

COURSE SYLLABUS
COMMUNITY COLLEGE OF AURORA
Art Appreciation Art 110-162
Fall 2012

SECTION I: COURSE IDENTIFICATION

COURSE TITLE: ART APPRECIATION

COURSE DESCRIPTION: This course is an introduction to the cultural significance of the visual arts, including media, processes, techniques, and terminology.

DO-REQUISITE/PRE-REQUISITES: Successful completion of ENG 060 (grade "C" or higher) or appropriate assessment scores (SS: 70+, ACT English: 17+).

Course Note: This is a statewide guaranteed transfer course.

COURSE PREFIX/SECTION: Art 110-161

CREDIT/CONTACT HRS: 3/45

TIME/DAY(S): 2-4:40pm W

LOCATION: CentreTech Campus, Classroom Bldg., Rm. 209

INSTRUCTOR: Susan Gibbons

TELEPHONE: My Cell: 303-601-6015 (emergencies only)

EMAIL: Desire 2 Learn or sue.gibbons@ccaaurora.edu

OFFICE HOURS: By Appointment

SITE EMERGENCY: CentreTech Campus: 303-360-4727

Lowry Campus: 303-419-5557

REQUIRED TEXTBOOK: Living With Art, Ninth Edition, Mark Getlein, McGraw-Hill Higher Learning, New York, NY, ©2010

OTHER: Fees for the Denver Art Museum (or any other museum), First Friday, other cultural events, parking, Arts magazine.

ACCOMMODATIONS:

CCA will provide reasonable accommodations to qualified students with disabilities on a case-by-case basis.

To request an accommodation, complete the **Needs Assessment** and provide **documentation of disability**.

Online forms are available at www.ccaurora.edu/accessibility. If you need assistance completing the forms, or would like to meet with a staff member, please contact the Accessibility Services Office (ASO) for an appointment. The ASO is located in the Learning Resource Center (LRC) in the Student Centre building at the CentreTech campus, in Room S-202A. Arrangements may also be made at the Lowry Campus. You may contact the ASO at 303.340.7548 Voice, 303.361.7395 Voice/VideoPhone, 303.340.7533 FAX, or e-mail: ASO.CCA@ccaaurora.edu. Additional information can be viewed at: www.ccaurora.edu/accessibility/.

EMERGENCY PROCEDURES: The Fire exits and emergency procedures will be discussed during the first class. When the fire alarm sounds, all students are expected to exit the building immediately. Since the security of items left behind is not guaranteed, students should gather all personal belongings before proceeding to the nearest exit.

E-MAIL: All students enrolled in the Community College of Aurora are assigned a college email account, and this email account is the college's primary means of communication with students. You can get directions to your E-mail through the registration system (MyCommunity Ed).

SECTION II: COURSE OUTLINE AND STUDENT OUTCOMES

INSTRUCTIONAL GOALS:

The Instructional Unit has identified the following lifelong/workplace skills that are the foundation for your course of study at CCA: Communication, Critical Inquiry, Intra/Interpersonal Responsibility, Quantitative Reasoning, Technology, and Aesthetics. Of these skills, this course will focus on: Aesthetics, Communication, Critical Inquiry, and Intra/Interpersonal Responsibility.

GENERAL LEARNING OUTCOMES OF THE COMMUNITY COLLEGE OF AURORA:

Successful students will have shown through in-class exercises and specific course assignments the ability to pursue and retain knowledge, comprehend the various significant levels of acquired knowledge (analyzing and identifying their various components), evaluate the significance of the knowledge, synthesize ideas from multiple sources, and apply what is learned to work and life situations.

GENERAL OUTCOMES:

Successful Students completing Art Appreciation should:

1. Understand the terminology of visual arts.
2. Develop an understanding of artists and their traditions with the context of a global perspective.
3. Acquire visual literacy and improve analytical critical thinking skills.
4. Demonstrate these in clear and logical communication in presentations and essays.
5. Demonstrate knowledge about various media and techniques, both traditional and contemporary.
6. Leave with a continued enjoyment of visual art.

