

Understanding Art



ART 102 with Andrew Douglas Campbell



Syllabus

Purpose of the Syllabus A Syllabus is like a contract between you and I, it lays out the terms for successful completion of the course. It contains vital information about this course, what will be expected of you, and what you can expect from me. The better you know the syllabus, the better the chance that you'll do well in the course.

Course Description Understanding Art explores the ways we make, perceive, and interpret art. After gaining a practical understanding of the major formal elements and principles of design, students survey the characteristics and developments of artistic media and movements within their cultural and historical contexts. Topics include drawing, painting, graphic arts, sculpture, design, architecture, digital arts, and new media. This course focuses on building foundational knowledge of art and art history, therefore no prior experience is required.




Outcomes

Upon completion of this course, students will be able to:

- Demonstrate an understanding of a variety of media and techniques
- Analyze in writing an artwork using the formal elements and principles of design
- Understand artworks within their social, cultural, and historical contexts

We will accomplish these goals with “looking” and “asking.” We will look at a lot of art, we will look at some art quickly and we will look at a lot of art slowly, we will look with our own eyes and we will be asked to look at art through others eyes as well. We will ask art lots of questions like “what are you? Why are you like that? Who are you here to see?” Sadly, the art will not answer us, so we will do our best to answer these questions ourselves.



Attendance & Participation

Attendance Policy The course is a mere 10 weeks. I take attendance at the beginning of each class. Please do not arrive late to class or leave early without speaking to me beforehand. If you are late, see me *after* class and I will gladly mark you present. You are granted up to 2 absences; after that, a 3rd absence will reduce your final grade by 10%; and 4 or more absences bar a student from passing the course. Please note that this policy does not distinguish between “excused” and “unexcused” absences; all absences are equal. Incomplete grades or extensions are available for extenuating circumstances and require concrete validation for those circumstances.

Participation Being present and participating means being in class, on time, with all materials, prepared to work, and focused on the tasks at hand. In-class work cannot be made up in other ways. Once class begins, being present and participating means engaging in class discussions, responding to slideshows, and giving discussions and workshops time your full attention and dedication.

Eat a good breakfast, get enough sleep, and bring coffee, tea, water, nuts, dried fruit, etc, but refrain from eating full meals in class.



Materials & Resources

Required Textbook Introduction to Art: Design, Context, Meaning. This free e-textbook can be downloaded at <http://oer.galileo.usg.edu/arts-textbooks/3/>. If you prefer to purchase a hard copy, it is available on Amazon for a reasonable price. All additional required readings are provided in Moodle.

Additional Resources & Project Supplies Additional required readings and videos will be provided in Moodle. Materials and supplies for class activities and projects will be provided in class. If you miss class, you may need to provide your own supplies to complete an activity or project on time.

Moodle Support If you have questions about Moodle or need technical support, contact:

- ❖ Student Help Desk (in the Library): Visit, call (541)917-4630, or email student.helpdesk@linnbenton.edu
- ❖ LBCC Moodle User Support Forum: Look up answers or post questions: <http://elearning.linnbenton.edu/mod/forum/view.php?id=2697>

Writing Center Website: <https://www.linnbenton.edu/writing-center> 3 ways to use the Writing Center:

- Schedule a 30-minute appointment (recommended);
- Use Drop-In Services;
- Use OWL (Online Writing Lab).

Basic Needs Statement Any student who has difficulty affording groceries or food, or who lacks a safe and stable place to live, is urged to contact a Student Resource Navigator in the Single Stop Office (T-112): Amanda Stanley, stanlea@linnbenton.edu, 541-917-4877. The navigator can connect students to resources. Furthermore, please talk with your professor if you are comfortable doing so. This will enable them to provide any resources that they may have.



Workflow

Weekly Quizzes Quizzes are due in Moodle each week of instruction (Weeks 1-10). These are designed to help students keep pace with the material. Quizzes are due Sundays at 11:59 pm.

Workshops and Exercises each week in class we will participate in creative workshops and discussions.

Principles of Design Photobook (Midterm Project) A digital photobook of original compositions demonstrating the student's understanding of the fundamental elements of art and principles of design.

