

# Course Syllabus

Department : ART  
Course Title : ART APPRECIATION  
Section : ARTS 1301. FX99\_FX98  
Name  
Start Date : 05/20/2013  
End Date : 06/05/2013  
Modality : HYBRID  
Credits : 3

## Instructor Information

Name : Barry Phillips III  
OC Email : bphillips@odessa.edu  
OC Phone : 432-335-6490  
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## Course Description

Develops the ability to interpret visual images and to understand the cultural significance of the visual arts. Introduces basic art theory, forms, and history.

## Prerequisites/Corequisites

None

ICO#s  
1,2,4,6

## Course Objectives

After completing this course, the student should be able to demonstrate competency in:

1. Discussing how visual art is created including basic understanding of art media and design concepts.
2. Discussing the cultural significance of the visual arts both thematically and historically.
3. Using a standard method of art criticism.

## Required Readings/Materials

You must purchase the following required readings/materials:

Living With Art, 9th ed. by Mark Getlein

Art Appreciation Assignment Workbook, 9th ed. by Barry Phillips III.

READ THE ORIENTATION ON PAGE 1 OF THE ASSIGNMENT WORKBOOK TO BEGIN YOUR STUDIES.

## Course Requirements (Lectures, Assignments and Assessments)

Students are expected to complete 14 weekly assignments and 1 final exam.

# Week 1

Topic/Overview: This week focuses on art theory and media

## Summary of Week 1 Assignments & Activities

Item(Name)	Type	Description
Assignment 1	Reading and comprehension homework	Read ORIENTATION in workbook! Read Ch. 1 textbook; Complete T/F; Definitions; and Discussion questions
Assignment 2	Reading and comprehension homework	Read Ch. 3; Complete T/F; Definitions; and Discussion questions
Assignment 3	Reading and comprehension homework	Read Ch. 4; Complete T/F; Definitions; and Discussion questions
Assignment 4	Reading and comprehension homework	Read Ch. 5; Complete T/F; Definitions; and Discussion questions
Assignment 5	Reading and comprehension homework	Read Ch. 6-8; Complete T/F; Definitions; and Discussion questions
Assignment 6	Reading and comprehension homework	Read Ch. 9-10; Complete T/F; Definitions; and Discussion questions
Assignment 7	Reading and comprehension homework	Read Ch. 11-12; Complete T/F; Definitions; and Discussion questions
Assignment 8	Reading and comprehension homework	Read Ch. 13; Complete T/F; Definitions; and Discussion questions

## Week 2

Topic/Overview: This week focuses on art media and history

### Summary of Week 2 Assignments & Activities

Item(Name)	Type	Description
Assignment 9	Reading and comprehension homework	Read Ch. 14-15; Complete T/F; Defin and Discussion questions
Assignment 10	Reading and comprehension homework	Read Ch. 16-17; Complete T/F; Defin and Discussion questions
Assignment 11	Reading and comprehension homework	Read Ch. 18; Complete T/F; Definition Discussion questions
Assignment 12	Reading and comprehension homework	Read Ch. 19; Complete T/F; Definition Discussion questions
Assignment 13	Reading and comprehension homework	Read Ch. 20; Complete T/F; Definition Discussion questions
Assignment 14	Reading and comprehension homework	Read Ch. 21; Complete T/F; Definition Discussion questions
Assignment 15	Reading and comprehension homework/ Final exam	Read Ch. 22-23; Complete T/F; Defin and Discussion questions

## Grading Policy

The instructor will provide grades on assignments within 7 days of when they were submitted. Late assignments are subject to 10 pt. penalty for each week late.

Assignments received after Tuesday of final exam week will receive a grade of F.

Percentage %	Grade
95+	A
90-94	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
<59	F

The Odessa College Student Success Coaches are available to help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.

## Special Needs

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

## Learning Resource Center (Library)

The Library, known as the [Learning Resources Center](#), provides research assistance via the [LRC's catalog \(print books, videos, e-books\)](#) and [databases \(journal and magazine articles\)](#). [Research guides](#) covering specific subject areas, [tutorials](#), and the "Ask a Librarian " service provide additional help.

## Student E-mail

Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account:  
<http://www.odessa.edu/gmail/>.

## Student Portal

Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account:  
<http://www.odessa.edu/gmail/>.

## Technical Support

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or

online at [https://www.odessa.edu/dept/ssc/helpdesk\\_form.htm](https://www.odessa.edu/dept/ssc/helpdesk_form.htm).

## Important School Policies

For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#).

## Expectations for Engagement – Online Learning

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

### Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of **emergencies during the time I'm unavailable.**
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.

3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - post grades for discussion postings within one week of the discussion thread closing.
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

### Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
  - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
  - **getting "kicked off" of the system during tests or quizzes;**
  - having trouble submitting assignments; and
  - dealing with a traumatic personal event.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
  - seek out help from my instructor and/or from tutors;
  - **ask questions if I don't understand; and,**
  - access my course several times during the week to keep up with assignments and announcements.

## Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

### Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of **emergencies during the time I'm unavailable.**
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - return classroom activities and homework within one week of the due date and
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

## Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
  - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
  
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
  - missing class when a major test is planned or a major assignment is due;
  - having trouble submitting assignments;
  - dealing with a traumatic personal event; and,
  - having my work or childcare schedule changed so that my classroom attendance is affected.
  
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
  - seek out help from my instructor and/or from tutors;
  - **ask questions if I don't understand; and,**
  - attend class regularly to keep up with assignments and announcements.

