

Central Christian College of Kansas

Art Appreciation

Course Syllabus

Course Information

Title:	HU-AR 101 Art Appreciation
Credits:	3
Prerequisites:	None
Description:	<p>What is it about Leonardo da Vinci's <i>Mona Lisa</i> or any other artwork that makes it a masterpiece? Art Appreciation 101 opens a whole new way of seeing that is active rather than passive. Whatever the type of art in question, the first step in learning to appreciate art is simply "learning to look." Art awakens our senses, beautifies our lives, opens possibilities for creativity and imagination to dream, and builds a bridge from the past to the present. This course is a journey through the rich global heritage of art's masterworks from ancient times all the way to today's exciting digital media. To supplement the text, the course utilizes well-developed digital learning components which are housed on the</p>

Departmental Mission and Course Objectives

Mission of the Fine Arts Department

The Fine Arts Department of Central Christian College encompasses the development of: 1) skills (practical), 2) knowledge (theoretical), 3) an appreciation of fine arts (historical), and 4) while embracing a Christian worldview for dynamic engagement with community and culture (convergence). The overarching goal is to develop excellent Christ-like professionals who, with servant attitudes, fulfill all academic requirements and obtain a college degree.

The Fine Arts Department faculty endeavor to be role models who teach, inspire, drill, and cultivate students in order to prepare them for a life of service in the multi-faceted world.

Rationale of the Course

Visual images are one of the largest stimuli to the human brain given the visual education of the current generation via television, internet, movies, picture books, photography and video games. Along with hearing and speaking, this method of learning needs to be effectively used to communicate a message to the masses. Art history, Art works, and artists used by God to represent and illustrate Christian principles to the next generation are vitally important to communication in general and for the spread of the Gospel.

Objectives

- The students will be able to
 - recognize the major art periods historically and regionally; the major artists and their works of art while acquiring and using Art vocabulary.

- see and experience some of the various visual art media.
- research and communicate by writing, visually showing and verbally talking about artists.
- observe current trends in art with emphasis on Christian and Biblical uses of art.

Time Frames

This course is presented in weekly units. The weekly attendance period begins Monday at 12:00 am ET and ends on Sunday at 11:59 pm ET. You must log in on at least three separate days of each unit's week.

Required Text/Materials

- Lewis, R. & Lewis, S. (2014). *The Power of Art* (3rd ed.). Belmont, CA: Wadsworth.
 - ISBN
 - 978-0-534-64103-0

Course Schedule

Week #	Topic	Readings	Assignments
1	Learning to Look: The Language of Art Chapter 1, The Power of Art Chapter 2, The Primary Elements	Chapters 1-2	<ul style="list-style-type: none"> • Pre-test • Plagiarism Certification • Discussion • Application • Test 1

2	Principles of Design & The Artist's Materials & Tools, Part I Chapter 3, The Principles of Design Chapter 4, Drawing Chapter 5, Painting Chapter 6, Printmaking	Chapters 3-6	<ul style="list-style-type: none"> • Discussion • Application • Test 2
3	Inside the Studio: Principles of Design & The Artist's Materials & Tools, Part II Chapter 7, Photography Chapter 8, New Media: Time and Digital Arts Chapter 9, Sculpture Chapter 10, Architecture Chapter 11, Decorative Arts, Crafts and Design	Chapters 7-11	<ul style="list-style-type: none"> • Discussion • Application • Test 3 • <i>Eyes to See</i> Critical Analysis project, thesis statement due
4	A Global Heritage: From Ancient Empires to The	Chapters 12-15	<ul style="list-style-type: none"> • Discussion • Application • Test 4

