

I. Contact Information

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You are responsible for the guidelines and requirements described in this syllabus. If you have any questions concerning this course, please contact me immediately. Please do not hesitate to do so. Information on the syllabi is subject to change at the discretion of the instructor.

II. Catalog Description

ART 105: Art Appreciation:

A general introduction to the visual arts, designed to develop within the student an insight and comprehension of the actual works of art. Topics include perception, aesthetics, creativity, elements of design, principles of design, role of the media, and a general chronological survey of the visual arts.

III. Course Content

- a) The nature of art/purpose & function
- b) Perception awareness, aesthetics
- c) Form and content
- d) Visual elements: line, shape value, texture, color
- e) Principles of design, style and evaluation
- f) Two-dimensional media: drawings, paintings and printmaking
- g) Three-dimensional media: sculpture
- h) Arts as cultural heritage with emphasis on the late 18th, 19th, and 20th centuries

Student Outcomes

1. Identify and apply fundamental methods of visual thinking and art criticism.
2. Recognize variations of media in drawings, painting, prints and sculpture and the relationship between media characteristics, idea, and artwork.
3. Define the role of significant visual elements and principles of design in a work of art.
4. Identify major art styles and their characteristics.
5. Recognize the contributions of individuals and the various cross cultural influences in the history of art.

Course Objectives

1. Identify the works of art that are considered to represent the greatest achievements of various cultures and civilizations and that have defined these civilizations' visual traditions.
2. Articulate and communicate major ideas that have informed the principal intellectual and aesthetic movements within the history of the visual arts.
3. Recognize various periods, mediums, and subjects in art.
4. Identify the principal artists, writers, philosophers, and other intellectuals who have made major contributions to the visual arts.
5. Compare non-Western cultural and artistic values to those of the West, recognizing non-Western adaptations to and influences on Western culture and aesthetics.
6. Articulate both in speech and in writing those personal thoughts and observations that have come about due to class assignments and discussions (i.e. through written artists' statements or during group critiques in the classroom).

7. Demonstrate awareness, tolerance, and appreciation of the extent and impact of cultural diversity in our society as reflected in the visual arts.
8. Interact with other individuals and in groups to come to a consensus about an aesthetic problem and to solve it.
9. Identify appropriate topics for scholarly research in art appreciation, utilize standard bibliographic and other research tools, select suitable sources and methodology, and write papers presenting the results of your research while observing the conventions of scholarly discourse.

IV. Course Methods and Procedures

A. Lectures

A series of lectures will be given on the course material that will include interactive discussion that promotes class participation. It is your job to listen, take thorough notes, ask questions, and participate in discussions to maximize your understanding of the material covered. DO NOT work on reading responses DURING THE LECTURE.

B. Evaluation

Different modes of evaluation including reading responses, writing assignments, research projects, tests, and quizzes will allow you to demonstrate what you have learned through the course lectures.

V. Course Policies

A. Method of Evaluation

Final grades will be determined according to the outlined point system below:

12 or more Reading Responses	10%
2 Papers (Response and Gallery)	20%
4 Tests	50%
1 Artist Presentation	10%
1 Group Presentation	10%

*This class requires that you visit two museums/galleries during the course so that you can write the necessary papers relating to our topics.

Important: any of the following may constitute a lowered course grade, regardless of points earned:

1. Absence from classes (see *Attendance Policy*).
2. Tardiness to or early departure from classes (see *Attendance Policy*).
3. Lack of preparedness (incomplete or missing artwork) for daily work.
4. Lack of participation in discussions and critiques of other students' work.
5. Lack of preparedness to work on projects (see *Studio Sessions*).
6. Late submission of assignments (see *Policy and Procedures: Project Submission*).
7. Poor maintenance of classroom and/or unsafe procedures (see *Facilities and Safety*).
8. Academic dishonesty (see *Academic Honesty*).

B. Attendance Policy

Students are expected to attend all classes. Four absences are tolerated (this is for personal business, family emergencies, doctor's appointments, etc.) without any deduction in points. Each absence thereafter will result in a full letter grade reduction. Missing more than 6 classes will result in an automatic F for the semester grade. Coming in late or leaving early repeatedly will result in a deduction of points.

