

Department : ART  
Course Title : ART APPRECIATION  
Section Name : ARTS 1301 W1C\_W2C  
Start Date : 06/09/2014  
End Date : 07/10/2014  
Modality : WEB  
Credits : 3

#### Instructor Information

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

#### 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

06/12/14

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 06/12/14

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 06/12/14

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

06/19/14

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  
06/19/14

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  
06/19/14

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  
06/26/14

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  
06/26/14

#### 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  
06/26/14

#### 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  
07/03/14

#### 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 07/03/14

#### 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  
07/03/14

#### 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 07/10/14

#### 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 07/10/14

#### 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)  
07/10/14

#### 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 Grade for  
course 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 Topic sentence is Topic sentence is Topic sentence is Topic  
sentence is

submitted or absent. Supporting weak or clear. Supporting strong. Supporting  
submitted late for sentences are unclear unclear. Supporting sentences are clear sentences  
are clear

1/2 credit. or not related to sentences are clear and logically and logically

topic. Less than 50 and but not in logical organized. 100-150 organized. More than  
words. order. 50-100 words. words. 150 words.

and but not in logical organized. 100-150 organized. More than  
words. order. 50-100 words. words. 150 words.

CONTENT/IDEAS No paragraph Topic is not clearly Topic is addressed Topic is sufficiently  
Topic is thoroughly

submitted or addressed. No but needs further addressed. Supportin addressed. Supportin  
submitted late for supporting ideas and elaboration. Supporti g ideas and examples g ideas  
and examples

1/2 credit. no examples. Less than ng ideas and are adequate. 100-are exceptional. More  
50 words. examples are 150 words. than 150 words.

weak. 50-100 words.

STYLE/FLUENCY No paragraph Incorrect sentence Simple sentences and Variety of sentence  
Sophisticated variety

submitted or structure or basic vocabulary. structure and of sentence structure  
submitted late for vocabulary. Difficult Sufficiently advanced and rich

1/2 credit. to read. Less than 50 readable. 50-100 vocabulary. Very vocabulary. Highly  
words. words. readable. 100-150 readable. More than

words. 150 words.

MECHANICS/ CONVENTI No paragraph Many errors that Several errors that Few errors that do No errors. Meaning is

ONS submitted or interfere with reading interfere with not interfere with clear. More than 150 submitted late for or obscure reading but do not reading or meaning. words. 1/2 credit. meaning. Less than 50 obscure meaning. 50- 100-150 words. words. 100 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](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.