	<p>Baroque Period, Part I</p> <p>Chapter 12, Ancient Empires, Ancient Gods</p> <p>Chapter 13, The Age of Faith</p> <p>Chapter 14, The Renaissance</p> <p>Chapter 15, Drama and Light: Mannerism, the Baroque, and Rococo</p>		<ul style="list-style-type: none"> • <i>Eyes to See</i> Critical Analysis project, sentence outline due
5	<p>A Global Heritage: The "Isms"</p> <p>Chapter 16, The Battle of the Isms</p> <p>Chapter 17, Out of the Studio and into the Light</p>	Chapters 16-17	<ul style="list-style-type: none"> • Discussion • Application • Test 5 • <i>Eyes to See</i>, Critical Analysis project, continue development
6	<p>The Modern Era</p> <p>Chapter 18, The Early Twentieth Century</p> <p>Chapter 19, Abstract and Nonrepresentational</p>	Chapters 18-20	<ul style="list-style-type: none"> • Discussion • Application • <i>Eyes to See</i>, Critical Analysis project due

	Art Chapter 20, Art in the Contemporary World		<ul style="list-style-type: none"> Post-test
--	--	--	---

Course Evaluation

Assessments

Assessments	Number	Points Each	Total
<u>Discussion</u>	6	50	300
<u>Application Assignments</u>	5	50	250
<u>Tests</u>	5	50	250
<u>Pre-test</u>	1	5	5
<u>Post-test</u>	1	5	5
<i>Eyes to See</i> <u>Critical Analysis Project</u>	1	190	190
Total			1000

Discussion

The student is expected to read the entirety of assigned chapters and be prepared to intelligently discuss the contents. Questions will be posted related to each chapter and students are expected to comment on or to summarize the main ideas of the readings in their comments. Students should look up terms in the text/readings with which they are not familiar. Obviously, absences (or limited login's) will adversely affect student grades, since the student will have limited opportunity to participate in the discussion.

A minimum expectation for discussion assumes that the student will make at least one original comment in response to the instructor's question and 2 responses to the comments of others. These three messages must be posted over the course of three separate days each week.

Rubric

Application Assignments

There are 5 application assignments in this course: one on each of weeks 1 through 5. These are designed so you apply the knowledge and skills you learn during the week.

Rubric

Criteria	Ratings			Total	Comments
	Absent	Satisfactory	Excellent	60	
Response	No response papers were submitted	The responses did not address all the required	The responses addressed all the required		

	or the papers did not contain the student response to the issue(s). (0 points)	issues, did not address them appropriately or in a coherent manner. (1-14 points)	issues in an appropriate and coherent manner. (15 points)		
Art Terms and Concepts	No art terms and concepts were used or none of the art terms and concepts was used appropriately. (0 points)	Some of the art terms and concepts were used inappropriately. (1-19 points)	All of the art terms and concepts were used appropriately. (20 points)		
Conclusion	There was no conclusion. (0 points)	There was a conclusion, but it did not consider implications and/or it did not recapitulate	There was a conclusion that considers implications and/or recapitulate		

		the ideas in the paper. (1-14 points)	s the ideas in the paper. (15 points)		
--	--	--	--	--	--

Tests

There are five quizzes on this course: one on each of weeks 1 through 5. Each quiz has 10 questions at 5 points each.

Pre/Post Tests

There is a pre and a post test in this course. The pre-test is scheduled for the first week of classes. The post test is scheduled for the last week of classes. You will earn 5 points for the submission of each.

Eyes to See: Critical Analysis Project

Your final submission for this course will be a critical analysis project on an artist or piece of artwork. It will include both a paper and a PowerPoint presentation.

Subject

"He who can no longer pause to wonder and stand rapt in awe, is as good as dead; his eyes are closed."

-Albert Einstein

Premise: In the book of Ezekiel 12: 2, God speaks to Ezekiel saying, "Son of man, you are living among a rebellious people. They have eyes to see but do not see and ears to hear but do not hear, for they are a rebellious people." It is possible to go through out entire lives and truly not "see" or "hear" the true beauty that surrounds us. Since the beginning of time, God has perpetuated men and women who can see. Who can hear. They invite us to join them through the power of art, as expressed through various mediums: painting, photography, digital arts, decorative arts, sculpture, architecture, etc.