SPECIFIC COURSE OUTCOMES:

Objectives of the Art Student: An art student is one who studies art in a scholarly fashion and/or performs the techniques, processes, and profundities of making art.

- A. Engage in critical analytical thought with a question and open mind.
 1. Listen and observe the current art trends (local papers, NY Times art sections, Westword, Libraries, various art magazines: ArtNews, Art in America, Art Forum, American Art Quarterly, to name a few).
 2. Read/View primary and secondary sources.
 3. Question and consider reaction, change, development, and continuum.
 4. Participation (class discussions, group presentations, other instructional assignments).
 5. Visit art institutions, galleries, museums, libraries, and archives.
- B. The student of art will be able to briefly describe an event, identify historical people, evaluate artistic concepts, and ideas from specific time periods.
- C. Write: Describe the various activities, experiences, and analysis in a written format. Specific instructions for the various written assignments are at the end of this syllabus.

COURSE OUTLINE

SECTION III: EVALUATION PROCEDURES

OVERALL STRATEGIES:

Timely completion of assignments, prompt attendance, participation in class activities and discussions, and the tested ability to apply learned knowledge to common-life experiences will weigh toward the grade.

CLASS POLICIES:

ATTENDANCE: Attendance is taken every day. Regular attendance is required and vital to your grade. Disruptive behavior will directly affect your grade. Common courtesy is expected. Absences and tardies will also affect your grade. A tardy is arriving to the class 10 minutes late. **A total of four (4) absences will result with a failing grade for the class regardless of where we are in the semester.** Partial class attendance is recorded for your grade. If a student misses more than one half of the class time, then it is

marked as an absence. Extenuating circumstances are considered on a case by case basis. **Work schedules do not meet the extenuating circumstances situation.** You signed up for the class. If your work schedules conflict, you may have to drop the class or rearrange your work schedule. **You are responsible for any information missed during an absence.** Contact your classmates or me for what you have missed.

MAKE-UP WORK/LATE WORK: Make-up work **may** be allowed with reasonable excuses. If you have an absence, emergency, field trip with another class, military maneuvers, or any other reason that would prohibit you from attending class, please contact me as quickly as possible. You have one (1) week to make up any late work. **The grade of zero (0) will be assigned for any assignments not completed within one (1) week.**

TESTING: The student is responsible for the material covered in the text as well as class lectures. The student is also responsible for any materials used in addition to the text.

CONDUCT: Every student is expected to have all assignments prepared for each class, participate in class discussions, and behave in a manner conducive to the learning environment of the classroom. Common courtesy is expected from each student. **All cell phones and any other electronic devices will be turned off during the class time. No texting during class. If caught, the cell phone may be taken away for the class time.** Disruptive behavior will affect your grade and could result in the removal from the classroom or withdrawal from the class.

RETURNED WORK: Your work will be returned to you within one - two weeks after they have been turned into me, barring any unforeseen circumstances. Late work may take longer since they will be graded after the current work has been graded.

GRADING / EVALUATION: Tests may be given with multiple choice questions, matching, short answers, and short essays. The various paper guidelines and rubrics are listed at the end of this syllabus.

A. Each student's grade will be determined from the following scale:

1450-1305	A	1304-1160	B	1159-1115	C
1114-870	D	869-Below	F		

B. Point will be earned from the following sources:

Point Evaluation for Attendance	300 points total
Absences	-10 pts.
Tardy	- 2 pts.
Leaving Early	- 5 pts.
Point Evaluation for Conduct	60 points total
Absences	-2 pts.
Tardy	-1 pt.
Leaving Early	- 1 pt.
6 Take Home Tests (100 points each)	600 points
Museum Analysis (4 pages) No late papers	50 points
Magazine Review (2 pages) No late papers	20 points
Ch. 18 Presentation	10 points
Censorship/Controversial Art Discussion	10 points

Mid-Term	150 points
Final	150 points
Final Paper (8 pages) No late papers	100 points

INSTRUCTIONAL POLICY ON ACADEMIC DISHONESTY:

Academic dishonesty includes cheating and plagiarism. Cheating is the unauthorized use of assistance with the intent to deceive an instructor or any other individual responsible for evaluating a student's work. Note the following examples:

- Submission of any materials not prepared by students but presented as their own.
- The unauthorized possession and/or use of notes, books, or the soliciting of assistance from another student during an examination.
- Illegitimate possession or disposition of examination or test materials and/or answer keys to tests and examinations.

