

**Art 100GP/ YB                      Introduction to Visual Arts                      Spring 2006**

Room: Cowan 13                      Day/Time: TR 10- 11:15 AM

**\*\*This is a hybrid course. Please go to: [moodle.gborocollege.edu](http://moodle.gborocollege.edu)\*\***

Required text: *A World of Art*, H. Sayre, 4<sup>th</sup> ed ([prenhall.com/hss\\_sayre\\_worldartv\\_4](http://prenhall.com/hss_sayre_worldartv_4))

Asst. Prof. James v Langer      Office hours: MWF 1-1:30, TTH 11:20-12

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**DESCRIPTION: from the Academic Catalog**

“This course is an overview of the principal visual arts of many Western and non-Western cultures, including their aesthetic qualities, structural forms, ritual or traditional use, and social or practical design purpose, in the context of their past and present historical roles. Satisfies General Education requirement, theoretical-lecture credit for Fine Arts and Global Perspectives.”

**GENERAL EDUCATION REQUIREMENTS**

To fulfill its mission as a liberal arts institution, Greensboro College has established a set of general education requirements for all degree candidates. For this course, the following skills (from the list of twelve) are most relevant:

2. “Write effectively ” while imparting reasoned judgments in English to an audience newly introduced to art and who come from more than one subculture of America.  
*\*\*There will be one critique (3 pages) of an artwork seen on exhibition.  
\*\*In addition, online forums are held each week. Everyone must respond to each other.*
3. “Speak effectively” while reflecting upon responses to challenging, strange or conventionally beautiful aesthetic experiences.  
*\*\*Everyone will present a 7-10 minute visual/ critical analysis, using PowerPoint.*
6. “Think critically about ethics & values” in light of visual products & their social, historical & political contents & contexts.  
*\*\*The presentation can investigate ethical issues, as may the essays on the exams.  
A willingness to openly & reasonably discuss different points of view is encouraged.*
8. “Analyze critically and produce creative art”. The latter are not graded for “talent”, but serve as tools for gaining insight into working methods of artists.  
*\*\*Online discussion and structured class debate require analytical skills.*
12. “Develop a global perspective” by viewing/discussing similarities & differences, both perceived & factual, among arts of Western & non-Western societies.  
*\*\*Several forums, projects & visits to galleries revolve around cultural issues and the conflicts among cultures but also the wealth of experience to be found.*

## **OBJECTIVES:**

*Written work* showing progress in coherent communication of aesthetic ideas

*Spoken ability* in class presentations & group work building consistent theories of art

*Reflection upon values* of different cultures & orientations, verbally & visually

*Improved visual communication* skills & appreciation for the powers of composition

*Analytical skills* tested through exams, essays & art critiques

## **GOALS:**

To *understand & use* the terminology of form & design in *analyzing* works of art

To “travel” over a wide range of cultures & periods to *experience different standards* of visual production, ritual functions of art & beauty

To *question* the category “Art” & our preconceptions through *reflection & discussion*

To *explore challenging ideas & complex emotions* in *direct response* to imagery

To encourage our own *creativity & insights* by demystifying artists & the art process

To gain greater *awareness* of the use & abuse of visual images in commercial venues

## **RESOURCES & LECTURE FORMAT**

PowerPoints, CD-ROMs, 35mm slides, videos, books and prints

Websites (e.g., artencyclopedia.com, archive.com)

Local museums (Weatherspoon, SECCA) & galleries (e.g., 2ArtChix, Ambleside)

Libraries (Jones Library, UNCG’s Jackson, Greensboro Public)

Moodle will have copies of most assignments, terms, rubrics and essay topics

## **INSTRUCTOR’S PLEDGE:**

I am open to constructive discussion & requests for restatement & elaboration whenever information is unclear. Please speak up during class, before the moment for clarification passes, if possible. Office hours, before and after class, and appointments are available for any further help you may need. The course is designed flexibly and is open to revision if the spirit moves us down a particular path of inquiry. Please feel empowered to be full participants in your education. Consider this a class on *visual culture*, not only art. You ALL already do participate in visual culture.

