                                    | Critical thinking, Social responsibility                     | Visual analysis, and weekly writing assignments.       |

**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](mailto:PBoyd@com.edu).

**All Assignments are due by 11:59pm on the day under which they are listed.**

There are a few types of assignments in this class.

Reading the textbook will be required. Each week, you will have to submit a question that you had about the textbook chapter to D2L.

For each chapter, you will also have art/writing assignments. For each of these assignments you will submit to BOTH the discussion board, and the space for the assignment on D2L. Your

submissions do not have to be different, just paste them into both sections. This is just for ease of grading.

You will also have to comment on two other people's discussion to get full credit for your assignment. Art is naturally a collaborative endeavor, and though virtual I still want y'all to be bouncing ideas off of eachother.

## **Schedule:**

**Semester begins January 16th**

### **Intro**

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**January 16th** – Assignments Open

#### **January 18th**

- **Watch: Introductory Video**
- **Complete: Syllabus Quiz**
- **Complete:**
  - **Discussion 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. If it is a piece of visual art, include a picture, and if it is music, a play, etc. include a link.

You will be graded on your effort, and your writing. Make sure your submission is in complete sentences, with no grammar or spelling errors.

- Submit your response to the discussion board and D2L.

### **Visual Analysis 1: the Elements of Art**

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#### **January 23:**

- **Watch the Video explanation for the assignment below**
- **Read [The Preface](#) of the Textbook.**
- **Complete:**
  - **Close Looking Exercise:** One of the skill sets that you will likely grow most in this class is your ability to observe, and to observe well. Being able to look closely at a work of art, and draw conclusions is what will make you most successful in this course. Luckily for y'all – the advantages of being good at observing extend far past our virtual classroom. For example, several medical institutions across the US have started implementing art appreciation/art historical training into their med

school programs. When their medical students learn to look, and draw conclusions from their own observations (not the opinions of others) – they become more effective medical professionals, who notice details within symptoms and catch previous mis-diagnosis at a higher rate than their colleagues who were not taught to look closely and observe well. A good observational skill set is a muscle – like anything it can grow! With this assignment, you will begin to exercise it.

Find a random object in your house, a pencil, a comb, a broken doorknob, etc. If you can find an object that you do not necessarily know the function of, even better! For example, a weird tool in your garage or something kicked underneath your bed a few years ago.

Pretend that you are an archaeologist, and you have just dug up the object you picked – You have never, ever seen it before and you have no concrete idea what its function is. Before making any guesses at what it is, and what its function may be, make observations about the object.

Answer the questions:

- What color is it?
- What is its texture?
- What is it made of?
- How does your eye move around it?
- What catches your attention? Do you think that was intentional, or accidental?
- Does it have any distinctive markings?
- Could these markings tell you anything about the culture/person that created it?
- How was it made?
- If you had to re-make it, what would you do?

Only after making all of these observations, formulate some conclusions/assumptions about your observations. For example, is the color/texture/material relevant to its function? What could some functions be? What conclusions could you draw about the person/society who created your object based upon your observations?

Submit a photograph of your object, and your observations/conclusions to D2L. You will be graded on your effort, and your writing. Make sure to check for spelling

and grammar errors in your work. You can bullet point your observations, but your conclusions must be in complete sentences.

- Submit to D2L.

### January 30th:

- **Complete:** By January 30th, you should be finished reading the first chapter of the textbook: [Visual Analysis 1: the Elements of Art](#). Submit a question to D2L that you had about the textbook chapter. The question must be substantive and contend with the main idea of the reading. In essence it cannot be “googleable” – such as the definition of a term. It should be thematically oriented.
- **Complete:** Find a work of art online that you like, or maybe one you hate! (Either works!) Describe the artwork using the vocabulary from the Elements of Art chapter. Additionally, using this vocabulary, explain what draws you in about the artwork you chose – or what repulses you.

You will be graded on your effort, and your writing. Make sure to check for spelling and grammar errors in your work.

(250 - 500 words)

- Submit your response to the discussion board and D2L.

## **Visual Analysis 2: The Principles of Composition**-----

### February 6th:

- **Complete:** By February 6th, you should be finished reading the second chapter of the textbook: [Visual Analysis 2: The Principles of Composition](#). Submit a question to D2L that you had about the textbook chapter. The question must be substantive and contend with the main idea of the reading. In essence it cannot be “googleable” – such as the definition of a term. It should be thematically oriented.

You will be graded on your effort, and your writing. Make sure to check for spelling and grammar errors in your work.

