



**ARTS 1301: Intro to Visual Arts
Section 02 – CRN 21256
3 Credit Hours
Spring 2018**

Class Location: Art Building E, Room 108

Class Meeting Times: M/W, 10:00-11:20am

Instructor: Edie Wells

Office: Art Building D, 117

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Office Hours: M 11:30am-1:30pm, Tues/Thurs 10:00am-12:30pm and 2:00-3:00pm, or by appointment

Course Description:

This course will introduce the visual elements of art, their nature, functions and relationships in Painting, Sculpture and Architecture to the non-major.

Learning Outcomes:

At the conclusion of this course, the student will:

- Identify the elements and principles of design and works of art throughout history and across cultures.
- Identify contemporary and traditional media in the visual arts and explain basic design techniques.
- Visit museums & galleries to increase contemporary art exposure.
- Gain both critical thinking skills and writing skills demonstrating personal understanding of artistic principality and elements of design as it relates to art and design.
- Gain understanding of visual communication; its evolving function and purpose in society.
- Increase knowledge of art materials, processes used, formal and conceptual themes in art.
- Identify historical and contemporary art movements, periods and categories.

Prerequisites:

None. {Non-Majors only}

Credit Hours:

3 credit hours.

Textbook and Required Materials:

Understanding Art by Lois Fichner-Rathus. 2012; 10th edition; textbook only; CD/online access card not required. (9th edition is also okay)

Attendance, Tardiness, and Early Exit Policy: Attending class, arriving for class on time, and remaining in class until the end of the class period are fundamental to academic success.

Arriving on time for class and remaining in class until the end of the class period show respect for your instructor, your fellow classmates, and/or any guest speakers. Because of its importance, a combination of 2 tardies and/or early exiting will be counted as 1 absence for the class. A maximum of **two absences for MW or TTh classes** will be allowed. After **two absences**, each absence will result in a half letter grade (5 points) drop in the student's final letter grade. Students who miss class because of official University business will be given the opportunity to make up for missed work without penalty. However, students must inform the instructor prior to the absence.

Grade Evaluation:

All grades will reflect the following scale:

Points will be earned through the following assignments:

Creative Activities – 25%

Artist Presentation – 10%

Under-represented Artists Presentation – 10%

1 Paper– 15%

3 Exams – 30% (10% each)

Final Exam – 10%

PRESENTATION GUIDELINES + BREAKDOWN:

Presentation: Research an Artist:

- You will select one of the artists below.
- You will be creating a THOUGHTFUL & SHORT presentation, involving research
- Length of the presentation needs to be approximately 5 minutes

Roy Decarava	Carrie Mae Weems	Elizabeth Catlett	Maya Lin
Kiki Smith	Andy Goldsworthy	Sol Lewitt	Cindy Sherman
Faith Ringgold	Mark Rothko	Kara Walker	Jackie Brookner
Cai Guo-Qiang	Eva Hesse	Martin Puryear	Jesus Moroles
Dale Chihuly	Jeff Koons	Susan Rothenberg	Ana Mendieta
Jacob Lawrence	Mary Cassatt	Sally Mann	Isamu Noguchi
Chris Jordan	Georgia O'Keeffe	Romare Bearden	El Anatsui
James Surls	Cy Twombly	Dorothea Lange	Marina Abramovic
Louise Buorgeois	Frida Khalo	Agnes Martin	Merle L. Ukeles

Address ALL of the following questions about your artist to get full credit:

- Personal Biography (Tell about the artist that you chose. Citizen to what country? Date born? Date Died? What kind of childhood did he/she experience? Poverty? Diversity issues? Education? Overall general timeline.)
- Explain the ART in general (process, style, time period associated with, materials, has the work evolved over time? Did they sell a bunch of work in his/her lifetime? Themes? Content? Who did he/she look up to in the art world? What informs his/her artwork? Maybe quotes could be helpful here, what do other art types think about his/her work?)
- Explain by comparing and contrasting TWO artworks by this artist (list the title, date, subject, style of EACH work, choosing an earlier work and comparing/contrasting it to a later work in the artists' career could be a smart way to go, quotes might help here.)

- Include several high quality LARGE images that you discuss (in color would be BEST) Please label them.
- Conclusion of the importance of this artist's work (What do you think? What do others think? How does this artist fit into the bigger art world? What have you learned? Would you consider this artist successful? What do other people think?...wrap it all up)
- Cite your sources on a Works Cited slide. (MLA preferred)

Research an under-represented group:

As you might have noticed, there is A LOT happening in the art world. It is often hard to get a clear picture. Sometimes the focus is placed (in textbooks, art galleries) on groups of people who have traditionally been represented. There is so much exciting and relevant art happening NOW within a variety of people groups. Here are some group choices:

Artists with Disabilities

Women Artists

Minority Artists (Artists traditionally underrepresented either because of race, color, ethnicity, social class, religious belief or educational background) some examples include:

Black Artists

Latino Artists

Asian Artists

LGBTQ Artists

Folk Artists (self-taught with no formal training)

Craft Artists (Artists working in glass, fibers, quilting or any other craft field)

Native Art or Tribal Art (you can focus on either or both historical and contemporary approaches)

Ceremonial Art (art created for a religious ceremony or practice)

This will be a similar set up as your individual artist presentation. You will create a presentation over your research on this group. Your presentation should be approximately 8-10 minutes long.

