

ART 102 Understanding Art

Course Syllabus

Winter 2022

Mode: **Online**

Professor: **Clay Dunklin**

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Virtual Office Hours: **Monday 4:00 pm - 5:00 pm & by appointment**

Course Description: This course explores the ways we make, perceive, and interpret art. After gaining a practical understanding of the major formal elements and principles of design, students survey the characteristics and developments of artistic media and movements within their cultural and historical contexts. Topics include, but are not limited to: drawing, painting, graphic arts, sculpture, decorative arts, architecture, and digital and new media.

Course Goals

As a result of successfully completing the course, students should be able to:

- Demonstrate an understanding of a variety of media and techniques;
- Analyze in writing an artwork using the formal elements and principles of design;
- Understand artworks within their social, cultural, and historical contexts.

In this space of learning we will:

- Reassess the vertical (hierarchical) roles of teacher and student in favor of a horizontal (co-learning) structure
- Emphasize discussion over lecture
- Value process over product
- Maintain a safe and honest space for critique and growth
- Foster autonomy via critical thinking and independent problem-solving skills.

Course Components

Weekly Modules

Every Monday a new online module will open for you on our class Moodle page. Each module builds consecutively on the previous one; therefore, it is imperative that you complete each module in order and on time so that you do not miss information that is crucial for success in this class.

Modules will contain the following:

Course Assignments
Quizzes. Quizzes in Moodle, each week of instruction (Weeks 1-10). These are designed to help students keep pace with the material. Quizzes are due Sundays at 11:59 pm.
Class Activities. Receive participation points for the completion of class activities. Weekly deliverables, including creative and written projects and discussion forums, reinforce the lessons and provide an opportunity to practice applying class concepts. Instead of receiving written feedback, deliverables will be graded on this 10-point scale: 10= Excellent; 9= Very Good; 8= Good; 7= Adequate; 6= Inadequate; 5 and below = Fundamentally flawed.
Principles of Design Photobook (Midterm Project). A creative midterm project in which students demonstrate their mastery of the elements of art and principles of design. Students create a digital portfolio of original photographic compositions illustrating art concepts.

Grading

Requirement	Summary	Points Per Unit	Number of Units	Total Points	% of Final Grade
Weekly Quizzes	10 quizzes covering weekly readings, videos, and lectures.	10	x10 quizzes	100	25%
Class Activities	10 class activities involving both solo and group work. Receive participation points for the submission of class activity deliverables in Moodle.	varies between 2.5-10	x14 activities	200	50%
Principles of Design Photobook	1 Digital Portfolio of original photographic compositions demonstrating a mastery of elements of art concepts.	100	x1	100	25%
Total Possible Points				400	100%

Grading Scale		
Grade	Total Points	Description
A	90-100% (450-500 points)	Passing work that is excellent
B	80-89% (400-449 points)	Passing work that is good
C	70-79% (350-399 points)	Passing work that is average
D	60-69% (300-349 points)	Non-Passing work that is below average
F	59% or below (299 or fewer points)	Non-passing work that is fundamentally lacking

Policies and Procedures:

- Participation:

It is imperative that you fully participate in all aspects of this course including contributions to discussions. Lack of participation will negatively affect your grade.

- Communication

We will use the Moodle class website and email to convey important information. Students are responsible for keeping their email address up to date and must ensure that forwarding to another address functions properly. Failure to check email, errors in forwarding, and returned email are the responsibility of the student, and do not constitute an excuse for missing announcements or deadlines. It is also the responsibility of the student to ensure that notifications are set to alert you within a timely manner so as not to miss information regarding the course.

- Personal Diversity Statement

I am committed to fostering an environment of excellence that I believe emerges from a place of equity, acceptance, and inclusivity. I believe that a certain depth accompanies learning that is rich in diverse collaboration. My teaching is grounded in the perspective of understanding and respecting diverse experiences and expecting respect and hard work in return. Above all, a message of enthusiasm for learning and the artistic discipline is one that crosses all boundaries.

- Disability Support:

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in this class, please contact your instructor as soon as possible to discuss your needs. If you think you may be eligible for accommodations but are not yet registered with CFAR, please visit the [CFAR Website](#) for steps on how to apply for services. Online course accommodations may be different than those for on-campus courses, so it is important that you make contact with CFAR as soon as possible.

- Academic Integrity

I expect academic honesty. Scholastic dishonesty includes, but is not limited to, cheating and plagiarism. Students are expected to do their own work. I expect instructor options such as “0” grades to be unnecessary.

Materials List:

- Course textbook: *Introduction to Art: Design, Context, Meaning*. This free digital textbook can be downloaded here: <http://oer.galileo.usg.edu/arts-textbooks/3/>. If you prefer a hard copy, it is available for purchase at a reasonable price on [Amazon](#) and other retailers.
- A phone with picture-taking capabilities (any will do) or digital camera to upload visual assignments.