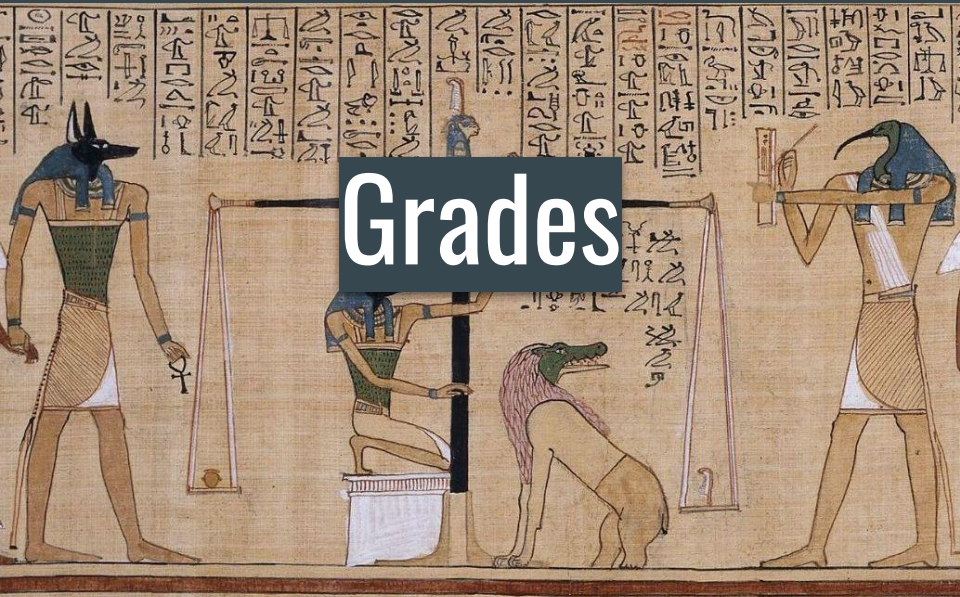
Formal Analysis Paper A 3-4 page formal analysis paper on an artwork that you have closely observed in person.

Final Project Creative Project that will consist of curating and presenting a (hypothetical) gallery exhibition of your own design.

Late Work will be docked 10% for each day it is late; 50% is the most late work will be docked. Late work is NOT eligible for revision.

*******Not happy with your grade? REVISE IT!!!*******

All assignments are open to revision at anytime throughout the term. Revised work will be reviewed and considered for a higher grade; revising work will never lower your grade. Take note: turning in incomplete work and then submitting a revision is better for your grades than turning in complete work late.



How is this class evaluated?

20% - Weekly Quizzes

20% - Exercises and Participation

20% - Photobook (midterm)

20% - Formal Analysis

20% - Exhibition Catalogue (final project)

Grade Rational

A+ = Truly exceptional work, unusually sophisticated level of engagement with course concepts, insightful participation in class discussions, extraordinary growth. Highest distinction, typically very few if any students receive this grade.

A = Distinctive work, complete success in synthesis of thinking and making, thoughtful and perceptive contributions to discussions, significant personal progress. Typically, no more than a quarter of the students in a class receive this grade, more in upper-division classes.

B = Successful and well-executed work, competency with all course materials, concepts, and objectives, frequent and thoughtful participation, evidence of progress. Typically, this is the most common grade.

C = Competent work with most assignments and class work completed, satisfactory grasp of material, participates in discussions most times, made some growth. Typically, this grade indicates weak performance in at least one area of expectation.

D = Subpar work with significant lack of completion and/or low attendance, course concepts poorly understood, minimal participation, minimal to no growth. Typically, this grade indicates significant problems in more than one area of performance.

F = Problematic on all fronts, indicating either no real grasp of the material, significant lack of effort and/or growth, or unacceptably negative forms of engagement with the course materials and the classroom community. Typically, very few students receive this grade.

Classroom Policies



Your Power & Your Responsibility You will be putting context to images and that is a very powerful act. As a witness and analyst of cultural content, you have an immense responsibility. Racism, sexism, homophobia, and other forms of discrimination will not be humored in this room. We reserve no space for words, speech, behavior, actions, or clothing/possessions that insult, diminish, demean, or belittle any individual or group of persons based on race, ethnicity, religion/faith, gender identity and expression, sexual orientation, ability, economic class, national origin, language, age, or other considerations. This is qualitatively different than a critical engagement with the realities of racism, sexism, transphobia, homophobia, xenophobia, etc. We must recognize that the line between what is discrimination and what is critically engaging can be fuzzy, and requires empathetic, calm discourse. If you are uncertain, you **MUST** speak with me about your content. Work submitted for this class that violates this policy will receive a 'zero' without the possibility of revision.

Expectations Regarding Pronouns Within the context of this class, we will refer to one another with pronouns in place of names. Like names, pronouns are an important part of how we identify that deserve to be respected. Making assumptions about someone's gender can be hurtful, especially to members of our community who are transgender, genderqueer, or non-binary. Students are welcomed and encouraged to share their pronouns with the instructor privately or in class publically. Students in the class are expected to use the correct pronouns shared by their classmates and instructors.

The background of the page features Raphael's famous fresco, 'The School of Athens'. It depicts various ancient Greek philosophers in a grand, vaulted architectural setting. A dark blue rectangular box is superimposed over the center of the fresco, containing the text 'College Policies' in white, bold, sans-serif font.

College Policies

LBCC Email and Course Communications You are responsible for all communications sent via Moodle and to your LBCC email account. You are required to use your LBCC provided email account for all email communications at the College. You may access your LBCC student email account through Student Email and your Moodle account through Moodle.

Accessibility Statement LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in the class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with CFAR, please visit the CFAR Website for steps on how to apply for services or call 541-917-4789.

Statement of Inclusion To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.

Veterans Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these, in advance if possible, to the instructor.