First and foremost, from Week One, have “eyes to see and ears to hear.” Be on the lookout for an artist or piece of artwork (photography, painting, decorative art, architecture, or anything mentioned in our text) that strikes and peaks your interest. You say, “I want to know more about this.” Something will draw you in. Begin researching immediately. Take notes.

Critical Analysis project: HU-AR 101-G has introduced countless artists and art pieces. Choose (1) artist OR (1) piece of artwork and write a critical analysis:

1. Introduce the artist or artwork.
2. Develop a strong, compelling thesis, comprised of three strong points about the subject. Think outside the box.
 - a. For example, in Week Three, micro-sculptor, Willard Wigan, shares the compelling story of the traumatic experience he had during his childhood. While skipping school and hiding in a shed, his eyes were opened to the “smaller things in life.” He noticed. From that challenge, he rose to do something that would call hundreds after him to see the “smaller things in life.”
 - b. If choosing Willard Wigan for your critical analysis paper, your thesis might be:
“Micro-sculptor, Willard Wigan, built his entire life’s calling around a seemingly insurmountable childhood challenge. As a result, he began to notice the smaller things in life. With his mother’s words ringing in his ears, he picked himself up, rose above the defeating words of an elementary school teacher, and became an internationally known micro-sculpture, whose artistry astounds.”
3. Do proper research. Click on LIBRARY link and follow the directions to obtain resources and information.
4. This project combines academic writing + life application. The resource portion of the paper must be at least 2-3 double-spaced pages. The personal integration section, in which you will integrate the “why” and “what” of how this particular artist/artwork impressed you must be 1-2 pages. Consider asking these questions as you write and research:

- a. Who is the artist? What is the artwork?
 - b. What circumstances/challenges, etc. led this person to follow his/her call to be an artist? Include time frame, culture, and family history.
 - c. Discuss his/her work. What medium do they use? What are they known for? What is their legacy?
 - d. How did this work affect you? Why did you choose it? Was there an "AHA" moment? (see my short essay in DOC SHARING, "The Voice of an Angel.")
5. Utilize Dr. Dean Kroeker's "Undergraduate Writing Guide: Writing Tools for the Adult Student" (6th edition). Follow the guidelines for APA formatting.
6. Constantly check DOC SHARING and CLASS LIVE for resources. I post every resource you will possibly need to format your research paper properly. Check!
7. Write your research paper according to the rubric given:
 - a. APA format: cover page, abstract, body, references
 - b. Body of paper: 4 pages
8. Create a Power Point presentation for the class based on your paper (maximum slides: 10). This is your opportunity to express your creativity and imagination.

Submission

1. Submit assignment in dropbox when ready for grading.

Rubric

Criteria	Proficient	Needs Improvement	Absent
-----------------	-------------------	--------------------------	---------------

Introduction (Organization)	There is an introduction that introduces the topic, its importance, and it alerts readers to the structure of the discussion of your ideas. (10 points)	There is an introduction, but it does not introduce the topic, its importance, and/or alert readers to the structure of the discussion of your ideas. (1-9 points)	There is no clear introduction of the thesis or structure of the paper. (0 points)
Support for Topic (Content) *Be sure to review "Thesis Statement" in Doc Sharing.	Supporting details and information are supported with relevant and quality details that give the reader important information that goes beyond the obvious or predictable. (30 points)	Supporting details and information are relevant, but several key causes and/or effects are unsupported. (1-29 points)	Supporting details and information are typically unclear or not related to the topic. (0 points)
Analyze &	The	The vocabulary	The

Interpret	<p>vocabulary of the functions (principles) of design effectively examines the application of the structures; meaning of the artwork/artist is clearly discussed.</p> <p>(125 points)</p>	<p>of the functions (principles) of design lacks some clarity in examining the application of the structures; meaning of artwork/artist is implied.</p> <p>(1-124 points)</p>	<p>vocabulary of the functions (principles) of design are ignored or incorrectly applied when examining the application of the structures; meaning of artwork/artist not clearly discussed.</p> <p>(0 points)</p>
Conclusion	<p>There is a conclusion that synthesizes the main ideas of the paper, and/or provides implications for research and/or practice.</p> <p>(10 points)</p>	<p>There is a conclusion, but it does not synthesize the main ideas of the paper, and/or provides implications for research and/or practice.</p> <p>(1-9 points)</p>	<p>There is no conclusion to the paper.</p> <p>(0 points)</p>

