Course Description

ART 1010-090 | Introduction to Visual Art is an online course
This 3 credit course fulfills a Fine Arts Foundation requirement and is cross-listed as UGS 1010

This course meets the General Education and Bachelor's Degree Requirements. The General Education learning outcomes for this class are: Critical Thinking, Written Communication and Teamwork.

Beginning level course that focuses on establishing an understanding and appreciation of the visual arts. Key components of coursework include a formal understanding of artworks, understanding art within a cultural context, and exploring the creative process. This course investigates these areas and discusses art as a chronological history. The content is designed to be cross-cultural, gender-conscious, and discipline-correlated, meaning that visual art is introduced to include filmmaking, digital imagery and animation, architecture, sculpture, painting, drawing, graphic design, photography, and the applied arts. The creative process, aesthetics, composition and history draw upon all of these diverse interests.

Course Goals

Goals of this course includes providing students with a fundamental understanding of the visual arts: how visual elements and principles of design function; materials, processes, and formats of the different media areas; understanding art within a cultural context; and gaining an understanding of the creative process. Students can look forward to exploring artworks from historical periods and diverse cultures. This course also examines premises behind contemporary artworks and new horizons in the field of visual arts.

Course Objectives

At the end of the course, the student will be able to:

Understand the visual arts on a fundamental level.
Understand the function of visual elements and principals of design.
Have an understanding of a wide range of materials, processes and art practices.
Understand the function of art within a cultural context.
Create links between historical and contemporary art practices.
Understand the cultural function of visual art within diverse cultures.
Course Requirements

Textbook Readings: The course work for the semester is divided into 14 lecture units identified as assignments. Each assignment requires specific readings from the textbook and is supported by an online web lesson-overview. Careful review of these materials is required.

Web Assignments: The 14 web assignments provide a context for assigned readings and images. It provides you with an overview of the information that will be covered in your text readings for that lesson and gives additional insight into the topic.

URL: Most assignments require you to review information at different web sites. Visiting these sites will expand upon information in the textbook and at times require you to research information that will be used in your discussion assignments. Also, these sites will give you access to viewing representations of an extraordinary amount of contemporary and historic artwork.

Group Online Discussions: At the end of each of the 14 assignments a related topic(s) will be posted as an online discussion assignment. For discussion participation, the students in the class will be divided into three sections. Each student is required to respond to their group's topic question (initial response) as well as reviewing posted responses of other members of the class. Students are then required to comment a minimum of two times in their own group on what their fellow classmates have posted as their response to the assigned group topic. In addition, each student will comment one time in each of the other two groups. This adds up to a minimum of five posts per assignment, and creates a discussion amongst fellow students about the content of the assignment. Discussion responses must occur by the deadline date posted at the top of each discussion assignment page.

Written Papers: This course requires the completion of one mid-term paper and one final paper with a minimum of five pages each. Successful completion of this course requires that this paper be turned in.

Teaching and Learning Methods

The primary teaching approach in this course will occur through collaborative learning.

We will all work together to ensure that our online discussions reflect respect for differences of opinions and sensitivity to the needs, opinions and circumstances of our peers.

This online course is divided into 14 assignments. Each assignment presents information to the student in three formats:

1) assigned textbook reading

2) online lesson

3) suggested URLs

Students should approach each unit in that order; first read the assigned text pages, second read the online lesson, and third read the linked URLs.

Students are required to submit two papers. The written papers are required and need to be submitted by a specific due date. Due-dates for the written papers are listed on your assignment page. Papers submitted past the due date have points deducted; 4 points per day are deducted for late assignments, with a maximum of 24 points deducted per assignment.
Students are required to respond to 14 online Group Assignments (these are referred to as Online Discussions). Online Discussions are open for student participation for an approximate 7 - 8 days. Each Discussion must be responded to by a specified due dates. Entries posted after the closing date for a discussion will not be read.

Online Discussion Groups: The class is divided into 3 discussion groups.

* If your last name begins with letters A through G you are assigned to discussion group #1
* If your last name begins with letters H through Q you are assigned to discussion group #2
* If your last name begins with letters R through Z you are assigned to discussion group #3

You will remain in your assigned discussion group throughout the semester.

Group online discussions are referred to as Discussion Assignments and are located on the online "Discussions" section. At the start of the semester, each student will be assigned to one of 3 discussion groups. Students will remain in their assigned discussion group throughout the semester. After reading the text and online materials from a lesson-unit students need to locate the Group Assignment that corresponds with that unit and with their assigned discussion group (group 1, group 2, or group 3).