Plagiarism refers to the use of another person's work without giving proper credit to that person. A student must give proper credit through the use of appropriate citation format when (a) copying verbatim another person's work (i.e., words, phrases, sentences, or entire passages); (b) paraphrasing another person's work (i.e., borrowing but rewording that person's facts, opinions, or ideas); and (c) summarizing another's work (i.e., use of one's own words to condense longer passages into a sentence or two).

CONSEQUENCES OF ACADEMIC DISHONESTY:

When dishonesty is evident, the following minimum sanctions will be applied:

First Offense: The student will receive an "F" or "Zero" (0) as the grade for the assignment. In addition, the first incident may result in the reporting the plagiarism to the Vice President of Instruction and the loss of testing privileges in the Learning Resource Center for the current and next semester in which the student is enrolled in the college.

Second Offense: The student may receive an "F" for the assignment and course and may be expelled from the class. A second offense will result in the reporting the plagiarism to the Vice President of Instruction and may also result in permanent loss of testing privileges in the Learning Resource Center.

Third Offense: The student will receive an "F" for the assignment and course and may be expelled from the college. The offense will be reported to the Vice President of Instruction.

These offenses, if reported, will remain on the student's transcripts as Academic Dishonesty.

SECTION IV: TENTATIVE COURSE SCHEDULE

- A. Assignments: The planned schedule for readings, examinations and projects is contained in Section IV of the syllabus.
- B. Reading Assignments: The assigned reading in Section IV is to be accomplished during the week identified in the schedule.
- C. The Instructor reserves the right to change the daily teaching schedule to facilitate learning, understanding, and critical thinking. Assignment due dates and the testing schedule may change with as much advance notice as possible. Students will be required to fulfill all assignments as outlined unless otherwise notified.

CALENDAR

Week 1 – Aug. 29	Syllabus Ch. 1
- Sept. 1	Free Day at the DAM
Week 2 – Sept. 5	Ch. 2 Ch. 3 Magazine Review Due – No Late Papers
Week 3 – Sept. 12	Ch. 4 Ch. 5 Take Home Test #1 – Ch. 1-5
Week 4 – Sept. 19	Ch. 6 Ch. 7 Take Home Test #1 – Ch. 1-5 Due
Week 5 – Sept. 26	Ch. 8 Ch. 9 Take Home Test #2 – Ch. 6-9
Week 6 – Oct. 3	Ch. 10 Ch. 11 Take Home Test #2 – Ch. 6-9 Due
- Oct. 6	Free Day at the DAM
Week 7 – Oct. 10	Ch. 12 Ch. 13 Denver Art Museum Analysis Due – No Late Papers Take Home Test #3 – Ch. 10-13
Week 8 – Oct. 17	Ch. 14 Ch. 15 Take Home Test #3 – Ch. 10-13 Due
Week 9 – Oct. 24	Mid-Term: Ch. 1-13 Ch. 16 Take Home Test #4, Ch. 14-16
Week 10 – Oct. 31	Ch. 17 Wasteland Video Take Home Test #4, Ch. 14-16 Due
Week 11 – Nov. 7	Ch. 21 Ch. 22 Take Home Test #5, Ch. 17,
21	
Week 12 – Nov. 14	Ch. 23 Work on Ch. 18-20 Presentations Take Home Test #6, Ch. 22-23 Take Home Test #5, Ch. 17, 21 Due

