

Department : ART
Course Title : ART APPRECIATION
Section Name : ARTS 1301 W1C_W2C
Start Date : 05/19/2014
End Date : 06/04/2014
Modality : WEB
Credits : 3

Instructor Information

Name : Barry Phillips III
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Course Description

Art appreciation is an introduction to the theory, media, and history of the visual arts.
This course develops the ability to interpret visual images and to understand the cultural significance of the visual arts.

Prerequisites/Corequisites

None

ICO#s

1,2,4,6

Course Objectives

During this course:

1. Students will apply terminology as it specifically relates to works of art.
2. Students will demonstrate knowledge of art elements and principles of design.
3. Students will critically interpret and evaluate works of art.
4. Students will differentiate between the processes and materials used in the production of various works of art.
5. Students will demonstrate an understanding of the impact of arts on culture.

Required Readings/Materials

Living With Art, 10th ed. by Mark Getlein

Course Requirements (Lectures, Assignments and Assessments)

Students are expected to complete 15 assignment modules as outlined under Coursework information.

Module 1

Topic/Overview: This module focuses on art theory

Summary of Module 1 Assignments & Activities

Item(Name)	Type	Description	Due
Module 1	Reading and comprehension homework	Read Ch. 1-2 in textbook; Complete Quiz and Short Answer paragraphs	05/21/14

Module 2

Topic/Overview: This module focuses on art theory

Summary of Module 2 Assignments & Activities

Item(Name)	Type	Description	
Module 2	Reading and comprehension homework	Read Ch. 3; Complete Quiz and Discussion Forum	05/22/14

Module 3

Topic/Overview: This module focuses on art theory

Summary of Module 3 Assignments & Activities

Item(Name)	Type	Description	Due
Module 3	Reading and comprehension homework	Read Ch. 4; Complete Quiz and Discussion Forum	05/23/14

Module 4

Topic/Overview: This module focuses on art media

Summary of Module 4 Assignments & Activities

Item(Name)	Type	Description	Due
Module 4	Reading and comprehension homework	Read Ch. 5; Complete Quiz and Form/Content Essay	05/24/14

Module 5

Topic/Overview: This module focuses on art media

Summary of Module 5 Assignments & Activities

Item(Name)	Type	Description	Due
Module 5	Reading and comprehension homework	Read Ch. 6-8; Complete Quiz and Short Answer paragraphs	05/25/14

Module 6

Topic/Overview: This module focuses on art media

Summary of Module 6 Assignments & Activities

Item(Name)	Type	Description	Due
Module 6	Reading and comprehension homework	Read Ch. 9-10; Complete Quiz and Discussion Forum	05/26/14

Module 7

Topic/Overview: This module focuses on art media

Summary of Module 7 Assignments & Activities

Item(Name)	Type	Description	Due
Module 7	Reading and comprehension homework	Read Ch. 11-12; Complete Quiz and Discussion Forum	05/27/14

Module 8

Topic/Overview: This module focuses on art media

Summary of Module 8 Assignments & Activities

Item(Name)	Type	Description	Due
Module 8	Reading and comprehension homework	Read Ch. 13; Complete Quiz and Form/Content Essay	05/28/14

Module 9

Topic/Overview: This module focuses on art history

Summary of Module 9 Assignments & Activities

Item(Name)	Type	Description	Due
Module 9	Reading and comprehension homework	Read Ch. 14-15; Complete Quiz and Short Answer paragraphs	05/29/14

Module 10

Topic/Overview: This module focuses on art history

Summary of Module 10 Assignments & Activities

Item(Name)	Type	Description	Due
Module 10	Reading and comprehension homework	Read Ch. 16-17; Complete Quiz and Discussion Forum	05/30/14

Module 11

Topic/Overview: This module focuses on art history

Summary of Module 11 Assignments & Activities

Item(Name)	Type	Description	Due
Module 11	Reading and comprehension homework	Read Ch. 18; Complete Quiz and Discussion Forum	05/31/14

Module 12

Topic/Overview: This module focuses on art history

Summary of Module 12 Assignments & Activities

	Type	Description	Due

Item(Name)			
Module 12	Reading and comprehension homework	Read Ch. 19; Complete Quiz and Form/Content Essay	05/01/14

Module 13

Topic/Overview: This module focuses on art history

Summary of Module 13 Assignments & Activities

Item(Name)	Type	Description	Due
Module 13	Reading and comprehension homework	Read Ch. 20; Complete Quiz and Discussion Forum	06/02/14

Module 14

Topic/Overview: This module focuses on art history

Summary of Module 14 Assignments & Activities

Item(Name)	Type	Description	Due
Module 14	Reading and comprehension homework	Read Ch. 21; Complete Quiz and Discussion Forum	06/03/14

Module 15

Topic/Overview: This module focuses on art history

Summary of Module 15 Assignments & Activities

Item(Name)	Type	Description	Due
Module 15	Reading and comprehension homework/ Final exam	Read Ch. 22-23; Complete Quiz and Form/Content Essay (Final Exam)	06/04/14

Grading Policy

The instructor will provide grades on assignments within 7 days of posted due dates. Credit will not be given for assignments turned in after the posted due dates. **Students are encouraged to turn in assignments early to avoid missing deadlines!**

Point total for course	Grade for course
900 - 1000	A
800 - 899	B
700 - 799	C
600 - 699	D
0 - 599	F

Grading Rubric for DISCUSSION FORUM/SHORT ANSWER/FORM AND CONTENT PARAGRAPHS (20 points possible)

Criteria	Not Present 0-1/F	Emerging 2/D	Developing 3/C	Proficient 4/B	Exemplary 5/A	Score
ORGANIZATION	No paragraph submitted or submitted late for 1/2 credit.	Topic sentence is absent. Supporting sentences are unclear or not related to	Topic sentence is weak or unclear. Supporting sentences are clear	Topic sentence is clear. Supporting sentences are clear and logically	Topic sentence is strong. Supporting sentences are clear and logically	

		topic. Less than 50 words.	and but not in logical order. 50-100 words.	organized. 100-150 words.	organized. More than 150 words.
CONTENT/IDEAS	No paragraph submitted or submitted late for 1/2 credit.	Topic is not clearly addressed. No supporting ideas and no examples. Less than 50 words.	Topic is addressed but needs further elaboration. Supporting ideas and examples are weak. 50-100 words.	Topic is sufficiently addressed. Supporting ideas and examples are adequate. 100-150 words.	Topic is thoroughly addressed. Supporting ideas and examples are exceptional. More than 150 words.
STYLE/FLUENCY	No paragraph submitted or submitted late for 1/2 credit.	Incorrect sentence structure or vocabulary. Difficult to read. Less than 50 words.	Simple sentences and basic vocabulary. Sufficiently readable. 50-100 words.	Variety of sentence structure and advanced vocabulary. Very readable. 100-150 words.	Sophisticated variety of sentence structure and rich vocabulary. Highly readable. More than 150 words.
MECHANICS/ CONVENTIONS	No paragraph submitted or submitted late for 1/2 credit.	Many errors that interfere with reading or obscure meaning. Less than 50 words.	Several errors that interfere with reading but do not obscure meaning. 50-100 words.	Few errors that do not interfere with reading or meaning. 100-150 words.	No errors. Meaning is clear. More than 150 words.

TOTAL

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 OC 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.

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

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

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

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.

The SEI (Student Evaluation of Instruction) process for face-to-face and online courses will be available during the last few weeks of the semester.