Weddings, child care issues, vacations, and job schedules are not valid absence excuses. Do not schedule appointments during class time. Do not schedule work or play during class time. Emailing the instructor to say that you will be absent does not constitute a valid excuse for an absence. Only EMERGENCY medical excuses are valid. Multi-tasking in class (emailing, texting, cell phone use, talking) will affect my perception of you as a student. If you are distracted in class, you may distract others or send a message that it's acceptable to be distracted in class. A good student is not distracted.

C. Deadlines/Make-up Work

I DO NOT ACCEPT LATE WORK unless we have PRIOR TO DUE DATE discussed why the assignment would be late. Chapter questions/ideas are due on the first day of each chapter assigned. Reading assignments from the text are on the schedule. Other material will be handed out in class. Also, one paper presenting the results of an art gallery visit will be due. Information will be given out in class. Students are responsible for obtaining notes from any missed class. It is suggested to have a contact person with whom you can rely on. In the event of missing a test, the student will have one week to make it up (please see me as I will need to give the test to the Testing Center). I will keep handouts for one week ONLY. No Incompletes will be given in this course unless extreme circumstances arise.

D. Student Conduct

Students are expected to conduct themselves in a manner that is appropriate in a college-level learning environment. Anyone not adhering to conducts of common sense and common courtesy will be withdrawn from the class and given an F for the semester grade. Also, cell phones must be turned off and not accessible during class time. You will be asked to leave the class if you are using your cell phone. Including texting!

For full Student Code of Conduct Laws, please refer to WAC 132K-126-190 Rules and regulations.

Pierce College is a smoke free campus with smoking permitted only in designated areas. This INCLUDES electronic smoking devices.

E. Laptop/Web Browsing Devies

A laptop can be a useful helpful tool for note-taking or other course related activities. The professor will initially assume that students are mature and respectful enough to use laptops appropriately in class. If a student is found to be using a laptop for non-course related activities during class time, they will be asked to stop. If the student continues to violate the class policy concerning laptop usage, they will be no longer allowed to use their laptop in class, may be asked to leave the class and/or the instructor may remove the student from the class and the student will receive a "W" or "F".

VI. Academic Integrity

The very nature of higher education requires that students adhere to accepted standards of academic integrity. Therefore, Pierce College has adopted a policy of academic conduct as described in the Student Handbook. Violation of academic integrity maybe defined to include the following: cheating, plagiarism, falsification and fabrication, abuse of academic materials, complicity in academic dishonesty, and personal misrepresentation. It is the student's responsibility to be aware of the behaviors that constitute academic dishonesty. Sanctions for violating the standards of academic integrity may include warning, probation, suspension, and /or failure of the course or assignment at the discretion of the instructor.

VII. Plagiarism

Plagiarism is the presenting of others' ideas as if they were your own. When you write a paper, create a project, do a presentation or create anything original, it is assumed that all the work, except for that which is attributed to another author or creator, is your own. Plagiarism is considered a serious academic offense and may take the following forms:

1. Copying word-for-word from another source and not giving that source credit
2. Paraphrasing the work of another and not giving that source credit.
3. Adopting a particularly apt phrase as your own.
4. Using an image or a copy of an image without crediting its source.
5. Paraphrasing someone else's line of thinking in the development of a topic as if it were your own.
6. Receiving excessive help from a friend or elsewhere, or using another project as if it were your own.

Note that word-for-word copying is not the only form of plagiarism. The penalties for plagiarism may be severe, ranging from failure on the particular piece of work, failure in the course or expulsion from school in extreme cases.

[Adapted from the Modern Language Association's MLA Handbook for Writers of Research Papers. New York: MLA, 1995: 26]

VIII. Support Services**A. Students with Disabilities**

Your experience in this class is important to me, and it is the policy and practice of Pierce College to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with the Access and Disability Services (ADS) manager to discuss and address them. If you have already established accommodations with the ADS manager, please bring your approved accommodations (green sheet) to me at your earliest convenience so we can discuss your needs in this course.

ADS offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process between you and the ADS manager, and I am available to help facilitate them in this class. If you have not yet established services through ADS, but have a temporary or permanent disability that requires accommodations (this can include but not be limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are encouraged to contact ADS at 253-964-6526 (Fort Steilacoom) or 253-840-8335 (Puyallup).