- **Complete:** Using the same work of art that you submitted for the January 30th assignment, describe the artwork you have chosen using the vocabulary from the Principles of Composition chapter. Then answer the question, do any of these elements contribute to your affinity, or dislike for the piece? Which ones, and why?

You will be graded on your effort, and your writing. Make sure to check for spelling and grammar errors in your work.

(250 - 500 words)

- Submit your response to the discussion board and D2L.

### February 13th:

- **Complete:**

**Art Assignment/Discussion Post:** Building off of your first assignment, to identify your favorite work of art, create a work of art that in some way interacts with your favorite work of art. For example, if you chose a song, draw how that song makes you feel; or if you chose Van Gogh's Starry night, you can take a picture, draw, or paint a night scene from your life, ect. The creative freedom is in your hands!

In your post, identify two of the Elements of Art, and two of the Elements of Composition discussed in the first two weeks, such as color, or symmetry etc. And explain how you used them.

After completing this artwork, post a picture of your artwork and explanation in the discussion board and D2L

### February 15th

**Complete:** Finally, by midnight on February 15th comment on two other people's posts, identifying and discussing Elements of Art, and/or Elements of Composition within their work. Comments must be both constructive, and substantive.

**For example:**

**DONT:** "Great use of color." or "love the blue."

**DO:** I love your use of color in this painting, the blue really draws your eye through the composition, and brings attention to the focal point of your piece.

## **Nature**-----

### February 22th

**Complete:** By February 22th, you should be finished reading the third chapter of the textbook: [Nature](#). Submit a question to D2L that you had about the textbook chapter. The question must be substantive and contend with the main idea of the reading. In essence it

cannot be “googleable” – such as the definition of a term. It should be thematically oriented.

You will be graded on your effort, and your writing. Make sure to check for spelling and grammar errors in your work.

**Watch:** The [Video](#) explaining line weight.

**Watch:** The Video showing you how to use tools from home.

**Complete:** In the Nature chapter you just completed – you read about artists representing the world around them. It is your turn to represent the world around you!

For this assignment, we will be delving deeper into the elements of Art – and the Theme of Nature. Draw a representation of the world around you – it can be a place that is special to you, a place from your imagination, a place you want to go, etc. Pulling from the textbook’s discussion of Sesshu Toyo’s work, try and make your artwork demonstrate a mood.

The finished drawing must have three different line weights within it.

Submit a photograph of your finished artwork to D2L. Write a paragraph explaining the space you are representing. Additionally explain the mood you are trying to represent, and the elements of art you utilized to create that mood.

I know that this is some people’s first time in an art class, maybe since middle school. (Do not stress about this assignment – have fun!) You will not be graded on talent, you will be graded on your effort, and the checklist below.

Checklist:

- Does your artwork represent a space?
- Have you established a mood?
- Did you use three different line weights?
- Did you explain the space and mood in a well written paragraph with no spelling or grammar errors?
- Did you submit the assignment to the discussion group?

After completing this artwork, post a picture of your artwork and explanation in the discussion board and D2L

**February 24th**



**Complete:** Finally, by midnight on February 24th comment on two other people's posts, discussing their use of line, and their creation of mood. Comments must be both constructive, and substantive.

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## **March 4th Midterm Opens – Due March 26th**

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## **Communities**

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### **March 5th**

**Complete:** By March 5th, you should be finished reading the fourth chapter of the textbook: [Communities](#). Submit a question to D2L that you had about the textbook chapter. The question must be substantive and contend with the main idea of the reading. In essence it cannot be “googleable” – such as the definition of a term. It should be thematically oriented.

You will be graded on your effort, and your writing. Make sure to check for spelling and grammar errors in your work

### **Watch: Video on Shape, Form, and Space – via Shading**

#### **Complete:**

**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.

For this assignment you will also be focusing on the elements, shape, form and space. Essentially, try to make what you are representing look three dimensional. A video on some helpful techniques is linked above. Represent form and space using at least two different line weights, and shading.

You will not be graded on talent, you will be graded on your effort, writing and the checklist below.

- Did you represent a community, one you are a part of, or are pushing against?

- Did you use two different line weights?
- Did you shade?
- Did you write a paragraph, with no spelling or grammar errors explaining how your artwork represents a community you are a part of ?

Submit a photograph of your artwork to D2L, along with a paragraph explaining how your artwork represents your community.