Week 13 – Nov. 21	No Classes - Thanksgiving Break
Week 14 – Nov. 28	Ch. 18-20 Presentations <i>Take Home Test #6, Ch. 22-23 Due</i>
Week 15 – Dec. 5	Controversial Art / Censorship Discussion Review for Final <i>What Is Art Final Paper Due – No Late Papers</i>
Week 16 – Dec. 12	Final

LAST DATE TO DROP WITH A REFUND: Sept. 11, 2012

LAST DATE TO WITHDRAW WITHOUT A REFUND: Nov. 23, 2012

DEADLINE TO APPLY FOR FALL 2012 GRADUATION: Nov. 1, 2012

MAGAZINE REVIEW REQUIREMENTS:

Select an article out of a Visual Art Magazine and summarize the article plus give your thoughts about it in a two (2) page paper. You may find the art magazines at Barnes and Noble, Meininger's Art Supply, Guiry's or other magazine stores / art supply stores. Make sure you select an article that will enable you to write two pages. **Include the article in your paper (either scanned or the actual article submitted to me in class).** Be sure to include a bibliography with your paper and quote from the article when necessary. **Papers without a bibliography will receive a failing grade of 0 points. No late papers.**

Type up your answers in an 11-12 point font, double spaced in 2 pages using Times New Roman or Arial font or something similar to those. Submit your paper through Desire 2 Learn in the Dropbox section. Hardcopy will not be accepted.

RUBRICS FOR MAGAZINE REVIEW PAPER:

Knowledge of Article	/ 7 points
Good Paragraph Development Clearly summarized article Writer's analysis/opinions	/ 7 points
Mechanics Grammar Spelling	/ 4 points
Handed in on time	/ 2 points
Total:	/ 20 points

DENVER ART MUSEUM ANALYSIS

1. Visit the *Denver Art Museum* (the opening times, 'free days' and directions are listed below...)
2. Take 2 + hours minimum...and
3. ...Walk around and through as much of the museum as you can...either during or after your initial walk through of the museum, *then choose 3-4 works of art specifically* from the Denver Art Museum's collection.

[If you can – take a photo of the works, preferably with a camera, rather than from your phone...as these images will serve to support your later written work. However, these images *might* be available on the web...there again, there is no guarantee of this!]:

"Photograph with Care: photography for personal, noncommercial use is permitted in our permanent collection galleries but is not permitted in temporary exhibition galleries or for special loans to the museum. You will find a sign at the gallery door or on the object label if photography is not allowed. If you're not sure, ask a security officer. With the exception of professional photographers escorted by staff, cameras must be handheld and no flash

photography or tripods are allowed.” - DAM).

4. Of the four works of art you have chosen - write down: the title of the work, the artist, the date of inception as well as the materials used to make the work... This information you will later use in your research of the works/artist, etc...
5. Then take your information, and research TWO of works of art, the respective artists and their mediums (note: the Denver Central Library is right next door to the Denver Art Museum. Use this time at the DAM as a vital research/resource methodology!)

...In other words – get as much information as is possible on your works, using deft research skills (*NOT WIKIPEDIA! I will not accept essays whereby Wikipedia as your research tool! However, Wikipedia provides good reference of images*)... If there is little or no information on the 2 art works/artists you have chosen, you may want to now draw upon the remaining or surplus third and fourth art works/artists, from the DAM.

6. ...You will then write a four (4) page research paper (double spaced) on your findings from the DAM, examining each art work and artist, culminating in a *comparison and contrast*. In other words: dissecting and examining each work of art and their respective artists, consider the following questions to help you compose your essay:

*What are the works about? Who were the artists? When were they produced? What was the historical and cultural background, during the production of the art works? Why did they make this particular work – what were the artist’s intentions? What style or genre does the work fit into – if any? What can you say about their materials and artist’s methodology (e.g. how they worked)? What makes the works and artists similar or different – how do they relate to one another, as works, and/or as artists? What can you say about the materials the artist’s use? What – if any – are the **metaphors** informing the works? Do the works fit into modernist or post-modernist critiques? What relationships do these works have, regarding previous or future works of art, dealing with the same or similar subject matters (e.g. landscape, figurative, religious, cultural contexts)? What relationships do these works have, regarding previous or future works of art, dealing with the same or similar materials?*