Locating Group Assignments (group online discussion assignments) - click on "Assignments", read through online lesson, and the bottom of the page are the assigned questions.

To respond to Group Assignments (group online discussion assignments) - go to "Discussions"; scroll down to your group number/corresponding lesson and open.

To review students' responses to the Group Assignments (group online discussion assignments) - go to "Discussions"; scroll down and choose the group discussion that you wish to review and open.

**Five points pertaining to online discussions that are important to remember:**

1) **Remember, this is a group discussion. You will be responsible for responding to the online questions and to the responses posed by the other students in the discussion groups.**

2) **Review all three discussion questions and the student responses, as you are required to respond once to each different group other than your own. So that means you will initially answer the discussion question from your assigned group, respond a minimum of twice to your own group's comments and responses, and then respond once to each of the other group's comments. So that is a total of five posts per lesson, please remember that, and please email me if this is not quite clear.**

3) **Carefully read the introduction at the beginning of each online Group Assignment. Some of the online group discussion assignments require you to respond to the question in full. Other online group discussion assignments ask you to answer the question in part; to focus on only some of the points in response to the question, with an answer consisting of approximately 2 to 3 paragraphs. These type of discussion questions are broad and you are not expected to answer the entire question, you are however, expected to provide a thorough response to a portion of the question and to bring up new points of information. DO NOT REPEAT INFORMATION THAT HAS ALREADY BEEN LISTED ON THE BULLETIN BOARD. You will not receive credit for repeating information that has already been listed.**
4) Grading of Online Group Assignments: A maximum of 25 points can be received for each of the 14 online discussions. Pertinent information regarding grading is as follows: students need to post a minimum of 5 entries per discussion. Possible 9 points for your initial entry/comment and 4 points each for responses to other entries/comments made by fellow classmates. Discussion postings should be thoughtful, well researched, and accurate. As stated above, this information cannot simply be a rephrased version of a previous entry. Generally speaking, I encourage students to pose questions on the bulletin board, present casual responses and to converse as a group. It is a good way to build class rapport and is quite helpful for an online course. However, be aware that comments such as, "Robert, I found your information on Picasso intriguing, it really made me think" or "great post, I agree with what you said", does not count as 1 of your 5 required entries. I simply will not give credit to comments that do not show me that you have a good knowledge of the material you have read.

5) There is a window of time in which responses will be accepted. Participation dates for each online Group Assignment are listed at the top of each unit’s discussion questions as well as on your course outline. Note, there is an advantage to responding earlier rather than later: responding earlier gives you wider latitude in your response (remember that you are not allowed to repeat information that has already been posted).

Seven points pertaining to the assigned written papers that are important to remember:

1) Send your paper as either a Microsoft Word document or a Simple Text document - DO NOT SEND A WORD PERFECT DOCUMENT. I am not provided with software for Word Perfect and I will not be able to read your paper.

2) Write your papers in a computer word program and use the spell-check function. Then, proof your paper for word usage that the spell-check will miss, i.e. too, to, two.

3) Structuring the format of your paper: use a traditional paper format, i.e. introduction with topic sentence, essay body, conclusion.

4) You must include the URL showing the visual example(s) of the artwork that is discussed in your paper or your assignment will not be graded.

5) Grading of Papers: A maximum of 100 points each can be received for the mid-term and final papers. Pertinent information regarding grading is as follows: answer all parts of the assignment. Each portion of the assignment receives a percentage of the total grade so you must address all aspects of the assignment to receive full points. Refer to your text, online lessons & discussions, library and reputable URL sites for solid information. I will expect the majority of your references to be from books as not all websites have been reviewed as solid sources of information. While art has emotive components, our purpose is to explore it as a discipline. Responses that are based merely on your emotional response or creative imaginings about an artwork are not addressing the assignment appropriately and will result in a poor grade.

6) A paper turned in past its scheduled due date will have 4 points deducted per day for lateness from the final score, with a possible of 24 points maximum deducted for lateness per assignment.

7) Review your final paper assignment well before the due date. This will allow you to read the material with the assignment in mind, and will give you enough time to email me for any clarification on the assignment, and allow time for me to see your email and respond to it.

