



Yayoi Kusama, *All the Eternal Love*.

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# ART 102

## *Understanding Art*

Spring 2022  
CRN# 4004 & 41980 & 44988 (Online)  
Professor Isabelle Havet  
Email: [haveti@linnbenton.edu](mailto:haveti@linnbenton.edu)

Zoom office hours:  
Tues. 11am-12:30 pm & by appt.  
[Office hours link](#) (password: paint).  
Click [here](#) to reserve an appt slot  
(recommended)

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### PURPOSE OF THE SYLLABUS

This syllabus contains all the vital information about this course—what you'll be learning, what will be expected of you, and what you can expect from me. This is a valuable document, so read it carefully and refer back to it often. The better you know the syllabus, the better the chance you'll do well in the course.

### COURSE DESCRIPTION

This course explores the ways we make, perceive, and interpret art and images. Students survey the characteristics and developments of media and movements, while gaining a practical understanding of the major elements of art and design, and exploring themes and contexts of art. Topics include: drawing, painting, graphic arts, sculpture, decorative arts, architecture, digital and new media. It's a lot of fun!

## COURSE LEARNING OUTCOMES

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

- Demonstrate an understanding of a variety of artistic 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.

## HOW TO AVOID GETTING INSTITUTIONALLY DROPPED

Complete the required Week 1 activities (Introduce Yourself to the Class; Syllabus Quiz) by the end of Week 1 to remain registered in the class. Students who do not complete these activities by Week 1 will be institutionally withdrawn from the course.

## COURSE MATERIALS

### Required Textbook

We will be reading selections from the e-textbook *Introduction to Art: Design, Context, Meaning*. All selections will be provided in Moodle. For those who prefer using a hard copy of the book, you can purchase it on [Amazon](#) and other sellers. You can also download the full e-textbook for free [here](#), if you prefer having the whole thing in one piece.

### Minimum Technology Requirements

- Computer with microphone and speaker. Please note: A cell phone or iPad is not a substitute for a computer. You can use these as secondary devices, but you'll need a computer as your primary device.
- Broadband internet
- Camera phone (any will do), or digital camera (for uploading visual assignments)

### Need to borrow a laptop or wifi hotspot for the term?

You will need access to a reliable internet connection and a computer for the term. If you need either of these, [request a laptop or hotspot loan via the library](#).

### Visual Project Supplies

We'll be doing visual projects. You will need some basic office supplies (like scissors, glue, paper). I'll try to give advance notice when any supplies are needed.

Optional: It's helpful to have some drawing paper and a few sheets of thick paper (Bristol paper or poster board) to cut up for projects. [Here is a list of recommended \(optional\) supplies](#).

## COMMUNICATION

Communicate regularly via email with any questions. I try to answer all emails within 24 hours. If you do not hear from me within 48 hours, please email me again with a polite reminder. It probably means your email slipped by me.

### Checking Your LBCC Email

I send frequent class announcements via email. **Check your LBCC email daily (at least every 48 hours)** to receive important time-sensitive information and updates.

## Emailing in this Course

Please use your LBCC email account to correspond with me. In your emails, be professional and clear with what you are asking. Read [this article on professional email etiquette](#). Do not treat email like a casual text message.

Follow this format when emailing:

1. In the subject line: include your first and last name, the course number, and reason for your email (e.g., “Jane Janeson, ART 102 Online—Question about Activity 3”)
2. In the Email message itself, use this format:

Hi Professor Havet,  
[Type your clear, concise question here.]  
Best,  
[Your first and last name]

Please do remember to include the course number in the subject line of your emails. I teach a lot of classes, and it can get confusing.

You may, of course, use your preferred name. I will try to learn it quickly. If at all possible, please use the same name consistently through email correspondence, Moodle, etc., so as to not create confusion. If you are using different names across platforms, make sure to always sign off with your preferred name, and thanks for being patient if I forget which one you go by. Feel free to correct me.

Thanks in advance for following these emailing guidelines. I will be able to help you much more quickly as a result!

## A NOTE ON TAKING ONLINE CLASSES

Online classes can be terrific learning environments. They offer unique educational opportunities coupled with added flexibility. That being said, online classes are different from face-to-face classes, but are no less rigorous. Online classes can be just as much work, if not more, than traditional classes.

[Here is a handy resource on time management & online learning.](#)

If you would like help with time management skills, being a successful online student, reading and study strategies, or test and assignment preparation, please consider connecting with an [Academic Coach](#) from the Learning Center. This is highly encouraged, and extra credit is available for working with an academic coach for this class.

## USING TECHNOLOGY IN THIS COURSE

This is an online course, so using technology tools effectively is a requirement to pass the class. Keep in mind that sometimes your internet might fail, Moodle might be slow, your pet chimpanzee might spill orange juice on your laptop, etc. Do not wait until the last minute to

turn things in. It is your responsibility to submit your work on time—do not blame technology for this.