You will then discuss each work and their artist, followed by a comparison and contrast. When comparing and contrasting, consider the following questions: *how do these works differ or are similar – in terms of their intent, style, medium; the ability to effectively communicate their respective meanings, their time-period of construction, contemporary/current reception; why choose these works? Discuss what these art works mean to you and why you chose them!*

7. Your paper must be correctly formatted: in that it must possess: an **Introduction**, clear set of *objectives and arguments* – as a **Thesis**, as well as a substantial **Conclusion**, and a **Bibliography**. **No Late Papers.**

The essay MUST contain images of the works – of which you are discussing/disseminating (while at the DAM, you might want to select MORE than 2 pieces – have a few more art works in reserve, in case you garner little from your initial research). Images must be of a good quality (here the Internet will benefit you). Give these same images room to ‘breath’ – and title them accordingly! **IMAGES ARE NOT A SUBSTITUTE FOR WRITTEN/REQUIRED PAGES**, as a result, the four required pages MUST contain writing. Images are secondary.

CITE ALL sources (citations either as a footnote or at the end of the essay).

Essay formatting:

Double-line space. Typefaces: Arial, Times or Helvetica. Size 12.

NO slang, emoticons or jargon.

DO NOT PLAGIARIZE – write in your own language (remember: this is not an English or English writing course. Good research will yield good facts, therefore let your knowledge of these facts do all of the talking!) Quote appropriately. Quotations support your arguments, therefore are not the body of your arguments! Quotations roughly, should be 5-15% of your entire work.

WORD document only! Submitted, D2L (Drop Box) or D2L email or CCA email only. I will not accept any other methodology of delivery or presentation! **No late papers.**

AS A GRADING AND WRITING GUIDE, PLEASE REFER TO MY ESSAY RUBRIC BELOW

Denver Art Museum:

100 West 14th Avenue Parkway, Denver, CO 80204-2788. (720) 865-5000. Open Tue-Thu, Sat 10am-5pm; Fri 10am-10pm; Sun 12pm-5pm. (http://www.denverartmuseum.org/visit_us/)