Double-check your URL links for both your written paper and your group discussion assignments: often when you copy and paste a URL an extra space is added to the end of the address. This can foul the ability of the URL to connect to its site.
Deciding which artworks you use as examples is fundamental to the successful development of your paper and class discussions. Make sure the examples you choose are from the period/style being discussed, and that they are pertinent to the discussion topic. CHOOSE EXAMPLES OTHER THAN THOSE IDENTIFIED IN YOUR TEXT OR IN ONLINE LESSONS.

One last important note - plagiarism. Plagiarism is the act of copying what someone else has written and passing it off as your own work. This is an illegal action and students who practice it will be dealt with severely. Never use text directly from a source unless you clearly cite your reference and indicate that you are quoting that reference. Your goal is to read information from different sources and to synthesize this information into your own, original response. This pertains to materials from traditional sources such as library and textbook materials as well as online sources. With the ability to copy and paste, plagiarism can be an easy trap in which to fall. This is cheating, however, and illegal. The University deals with these situations quite harshly and it can ruin your academic career and spoil your plans for graduation.

Grading

Online Group Discussion participation 55% of final grade: Participation will be evaluated on regular input to the discussions, the relevant content of your comments, the accuracy of the information, how insightful the comments are compared to information that is already posted, and require correct spelling and use of grammar.

Mid-term paper and Final paper are 45% of final grade: Successful completion of this course requires that both papers be turned in. Due dates are indicated on the course outline. Written papers turned in past its scheduled due date will have points deducted for lateness. Papers will be evaluated on content, thoroughness, and require correct spelling and use of grammar.

Submitting Papers

Papers are to be submitted electronically through email as an attached document (either a Microsoft Word document, pdf or a Simple Text document: DO NOT SEND WORD PERFECT DOCUMENTS, I am not provided with that software and I am unable to open those documents). Assignments will be returned with comments in a similar manner. Technical problems with your computer or the server will not be a valid reason to submit an assignment past its scheduled due date. If you are unable to submit an assignment because of technical problems you should FAX your assignment by the scheduled due date to 801-585-6171. You are responsible for making sure your assignments; including attachments are received before the deadline.

Commitment

Intro to Visual Art is a course for non-art majors. This course is interesting, informative, and is serious in its goal to provide the student a thorough knowledge of course materials. Be advised that a substantial amount of time and commitment is required from the student to be in a position to acquire this knowledge. To be fully prepared to write excellent posts and papers, students must read chapters from the text, discussion board posts entered by other class members, lessons from the online course, and information at numerous web sites. In addition, students are required to research information on the web. This can be a time consuming task, depending on your web-searching abilities. It has been my experience that some students take an on-line course as a time saving measure. I would not recommend you take this course if that is a primary criteria.

System Requirements

This class can be "attended" from anywhere there is an Internet connection. All course work can be submitted electronically.
Students must be able to use an Internet browser, send attached files via e-mail and post comments to a web board. A Java and javascript-enabled browser are required to obtain the maximum benefit from your online course.

Materials

*Gilbert's Living with Art*, 9th edition, by Mark Getlein, Copyright 2010, Published by McGraw Hill (ISBN 978-0-07-337920-4). New and used versions of the text are available on web sites such as http://www.amazon.com or http://www.half.com, or at the campus bookstore at Weber State University, or can be ordered from a local book store in your area. If you buy a used version, the CD-ROM is not required material for this course. An earlier edition of this text is also acceptable, however, keep in mind that the page numbers on your reading assignments will be off, but most likely, this will be workable.

Faculty and Student Responsibilities

All students are expected to maintain professional behavior in the online classroom setting, according to the student code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the code. The code specifies prescribed conduct (Article XI) that involves cheating, plagiarism ,and/or collusion. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with written warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

Discussion threads, e-mails, and chat rooms are all considered to be equivalent to classrooms, and student behavior within these environments shall conform to the Student Code. Specifically:

- Posting photos or comments that would be off-topic in a classroom are still off-topic in an online posting.
- Off-color language and photos are never appropriate.
- Using angry or abusive language is called “flaming”, is not acceptable and dealt with according to the Student Code.
- Do not use ALL CAPS, except for titles, since it is the equivalent of shouting online, as is overuse of certain punctuation marks such as exclamation points!!!!!! And question marks?????

Course e-mails, e-journals, and other online course communications are part of the classroom and as such, are University property and subject to GRAMA regulations and the Student Code. Privacy regarding these communications between correspondents must not be assumed and should be mutually agreed upon in advance, in writing.

The University of Utah seeks to provide equal access to its programs, service and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services. 162 Olpin Union Building, 581-5020 (V/TDD) to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification.

*Note: The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.*