B. Pierce College Library

<http://www.pierce.ctc.edu/library/>

It is the mission of the Pierce College Library to be a dynamic, high quality teaching library through active and effective participation in the instructional and community service processes of Pierce College.

C. Tutoring and Academic Support at the Academic Resource Center

Academic Support Services

College Center Building - C170

(253) 864-3258

Peer Tutoring: Using one-on-one assistance from fellow students, peer tutoring provides free individualized assistance across a number of subject areas. Peer Tutors are faculty recommended, proficient in their subject matter, and extensively trained in the art of learning, but still approachable, relatable, and welcoming.

- **Drop-In Tutoring:** This option is for students who prefer to study more independently, at their own pace and on a flexible schedule, but who appreciate having tutors and resources available when they need extra help. We have drop-in tutors on a varied schedule in math, physics, chemistry, and biology. Math tutoring is also available in our new Math Center in the Rainier Bldg. RAI 338.
- **Appointment Tutoring:** This option is best for students preferring more one-on-one, comprehensive tutoring. Appointment tutoring is available in any subject Pierce College offers (if not currently on staff, every effort is made to recruit a tutor in the needed subject). Each student is entitled to two 50-minute sessions per week for each class they are taking. The tutors can also help students identify their preferred learning style, develop more effective study habits and time management skills, and provide them with the academic tools for success.
- **Group Tutoring:** Group tutoring is an effective study technique especially in the areas of science and world languages. Our center provides tutors to facilitate group study sessions, guiding the sessions to provide maximum efficiency and to act as a resource in the subject matter.

D. The Counseling Center

Gaspard Building, A106H

Located in the Student Success Center

M, T, W: 8 a.m. - 5 p.m.

Th: 10 a.m. - 5 p.m.

F: 8 a.m. - Noon

Life happens inside and outside the classroom! Sometimes this can cause problems for students in either or both spheres. Counseling can help students sort through their difficulties and figure out what they can do to improve their situations. This might be learning about resources on - or off-campus; or identifying how one's strengths can be put to use; or just having someone to talk to.

In an effort to address the variety of needs of all its students: personal, emotional, and academic, Pierce College provides counseling services to enrolled students at each

college: Fort Steilacoom, Puyallup, and off-site locations. Counseling services are free to enrolled students.

Faculty Counselors at the Ft. Steilacoom and Puyallup campuses are licensed mental health counselors for the state of Washington. They are trained to provide consultation with faculty, staff, and students; to provide short-term personal counseling; and to make appropriate referrals to community agencies. Faculty Counselors also provide a wide range of services, including crisis intervention and outreach presentations on issues common to college environment, such as time/stress management, eating disorders, alcohol/substance use/abuse, and relationship issues.

E. Computer Labs

<http://www.pierce.ctc.edu/dist/labs/>

We provide exceptional service and state-of-the-art computing resources in order to fulfill the academic needs of the Pierce College community. The computers in these labs contain all the software that is used during course instruction. You can also access the Internet and email from these facilities.

F. Writing Center

Students can meet with a writing consultant on a drop-in basis or by appointment for assistance with any stage of the reading and writing process. The district Writing Centers are housed in the Library of each campus. Writing help is available on a first-come, first served basis, so appointments are unnecessary. Students must, however, be present during their session with a writing advisor (no "drop-offs" of papers are allowed). Services are available to all students, including undergraduates, graduates, international, English as a Second Language, and Running Start students.

Writing advisors can help with:

- Idea development
- Paper organization
- Research methods
- Proper use of citations
- Critical thinking

IX. Grading Scale

A (95-100% - 4.0GPA)	work of exceptional quality: student excels at verbalizing ideas, assignments are of exceptional quality
A- (90-94% - 3.5-3.9GPA)	work of very high quality: student excels at verbalizing ideas, assignments are of very high quality
B+ (87-89% - 3.2-3.4GPA)	work of high quality, which reflects higher than average abilities: student has a high level of participation during discussion, assignments are of high quality
B (83-86% - 2.8-3.1GPA)	very good work that satisfies goals of the course: student has a very good level of participation during discussion, assignments are of very good quality