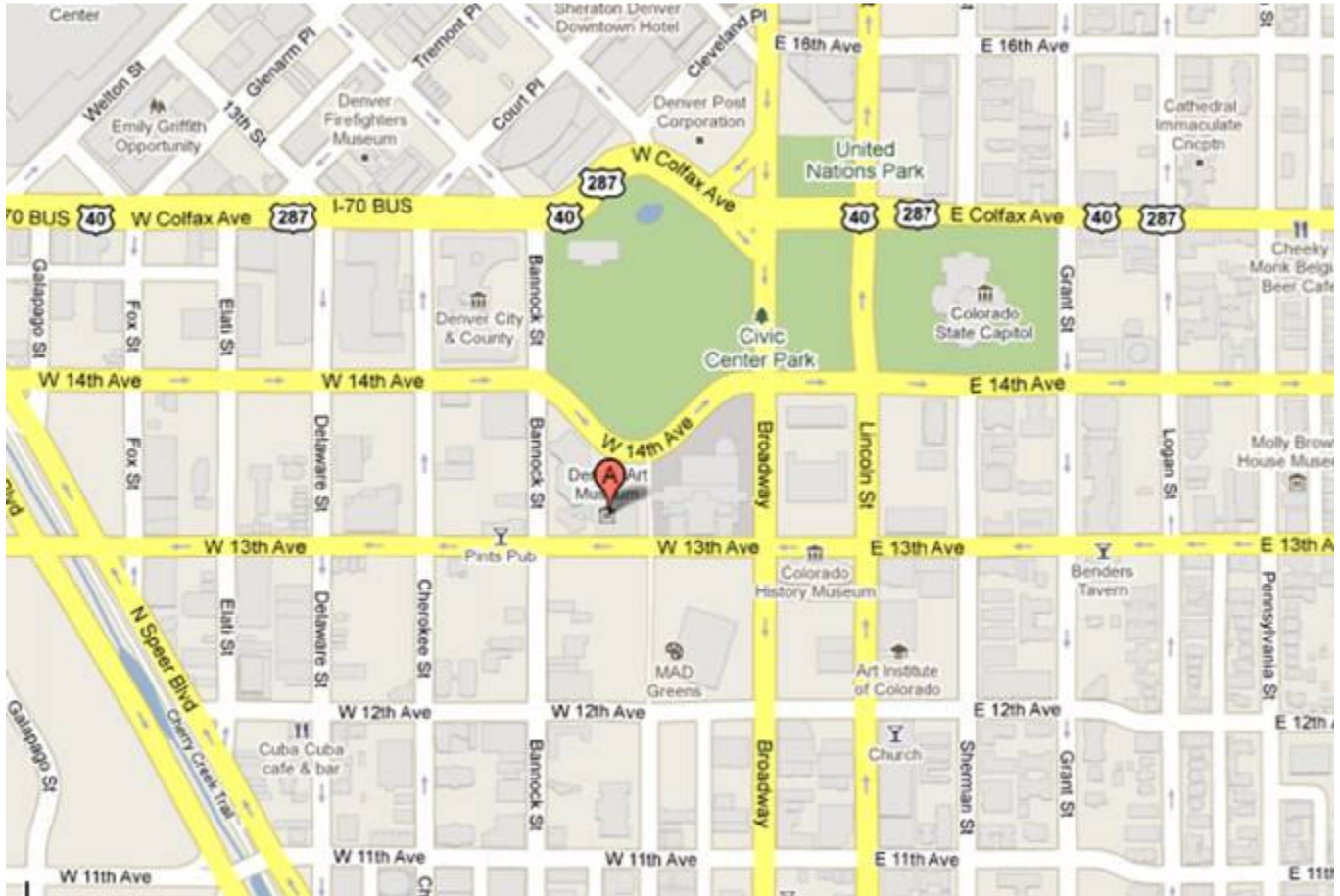
General Admission Tickets

General admission to the museum is free on Free First Saturdays, sponsored by Target.

General Admission	CO Residents	Others
Member	Free	Free
Adult	\$10	\$13
Senior (65+)	\$8	\$10
College Student	\$8	\$10
Youth (6–18)	\$3	\$5
Child (0–5)	Free	Free

Free Days

The first Saturday of every month.



MAP OF DOWN TOWN DENVER, CO

DENVER ART MUSEUM ESSAY RUBRIC, CHECKSHEET, and GRADE SHEET:

Consider the rubric (below), as a sort of check-list. With this in mind, write your essay according to the rubric below (5 points each except for the points off for the page requirement). Question 7 catches many students out – essentially *Introduction, Main Thesis Statements, Conclusion* and *Bibliographies* are sub headings, therefore employ or integrate them into your essays.

1. Did the student visit the Denver Art Museum [keep you ticket stub as further evidence of this – present to me as proof in class]?
2. Did the student provide any semblance of research on the first artist? Second artist?
3. Quality of student's research?
4. Did the student provide adequate research and NOT cite Wikipedia?

5. Is there a *compare and contrast* between both artists? Is there a considered relationship to one another? Are the interpretations/reactions original and supported?
6. Paper shorter than the expected 4 pages [images do not count as pages!]? (-10 points/page)
7. Does the paper possess an 'Introduction', 'Main Thesis Arguments' (clear set of objectives), and a 'conclusion' (as defined on the brief)?
8. Are there images to support the artists/works (as defined by the brief)? Good Quality?
9. Goes beyond what is required to meet expectations of the assignment?
10. Was the essay delivered on time and in the right formats?