Grammar & Spelling (Mechanics)	Writer makes minimal errors in grammar or spelling that distract the reader from the content. (5 points)	Writer makes some errors in grammar or spelling that distract the reader from the content. (1-4 points)	Writer makes many errors in grammar or spelling that distract the reader from the content. (0 points)
Format (e.g., Power Point Presentation, length, font size, margins, in-text citations, if necessary, and reference list in APA style)	The paper met all the format requirements. (10 points)	The paper met some of the format requirements. (1-9 points)	The paper did not meet minimum requirements. (0 points)

Grading Scale

All assignments are graded on a 100% grading scale.

Grade	Points
A	95-100
A-	90-94
B+	87-89
B	84-86

B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	68-69
D	65-67
D-	63-64
F	0-62

Letter grades are given for all coursework in the Degree Program. Any course in which the learner receives an “F” must be repeated in order to complete the program.

Late Submission

A total of two late assignments will be accepted. Points will be deducted (10% immediately and 10% per day).

Course Policies

Attendance

You are expected to login to the class forum and post to the discussion thread at least three separate days during any given week in order to be awarded attendance credit.

Class Participation

The free expression of ideas is expected. You are encouraged to share your insights and viewpoints, even if they disagree with the professor or others in class. However, it is also expected that any expression of agreement or disagreement be communicated in a civil manner.

Access to Technology & the Internet

When committing to earning your degree online, you will want to ensure that you have regular access to the proper technology (hardware and software), as well as high-speed Internet.

At CCC, malfunction or failure of students' technology (hardware and/or software) is not an excusable reason for late submission of work. It is the sole responsibility of the online student to procure the technological hardware (desktop, laptop, tablet, etc.) and software (Microsoft Office, Adobe Reader, etc.) necessary for completing course assignments.

Should a student experience technical difficulties with his/her Internet connection or primary device used for completing coursework, it remains their responsibility to find alternative means of completing and submitting course assignments. In the event of technological failure, students are strongly encouraged to implement their "Plan B". This may include using computers available at public libraries, borrowing computers from friends, relatives, or neighbors, accessing high speed internet at alternative locations, etc. Most importantly, please remember to contact your instructor first to alert them of the situation—and preferably before an assignment deadline. Save your assignments on flash drives or other portable devices so that you may be able to upload them to your class or instructor from another computer.

The 24/7 eCollege Helpdesk is available to assist users who experience difficulties within the Online Campus: helpdesk@ghe.ecollege.com or 1-877-842-9731

For a list of free wi-fi locations, visit: <http://www.wififreespot.com/>

Academic Integrity

Plagiarism

Plagiarism will not be tolerated. If plagiarism is identified in an assignment, that presentation will receive the grade of F or be redone for a lower grade at the discretion of the professor. (See Central Christian College's Plagiarism

Policy for more detailed information). Similar guidelines will apply to cheating on quizzes, etc.

Turnitin.com

To help you in the development of academic integrity, Central Christian College utilizes Turnitin.com. This collaborative environment can help you identify ways in which your research and writing may improve. As a student at Central Christian College, you will need to maintain an active account with [Turnitin.com](https://turnitin.com).

Academic Accommodations

Any student who has a documented learning or physical disability and wishes to access academic accommodations under the 1973 Rehabilitation Act of the Americans with Disabilities Act must contact the **Central Christian College of Kansas Guidance Office Director** as soon as possible. The student must have appropriate documentation of the disability and the need for the requested accommodation on file with the guidance director before accommodations can be provided. Please click on the link below to access the information.

[Students with Disabilities](#)

Additionally, the documentation process is found in Doc Sharing. If you have questions about the process, please contact: **Mrs. Pat Muntz** at Central Christian College at **620-241-0723**.

pat.muntz@centralchristian.edu