

CORE COURSE REVIEW DOCUMENTATION
FOUNDATIONAL COMPONENT AREA: CREATIVE ARTS

PROPOSED COURSE: ART 1413, Art Appreciation
CREDIT HOURS: 3
PROPOSED BY: Ann Marie Leimer, Ph.D.
DATE: September 14, 2012

COMPONENT AREA OPTION: No

CONTENT:

Art Appreciation introduces the student to a wide array of visual representations as well as objects from material and popular culture. Students acquire knowledge about the peoples, cultures, and civilizations that produced these representations and objects across a broad spectrum of time and place.

SKILLS:

Students learn how to analyze visual representations by learning the language of art: the formal elements of art and the principles of design. Students learn the grammar of art and apply this acquired knowledge during class sessions through individual, small group, and large group discussions and brainstorming sessions. Students use the grammar and language of art to produce interpretations of visual representations.

VISUAL ANALYSIS AND INTERPRETATION PROJECT (VIP):

The Visual Analysis and Interpretation Project asks the student, within the dynamics of small group interaction, to choose a visual representation or an object from material or popular culture as the artifact for in-depth analysis and interpretation. Students work together throughout the semester to apply a system of analysis based on visual observation to their chosen object or representation. This provides them the opportunity to think actively in the presence of other students, to evaluate and synthesize visual information, and to think creatively. Each member of the small group will help generate a 15-minute oral presentation and a 3-page written summary of process and findings. This provides the students with the opportunity to effectively communicate in both written and oral forms and to work together to best express the results of their shared work. Students must consider their object or representation within its social and cultural environments and include an overview of the worldview expressed by their chosen artifact. Students also must link the cultural values or issues addressed by the artifact to current issues. This provides the students with the opportunity to engage with the regional, national, and global communities that supported the production of the artifact, as well as to acquire knowledge about the impact of the work in a broader context.

ASSESSMENT OF CORE OBJECTIVES:

Critical Thinking Skills

- To assess the student's critical thinking skills, the AACU's Critical Thinking Rubric will be applied to the VIP assignment (see attachments).

Communication Skills

- To assess the student's **oral** communication skills, the AACU's Oral Communication Value Rubric will be applied to the VIP assignment (see attachments).
- To assess the student's **written** communication skills, the AACU's Written Communication Value Rubric will be applied to the VIP assignment (see attachments).

Teamwork

- To assess the student's teamwork skills, the AACU's Teamwork Value Rubric will be applied to the VIP assignment (see attachments).

Social Responsibility

- To assess the student's social responsibility skills, the AACU's Intercultural Knowledge and Competence Value Rubric will be applied to the VIP assignment (see attachments).

ATTACHED PLEASE FIND THE FOLLOWING:

1. Syllabus
2. Assessment for Critical Thinking Skills
3. Assessment for Communication Skills (2)
4. Assessment for Teamwork
5. Assessment for Social Responsibility

Midwestern State University
Lamar D. Fain College of Fine Arts
The Juanita & Ralph Harvey School of Visual Arts
Art 1413: Art Appreciation

Fain Fine Arts Center
Lecture Hall C111
Days of Course
Times of Course

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Office Hours: I am available to students as my teaching schedule permits. I encourage appointments.

Course Description

This course introduces the student to some basic skills for viewing, analyzing, and writing about visual representations and objects from material and popular culture. We will examine the essential materials and techniques of art making and investigate aesthetic and cultural production in various times and cultures throughout the world. The course demonstrates how the artist's time, culture, and political and social environments shape art production and how art communicates multiple messages. Students will learn to conduct a formal analysis of an art object and to formulate interpretive strategies. The course emphasizes the direct experience of art.

Course Requirements

- Students will produce two 3-page reaction papers responding to their attendance and participation in exhibitions at the School of Visual Arts or other venues described in the course outline. These papers count as part of the student's participation grade.
- Students will take four multiple-choice exams on assigned material.
- Throughout the course, students will work in small groups to produce a presentation on an image of their choosing. Students will give a formal 15-minute oral and visual presentation of analysis and interpretation findings in the final weeks of the course. Students will use PowerPoint or similar software programs to present their work and produce a 3-page written summary documenting their findings.
- Students are required to participate actively in class discussions and small group work.

Course Objectives

The course introduces students to the discipline of art history and establishes its position within the humanities as a both a form and a body of knowledge. The specific objectives are:

- To provide the student with a working definition of what constitutes visual art
- To familiarize the student with a variety of practitioners and examples of visual/material culture
- To increase the student's ability to communicate effectively
- To support the student's ability to work as part of groups of varying sizes
- To support the student's awareness of and respect for social justice

Social Justice Defined

Social justice is one of Midwestern State University's stated core values. The classroom is a place where students will treat and be treated with respect as human beings, regardless of their worldview, gender, race, ethnicity, national origin, religious or spiritual affiliation or lack thereof, sexual orientation, political beliefs, age, or ability. Diversity of thought is THE KEYSTONE in effective intellectual and academic pursuits. Difference of opinion is valued here. Students will be expected to keep their minds and hearts open and refrain from expressing denigrating judgments of others' cultures, values, and material/cultural production.