Below Expectations - F	Marginal - D	Average - C	Acceptable - B	Exciting quality - A
0-29	30-34	35-39	40-44	45-50

Points: _____

FINAL PAPER REQUIREMENTS:

This paper should cover your thoughts and definition of what art (the visual arts) is to you. Make sure you have it well defined according to who or what makes it, the media, and the history. You may use our text to give you a guideline e.g.: the media, the history, the context of making art, etc. You may also use an artist or a period or style of art that defines it for you. **Make sure that you include your definition of art and why if you are using this perspective for your paper; this helps define your thesis.**

You may also include works that are contradictory to your definition of art. Be sure to include why you think so especially on an aesthetic level. If it is just a matter of taste, then you are not supporting your opinion. Make sure that you back up what you are saying. Using the elements and principles of design are a wonderful way to support your definition of art or what is not art.

You may want to use other philosophers and artists to support your ideas: Arthur Danto, Cynthia Freeland, Plato, Immanuel Kant, David Hume, Leo Tolstoy, Joseph Beuys, etc. to name a small few. You also might want to Google: what is art, aesthetics, essays on art. This can help you tremendously with your research. Make sure you document your resources if quoting or using them within your paper. Using other philosopher's or artists' ideas can be a great way to not only support your own but bring clarity to your ideas. Again, make sure you cite all of your sources within the paper and in the bibliography.

Make sure you have an introductory paragraph, a thesis statement, the body of the paper with topic sentences, and a conclusion to the paper. This will help you keep your thoughts in order and help you define your ideas. Also, write in formal English with correct grammar and spelling. No slang, emoticons or jargon either within the paper.

The Final Paper is an eight (8) page paper. **All papers** should include an introductory paragraph, clearly stated thesis, body, and conclusion with a bibliography, footnotes, references, etc. in your own words - do not plagiarize! I require class papers typed with an 11 - 12 point font in either Roman/Times New Roman or Arial. Use MLA format for your papers. Make sure that the paper is 8 full pages regardless of the font size used. The bibliography pages do not count

towards the number of pages required. The final paper bibliography should have at least 5 sources. All five sources may not be from the same medium. For example, not all reference material should be from books or the internet. Use various forms of media: the internet, books, cd's, dvd' s, audio/visual tapes, actual artwork, etc. Wikipedia is not considered an academic resource and will not count as a legitimate source. A good college level dictionary and thesaurus are advisable to have for the class. **Work turned in without a bibliography will receive a failing grade of zero (0). No late papers.**

RUBRICS FOR FINAL PAPER

Introduction Supports thesis	/ 5 points
Thesis Statement Clearly defined	/ 10 points
Conclusion Recaps ideas presented within the paper	/ 5 points
Knowledge of Topic Correct Information Knowledgeable presentation of material Enough information for 8-10 pages Each missing page - 10 points Enough support for argument	/ 50 points
Support Correct Citation Correct Bibliography Has a bibliography	/ 10 points yes / no
Good Paragraph Development Topic Sentences Coherent Sentence Structure Direction within paper – follows thesis	/ 5 points
Mechanics Grammar Spelling	/ 5 points
Handed In On Time	/ 5 points
Followed Assignment Requirements	/ 5 points
Total:	/ 100 points

All papers should be submitted through D2L Dropbox as I will not accept a hard copy. If you have difficulty submitting your paper through D2L Dropbox, then submit it through D2L email (preferred) or through CCA Email. *No late papers.*

TEST AND ASSIGNMENT DUE DATES:

Magazine Review	Sept. 5, 2012 – No Late Papers
Test #1	Sept. 19, 2012
Test #2	Oct. 3, 2012
Museum Analysis	Oct. 10, 2012 – No Late Papers
Test #3	Oct.17, 2012
Mid-Term Examination	Oct. 24, 2012
Test #4	Oct. 31, 2012
Test #5	Nov. 14, 2012
Test #6	Nov. 28, 2012
Ch. 18-20 Presentations	Nov. 28, 2012
Final Paper	Dec. 5, 2012 – No Late Papers
Controversial Art / Censorship Discussion	Dec. 5, 2012
Final Examination	Dec. 12, 2012