***Remember, this is a THEORETICAL/LECTURE class, NOT studio art.***

**ASSIGNMENTS & GRADING:**

**Attendance**    **If you don't show up, it will show up.** Advance notice is required for all excused absences (games, previously-scheduled appointments or other unavoidable conflicts). Work is required to be done on time, regardless. **One step** in grade level will be deducted **for every absence after the first two** (those "excused" as outlined above). I reserve the right to dismiss anyone whose absence or presence I deem detrimental to the class.

**Participation**    Everyone will have the opportunity to be heard in a supportive atmosphere of tolerant dialogue. **Group work** & engagement will be graded. I reward fluency in terms and concepts, so study the **vocabulary!** We will all try some basic art projects, as a way to learn how artists see. You are not graded on "talent", but completion of projects is graded.

**Quizzes**        **Ten**, from the chapters, will improve writing and increase confidence when speaking. You may take them twice each on moodle. **Terms on exams mostly come from the quizzes, plus lectures.**

**Paper**            One week after a class trip, you must submit a rough draft to [www.turnitin.com](http://www.turnitin.com). The final revision is due two days after I return your draft with comments. It must be double-spaced at least three whole pages. Ideas & quotes from your textbook or other **sources must be cited.** **Plagiarism will not be tolerated in any form.** The *College Honor Code* is our guide, which you agreed to follow upon admission.

**PowerPoint**    The final two weeks of the course, before exams, you will present for 7-10 minutes on a controversial topic in art & your research on the relevant arguments, giving both sides, followed by your own judgments.

**Exams**            **A Midterm and Final**, each consisting of: 20 fill-ins of terms; 20 matches of artists to styles; and 2 of 3 short answer (250 words) essays.

**Class discussions & online forums = 20%**            **Paper = 15%**

**Quizzes = 10%**            **PowerPoint = 15%**            **Exams = 40%**

## **OVERALL GRADING SCALE:**

- A = 90 – 100** Meets all deadlines; sound writing & citing methods; fulfills rubrics but adds to them, often; quickly adopts art terms; does not rely solely on the Internet for research; uses art terms & concepts; asks questions of teacher & others; completes art projects with real interest; reflective thinker who expresses cogent ideas about images in writing & orally
- B = 80 – 90** Meets deadlines; fulfills rubrics; applies art vocabulary; joins discussions, even if not often initiating them; does projects, if tentatively; knows well the text & teacher's words & ideas; avoids clichés after some reflection
- C = 70 – 80** Meets most deadlines with frequent prompting; circumvents rubrics; attempts vocabulary, but often incorrect; virtually only speaks when directly asked; unwilling to apply reasoning to aesthetic responses; minimally satisfactory work on projects; echoes/copies text too much rather than applying terms & concepts on one's own
- D = 60 – 70** Misses multiple deadlines; responds only after multiple prompts; seldom attempts & misuses vocabulary; neglects steps on rubrics; does not speak or mostly strays off-topic; haphazard/unconsidered projects; heavy reliance on clichés & filler when discussing art or writing papers
- F = >60** Misses several deadlines; fails to follow prompts & minimum on rubrics; uses almost no art terms correctly, if at all; rushed/missing projects; clings to opinions with no reasoned analysis; repeats clichés & text slavishly

Grades will be posted on Moodle for major assignments. Final grades cannot be divulged until after all the college's exams are in and recorded. Extra credit is limited to specific exam questions.

## **EQUAL OPPORTUNITY:**

Any student coping with a learning challenge or other academic, emotional or physical factors affecting performance should notify the instructor with all proper documentation during the first week of class. Exams and other written work may be taken under special arrangements. The college and its instructors do not discriminate on the basis of race, religion, gender or sexual orientation. Every effort will be made to afford the student a chance to succeed at meeting the requirements of the course, within reason, as defined by the instructor.