## MOODLE

You will use Moodle to do your coursework. You will access lessons, turn in assignments, and view the gradebook on the Moodle course site. It is a requirement of this course that you use Moodle independently and seek prompt technical assistance when necessary. If you have issues with Moodle or other technology, contact those with technical expertise ([the Student Helpdesk](#)).

### Broken links, unavailable assignments, etc.

While I strive to conduct the course in as seamless a manner as possible, minor errors are inevitable. Oftentimes a broken link or an unavailable assignment means a resource has moved, or I have overlooked a date change, or failed to put a check in a box somewhere. Contact me immediately if you cannot do your work because the material you need is not working/available, so that I can remedy the situation. Email is the fastest way to reach me for urgent matters such as this. I will always do my best to fix the problem as soon as possible.

## CLASS PRESENCE POLICY

In this class, we prioritize learning together. As such, your presence should be felt each week of the term. What does being active and engaged look like in a remote class? The beauty of remote learning is there are so many ways to be active and engaged!. We have a lot of opportunities for learning outside of strictly scheduled class times, and we'll take advantage of this flexibility. You'll work closely with me and with your peers. You'll learn things in some traditional ways, and in some less traditional ways. Being active and engaged means logging into the course three or more times per week; working through lessons at a set pace along with your peers; and coming together frequently to interact, either via discussion boards and group activities such as projects and presentations.

When you are not prepared for class or fall significantly behind, everybody feels it. By being present and engaged during the term, you are supporting not only yourself, but also others in your community. We are all on a learning journey together, and you're an important part of this. You will get what you put into this class, and that effort will benefit everyone.

## COURSE STRUCTURE

### Assignment Due Dates

Complete assignments by the deadline to receive points.

If something significant is impacting your ability to complete work on time, or your progress in class, contact me immediately so we can work together to get you back on track.

Course Assignments

**Quizzes. 25%.** Weekly quizzes are designed to help students keep pace with the material and assess their mastery of course content through the term.

**Class Activities. 50% .** Graded on a 10-point scale: 10 = Excellent; 9 = Very Good; 8 = Good; 7 = Adequate; 6 = Inadequate; 5 and below = Fundamentally flawed.

**Midterm Project–Principles of Design Photobook. 25%.**

## Grading

Grading Scale		
Grade	Percentage	Description
A	90-100%	Passing work that is excellent
B	80-89%	Passing work that is good
C	70-79%	Passing work that is average
D	60-69%	Non-Passing work that is below average
F	59% or below	Non-passing work that is fundamentally lacking

Please note: I do not inflate, or artificially raise, course grades. I cannot give points that have not been earned. However, there are many ways to raise your grade. You are highly encouraged to take advantage of the multiple extra credit opportunities offered along the term, and to contact me to discuss ways to improve your grade.

## COLLEGE POLICIES

### Academic Honesty

Academic integrity is the principle of engaging in scholarly activity with honesty and fairness, and participating ethically in the pursuit of learning. Academic integrity is expected of all learners at LBCC. Behavior that violates academic integrity policies at LBCC includes cheating, plagiarism, unauthorized assistance or supporting others in engaging in academic dishonesty, knowingly furnishing false information, or changing or misusing college documents, among others. LBCC students are responsible for understanding and abiding by the College's [academic integrity policy](#). Incidents of academic dishonesty will be reported to the Manager for Student Conduct and Dean of ASSH, per College policy.

### Accessibility Statement

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 the class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with CFAR, please visit the [CFAR Website](#) for steps on how to apply for services or call (541) 917-4789.

### Statement of Inclusion

To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe,

positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.

### Basic Needs Statement

Any student who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Roadrunner Resource Center for support (resources@linnbenton.edu, or visit us on the web [www.linnbenton.edu/RRC](http://www.linnbenton.edu/RRC)). Our office can help students get connected to resources to help.

### EXTRA CREDIT

Extra credit opportunities will be announced during the term. You can watch an approved art documentary or listen to a podcast and write a review; attend an artist talk or other approved LBCC event; use LBCC's Academic Coaching/Writing Center. Opportunities TBA.



### CHANGES TO THE SYLLABUS & SCHEDULE

I reserve the right to change the contents of the Syllabus & Schedule. These may need to be adjusted along the term for many good reasons. Changes will be announced via Moodle and LBCC email.

### COURSE SCHEDULE

Week 1: Course Introduction & Fundamentals: What is Art?

Week 2: What do you want from Art?/Art vs. Artists

Week 3: Elements of Art Pt 1: Formal Elements

Week 4: Elements of Art Pt 2: Principles of Design

Week 5: Describing Art

Week 6: Media & Materials Pt 1: Images

Week 7: Media & Materials Pt 2: Objects

Week 8: Symbols & Iconography

Week 9: Contexts of Art

Week 10: Public Art & Controversy

Week 11: Finals Week