B- (80-82% - 2.5-2.7GPA)	slightly above average work that satisfies the goals of the course: student has a very good level of participation during discussion, assignments are of good quality
C+ (77-79% - 2.2-2.4GPA)	average work, which reflects an understanding of course material: student has an average level of participation during discussion, assignments are of an average quality
C (73-76% - 1.8-2.1GPA)	adequate work; passable: student has a less than average level of participation during discussion, assignments are of an adequate quality
C- (70-72% - 1.5-1.7GPA)	passing work but below good academic standing: student has a less than average level of participation during discussion, assignments are of a less than adequate quality
D+ (67-69% - 1.2-1.4GPA)	below average work: student has a below average level of participation during discussion, assignments are below average quality
D (65-68% - 0.5-1.3GPA)	well below average work: student has a well below average level of participation during discussion, assignments are well below average quality
F (0-64% - 0.0-0.4GPA)	failure; no credit

X. Calendar (Subject to Change)

Week 0

INTRODUCTION

Discussion Forum Week 0 - Orientation and Introduction

Instructions for Weekly Reading Reports

Canvas Discussion: Think Out Loud: What is Art? Response 1

Week 1

WEEK 1 OVERVIEW

Ch. 1 Reading Response 100 pts

Discussion Forum Week 1 - Chapter 1 10 pts

Think Out Loud: Issues and Interpretations Discussion 20 pts

Quiz Week 1 5 pts

Week 2

WEEK 2 OVERVIEW

Discussion Forum Week 2 - Chapter 2 and Chapter 3 10 pts

Think Out Loud: Abstract Art 14 pts

Ch. 2 Reading Response 100 pts

Ch. 3 Reading Response 100 pts

Quiz Week 2 6 pts

Instructions for Paper 1 (ART 21 Response)

Week 3

WEEK 3 OVERVIEW

Discussion Forum Week 3 - Chapters 6 and 7 10 pts

Ch. 6 Reading Response 100 pts

Ch. 7 Reading Response 100 pts

Analog Drawings 16 pts

Think Out Loud: What is Art? Response 2 28 pts

Paper 1 - ART 21 100 pts

Quiz Week 3 6 pts

Week 4

WEEK 4 OVERVIEW

Discussion Forum Week 4 - Chapter 4 10 pts

Ch. 4 Reading Response 100 pts

Analysis: The Elements of Art and Design 10 pts

TEST 1 65 pts

Week 5

WEEK 5 OVERVIEW

Discussion Forum Week 5 - Chapter 4 (cont.) and Chapter 8 10 pts

Ch. 8 Reading Response 100 pts

Quiz Week 5 5 pts

Week 6

WEEK 6 OVERVIEW

Analysis: The Principles of Art and Design 10 pts

Discussion Forum Week 6 - Chapter 5 and Artist Research 10 pts

Ch. 5 Reading Response 100 pts

Quiz Week 6 5 pts

Artist Research Worksheet

Artist Presentation Handout

Week 7

WEEK 7 OVERVIEW-2

Discussion Forum Week 7 - Chapter 9 and Artist Presenta... 10 pts

Ch. 9 Reading Response 100 pts

Quiz Week 7 5 pts

Week 8

WEEK 8 OVERVIEW

Discussion Forum Week 8 - Artist Presentations 10 pts

I Know What I Like! Art Appreciation Challenge 100 pts

Instructions for Final Paper (Final Exam)

TEST 2 33 pts

Gallery Exhibition Guide instructions.pdf

Week 9

WEEK 9 OVERVIEW

Discussion Forum Week 9 - Chapter 11 and Artist Presen... 10 pts

Whadaya Know Reflection: Issues and Interpretations Re... 12 pts

Quiz Week 9 5 pts

Ch. 11 Reading Response 100 pts

Week 10

WEEK 10 OVERVIEW

Discussion Forum Week 10 - Chapter 13 and Gallery Exp... 10 pts

Think Out Loud: What is Art? Finale 15 pts

Final Paper (Formal Critical Analysis) 100 pts

Ch. 13 Reading Response 10 pts

Ch. 13 Supplemental Material

Final Test 34 pts