Address all the following information to receive full credit:

- Introduce your group and explain why they are underrepresented.
- Select at LEAST three artists that stand out in this category. **They must be active living artists. They should not be artists we've discussed in class or use in the previous presentation.** Give some background and show at least three examples of **each** artist's work.
- List at least three organizations (can be museums, galleries, or associations, etc.) that support artists in this category. Give examples of how they show support. Include images for each organization. These can be images of the facility, artists at work in the organization, or related events.
- Research current events/news happening within this group as it relates to their art making. These events should relate to your topic, but do not have to relate to the specific artists you selected. Tell about three events you feel are most relevant, and include images for each event.
- Cite your sources on a Works Cited slide. (MLA preferred)

PAPER GUIDELINES + BREAKDOWN:

Writing assignment should be typed in size 12 Times New Roman font and double-spaced.

Please proof read your work. This assignment is worth 15% of your grade. Writing assignments may be turned in early, but NOT late. There is a TurnItIn link in Blackboard to submit your paper.

Critical Analysis:

This component involves you physically going to view art (in real life) NOT ONLINE. SHSU has an excellent group of faculty, student and visiting artists. You will attend an **approved** SHSU art gallery event outside of class in the 3G Gallery, LSC Gallery, or Satellite Gallery for this assignment.

You will create a written response (500 words minimum) to your visit by telling me the following things:

Paragraph One: Tell me about the overall show.

Describe the location, show, type of artwork present. Is it a group show featuring many artists, or a solo show focusing on one person's artwork? Be specific tell me the exact name of the venue, dates of the show, name(s) of the artists involved and the title of the show/exhibition. Describe how many works are in the show. Mainly paintings or are they all sculptures? How many pieces of artwork are in the show? What kind of space is the art shown in (traditional gallery or urban coffee shop) Again, be specific.

Paragraph Two: Focus on one artwork.

Choose one piece of art that you are interested in. Tell me the Artist name, title of work, material(s) used. Using the vocabulary you learned from lectures & the textbook, describe the formal elements of this one specific artwork. Describe in detail how it actually LOOKS. What process and material was used to make this work? I am looking for your ability to use the visual vocabulary that you have learned in class. Be specific.

Paragraph Three: Your Opinion.

Now, tell me why you chose this work of art to focus on. What drew you to this specific work? Why do you think the artist made this piece of art? What (in your opinion) is the meaning (content/message) behind this work of art? What level of skill do you think it took to create this work? Be as specific as you can. Be honest and tell me what you really think about the artwork. Could something be improved?

Online Exams:

There are four exams, which will be available online during specific dates.

Exam One covers chapters 1-4 in your textbook.

Exam Two covers chapters 5-8 in your textbook.

Exam Three covers chapters 9-12 in your textbook and Lecture 13.

Final Exam – essay exam

Exam questions will be taken from online-posted lectures and textbook readings. Questions will be a combination of multiple choice, matching and true/false. Online exams will only be available during specific periods. No late work will be graded.

Make up Exams will NOT be given. Being unable to get online or having computer problems is NOT excusable. Please plan in advance and do not wait until the last minute to take the exams!

Classroom Rules of Conduct: Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and thus impedes the mission of the university. Inappropriate behavior in the classroom will result in a directive to leave class. Students who are especially disruptive also may be reported to the Dean of Students for disciplinary action in accordance with university policy.

Syllabus Change:

While every effort has been made to prepare this syllabi and course schedule in final form, it will be the instructor's prerogative to make any changes as may be deemed necessary in order to meet the learning outcomes of the course. Students will be notified in writing of any change.

ACADEMIC DISHONESTY

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#)

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see:

<http://www.shsu.edu/dept/academic-affairs/documents/aps/students/811006.pdf>

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see:

http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

VISITORS IN THE CLASSROOM

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

USE OF PHONE & TEXT MESSAGING IN THE CLASSROOM

Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus impedes the mission of the university. Please *turn off or mute your cellular phone and/or pager before class begins*. Inappropriate behavior in the classroom shall result, minimally, in a directive to leave class or being reported to the Dean of Students for disciplinary action in accordance with university policy.

DEFACING UNIVERSITY PROPERTY

Defacing University property is prohibited by University policy. It is also a criminal offense. Students will be held responsible for the cost of damages to the facilities. Violations will be reported to University Police.

Students should not paint on concrete, asphalt, trees, sides of buildings, interior walls or floors of buildings, locker doors, etc. When using any kind of paint use a drop cloth or tarp to protect the surface from overspray.