After completing this artwork, post a picture of your artwork and explanation in the discussion board and D2L

### March 7th

**Complete:** Finally, by midnight on March 7th comment on two other people's posts. Comments must be both constructive, and substantive.

### March 11th - 17th (Spring Break)

## **Power**-----

### March 19th

**Complete:** By March 19th, you should be finished reading the fifth chapter of the textbook: [Power](#). Submit a question to D2L that you had about the textbook chapter. The question must be substantive and contend with the main idea of the reading. In essence it cannot be "googleable" – such as the definition of a term. It should be thematically oriented.

**Watch:** Power Lecture - Linked on D2L.

**Complete:** Submit a question to D2L that you had about the lecture. The question must be substantive and contend with the main idea of the reading. In essence it cannot be "googleable" – such as the definition of a term. It should be thematically oriented.

**Complete: Writing Assignment and Art Scavenger Hunt:** 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. Pay particular attention to how color is used in this image. Submit a photograph of it to D2L, along with an explanation of why you chose this image, how it is connected to the theme of "Power", and how color plays into this dynamic.

For all of the assignments above, you will be graded on your effort, and your writing. Make sure your submission is in complete sentences, with no grammar or spelling errors.

After completing this artwork, post a picture of your artwork and explanation in the discussion board and D2L

### **March 21st**

**Complete:** By March 16th comment on two other people's posts. Comments must be both constructive, and substantive.

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### **March 26th**

Midterm – Questions to Open March 4th.

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## **Religion**

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### **March 28th**

**Complete:** By March 28th, you should be finished reading the sixth chapter of the textbook: [Religion](#) Submit a question to D2L that you had about the textbook chapter. The question must be substantive and contend with the main idea of the reading. In essence it cannot be “googleable” – such as the definition of a term. It should be thematically oriented.

**Complete: Watch the PBS documentary on [Art and Religion](#)**

Submit a question to D2L that you had about the documentary. The question must be substantive and contend with the main idea of the documentary. In essence it cannot be “googleable” – such as the definition of a term. It should be thematically oriented.

**Complete:**

**Writing Assignment and Art Scavenger Hunt:** 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 paragraph explaining why you chose this image, and how it is connected to the theme of “Religion.” Answer the questions, within this religion – what is the function of the artwork you chose? Is it iconic, or aniconic?

For each of the assignments you will be graded on your effort, and your writing. Make sure your submission is in complete sentences, with no grammar or spelling errors.

After completing this artwork, post a picture of your submission in the discussion board and D2L

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## Selves

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### April 4th

- **Complete:** By April 4th, you should be finished reading the ninth chapter of the textbook: [Selves](#) Submit a question to D2L that you had about the textbook chapter. The question must be substantive and contend with the main idea of the reading. In essence it cannot be “googleable” – such as the definition of a term. It should be thematically oriented.
- **Complete:**  
**Writing Assignment and Art Project:** 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 drawing of your own face, or a bit more conceptual – such as sculpture of a collection of objects you feel represents you.

While we are focusing on the self, we will also be focusing on the art element of texture. Integrate found objects/materials into your work. Your final submission must have three distinct textures within it.

Submit a photograph of your artwork to D2L, as well as a short written explanation of your project. Explain how it represents you, and why you chose the textures you did.

You will be graded on your effort, and your writing. Make sure to check for spelling and grammar errors in your work.

After completing this artwork, post a picture of your submission in the discussion board and D2L

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### April 11th

- PAPER DUE - Instructions linked on D2L
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## Copies

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### April 18th

**Complete:** By April 18th, you should be finished reading the ninth chapter of the textbook: [Selves](#) Submit a question to D2L that you had about the textbook chapter. The question must be substantive and contend with the main idea of the reading. In essence it cannot be “googleable” – such as the definition of a term. It should be thematically oriented.

#### **Complete:**

**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. Your artwork must interact with the original both visually, and thematically. Submit a paragraph explaining why you selected the artwork that you selected, and explain some of the changes you made. Explain how your artwork interacts with the original visually and thematically.

After completing this artwork, post a picture of your submission in the discussion board and D2L

**The Final will open this day**

### May 2nd

- **Final is Due – It opens April 18th.**

## 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](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](mailto: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 1<sup>st</sup> 8-week session is February 28. The last date to withdraw from the 16-week session is April 22. The last date to withdraw for the 2<sup>nd</sup> 8-week session is May 1. The last date to withdraw for spring mini session is May 29.

**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](mailto:deanofstudents@com.edu) or [communityresources@com.edu](mailto:communityresources@com.edu).