Course Materials

The following texts are **required** and are available for purchase in the university bookstore. **Assignments MUST BE READ IN ADVANCE of class discussion. All assigned readings (textbooks or handouts) must be brought to class during scheduled discussions.** The bookstore is located in the Clark Student Center.

Required Texts

Wilkins, David G., Bernard Schultz, and Kathryn M. Linduff. *Art Past, Art Present*, 6th ed. Upper Saddle River, New Jersey: Prentice Hall, 2005.

Evaluation

Participation and class attendance is required. No incompletes will be given for this course.

Week 04:	Reaction Paper 1 (counts as part of participation)	
Week 04:	Exam 1	15%
Week 07:	Exam 2	15%
Week 10:	Reaction Paper 2 (counts as part of participation)	
Week 11:	Exam 3	15%
Week 15:	Exam 4	15%
Weeks 01-15:	Participation and Attendance	20%
Weeks 01-15:	Small Group Interpretation Project (VIP)	20%

Grading Criteria

A Excellent (4.0) 90 – 100

The student displayed exceptional grasp of course material. Written work contained tightly argued, effectively organized, and clearly articulated information. Work demonstrated original ideas and insights. Exams demonstrated skillful critical thinking.

B Very Good (3.0) 80 – 90

The student demonstrated some critical grasp of the material. Written work contained a well-developed argument with attention to detail in research and writing. Exams demonstrated some critical thinking.

C Acceptable (2.0) 70 – 80

The student demonstrated limited knowledge of the material. Written work contained little attention to detail and no strength of argument. Exams demonstrated limited critical thinking.

D Poor (1.0) 60 – 70

The student demonstrated inadequate knowledge of course material. Written work contained poor organization, ineffectual argument, and little attention to detail. Exams demonstrated inadequate knowledge of course material.

F Failing (0.0) 50 – 60

The student demonstrated the total absence of any grasp of course material. Written work lacked coherent argument and organization. Exams demonstrated no grasp of course material of course material.

Policies

You are responsible for familiarizing yourself with the course requirements and policies described in this syllabus.

Attendance, Absence, and Lateness

- If you arrive FIVE minutes after class is scheduled to start, you will not be allowed to attend that session and will be counted absent.
- Students may be absent from class **TWO** times without penalty.
- The professor does not require nor desire documentation or explanation for absences.
- If students incur a **THIRD ABSENCE**, their grade will be **REDUCED A FULL LETTER GRADE**.
- **BUT** if students are absent or late **FOUR** times, *whatever the reason*, they will receive **A FAILING GRADE FOR THE COURSE**.

Classroom Environment and Expected Standards of Conduct

As a member of this class, you are part of a community. As such, you have made a commitment to yourself, to me, and to the other students enrolled in the course. If you come unprepared, are late to class discussion, or initiate side conversations, you disrupt our work together. Please show respect for yourself and others by coming to class prepared and on time. Respect and dignity are course requirements as important as those listed earlier in the syllabus. Demonstrating respect for the process of learning, for the variety of cultures and worldviews discussed, and for your role and contribution to the course are critical components of your commitment to this class. Comporting yourself with dignity and treating your classmates and professor in a similar manner are additional important expectations of every student.

- Participation is required and forms an important part of your grade.
- Turn cell phones off before entering the classroom.
- Do not text message or use your telephone in class.
- I will not tolerate private conversations in the classroom.
- Prepare assigned material as described in the syllabus.

Written Work

The following guidelines apply to all submitted work and examinations.

- Written work must be submitted **IN CLASS ON THE DUE DATE**. Computer malfunctions will NOT be accepted as an excuse for lateness. Written work must be submitted in paper form in class on the due date produced as a Microsoft Word document. Printer malfunction will not be accepted as an excuse for lateness. It is your responsibility to ensure that I receive your work in a timely manner.
- You will receive a detailed assignment sheet for written assignments.
- I WILL NOT ACCEPT LATE WORK for any reason.
- Late work will receive a failing grade.
- I will not grant incompletes.
- I will not give make-up exams.
- Students will take personal responsibility for submitting stapled papers. **UNSTAPLED PAPERS WILL NOT BE ACCEPTED** and the student will not receive credit for the assignment.

Academic Honesty

Plagiarism is stealing and cheating. If you use another's thoughts or words, you must footnote them. If you paraphrase, (rewriting another's material in your own words) you must footnote the source. You may not copy a paragraph, a single sentence, etc., from another source and present it as your own. Midwestern State University enforces strict standards with regards to academic honesty, and students may be dismissed for infractions. The University's policies can be found in the current *Midwestern State University Student Handbook*. Intentional plagiarism, meaning the use of text(s) from a printed or Internet source, will result in a failing grade for the course. Plagiarism by default, meaning the use of ideas from texts without citation, will result in a failing grade for the specific project. If you still do not understand what constitutes plagiarism, please ask me either in class or before you undertake any course projects.

Special Needs

Please let me know *by the end of the second session* if you have learning or physical challenges that require accommodation.

Student Privacy

Federal law prohibits the professor from releasing student information to outside parties without the student's signed consent. The professor will not discuss students' academic progress or other matters with parents, guardians, or any outside parties.