

ART 102

Understanding Art



Bisa Butler, Broom Jumpers (Detail), 2019. Cotton, silk, wool and velvet. 98 x 58 in

Winter 2022
Linn-Benton Community College
Online

Professor: Alicia Decker
Email: alicia@aliludesign.com
Virtual Office Hours: Mon-Friday 4-5pm
by appointment

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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. Since this is a valuable document, you should read it carefully and refer to it regularly during the term. The better you know the syllabus, the better the chance that you'll do well in the course.

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 Learning Outcomes

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.

How to Avoid Getting Dropped

Complete all Week 1 activities and assignments to avoid being institutionally withdrawn from the course. This requirement is to ensure that the class will be a good fit for you this term.

Required Resources

- 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.

Being Successful in Online Classes

Online classes can be terrific learning environments. They offer students unique educational opportunities coupled with additional flexibility. That being said, online classes are different from traditional classes. They can be just as much work, if not more, than traditional classes, and can present different challenges.

In order to be successful in this class, students must:

- Be self-starters
- Manage their time effectively
- Keep up to date with materials
- Complete assignments on time
- Know when to ask for help

Using Moodle in this Course

Registered students are automatically enrolled in the Moodle course site. You will use Moodle to do all coursework during the term, including accessing the syllabus, course schedule, assignment guidelines, and gradebook. You will also take exams and submit assignments in Moodle.

It is an expectation of this course that you will use Moodle independently, and seek prompt technical assistance when necessary. If you have issues with Moodle, please contact those with technical expertise (the [Student Helpdesk](#) or [eLearning](#)). Never wait until the last minute to turn in work in Moodle. Submission portals close promptly by the deadline, so give yourself time in case you need to troubleshoot.

If you do not have access to the internet or electronic devices to complete coursework at home, please email libref@linnbenton.edu for help troubleshooting resources.

All coursework is submitted/conducted online via Moodle. I do not accept coursework via email. Please do not email me your assignments. I keep all student records in Moodle indefinitely.

Instructor Responsibilities

My aim is to facilitate a classroom environment that encourages active, effective, and respectful activities, discussion, and learning. I will:

- Post weekly content and assignments
- Facilitate classroom lessons, discussions, and activities
- Be available to support your learning when requested
- Hold you accountable

Student Responsibilities

- Check your LBCC email daily
- Use your LBCC email account to communicate with me
- Keep up with course content and assignments week-to-week
- Critically read/analyze assigned information
- Contribute to a positive learning environment for all. This means: 1) working with others, 2) being respectful of your peers, and 3) collaborating in a timely manner

Class Policies

Communication

The best way to reach me is via email at alicia@aliludesign.com, or checking in with me during virtual office hours by appointment. I am also available by appointment outside of the stated virtual office hours if this timeframe won't work for you, simply email me to set up a time.

Emailing in this Course

Mastering basic email etiquette is a necessary 21st-century skill. Therefore, I emphasize this skill in my courses. There is no need to be overly formal in your emails; however, it is important to understand that emailing in a college setting is a professional interaction.

You are welcome to email me anytime with questions, concerns, or anything else! When you do, please follow this formula:

- **In the subject line of your email, include:**
 - **Your first and last name**
 - **Course information** (e.g., ART102 Online)
 - **Brief reason for your email** (e.g., Request for Appointment).
- **In the body of your email:**
 - Include a salutation (e.g., Hello, Hi, Dear, Greetings, etc...)
 - Be clear and concise. What is the issue? What do I need to know? How can I help?
Ask a direct question. Because of the high volume of emails I receive, if you do not pose a clear question or indicate needing a response, I may not respond.
 - Write in complete sentences. Do not use text message or very informal language.

Thank you in advance for including this information—it will help me respond MUCH more quickly to your emails, as I receive emails from students across multiple courses and sections.

Before sending your email: Double-check that your email is appropriate and professional. I love teaching, and truly enjoy interacting with students inside and outside of class. However, it can be disheartening to receive emails that are disrespectful, demanding, accusatory, overly personal, angry, or venting. This happens rarely, and is more often than not unintentional. However, please be aware that this method of

communication is helpful to neither student nor professor, and runs counter to LBCC Core Values. Therefore, it is unacceptable. I may ask you to rephrase your email or speak to me one-on-one. In some cases, I may refer the situation to the Dean of Students and Dean of Arts, Social Science & Humanities.

Sample Email

[Subject line of email:] Jane Jameson, ART102 Online: Request for Appointment

Hi Professor Decker,

Would it be possible to schedule an appointment this Wednesday at 11:00am? I have some questions about my paper draft.

Thank you,
Jane Janeson

Virtual Office Hours

Virtual office hours are times set aside each week when students can “drop in” to check in with me about their progress, receive help, or ask questions. I can be reached for video/audio chat during my virtual office hours in zoom by appointment. Please email me to set up a time to meet.

Course Requirements

Class Participation

This is an asynchronous online course. Students may complete sections of the course at their own pace, as long as completion deadlines are met. **Assignments not submitted by the due date, without arranging an extension with the instructor in advance will result in a 0.** While the course is asynchronous, it is also highly collaborative. Timely participation is crucial in creating an effective learning environment for all. You will support active learning in our online community, and you will be supported in turn. You are expected to keep up with Moodle content and be prepared to engage with the material and each other week-to-week. You will interact with your peers through collaborative activities, such as forum discussion and presentations. To receive full participation credit, you must be present and active!

Class participation points are awarded for:

- **Class activities**, in which students apply concepts from weekly lessons (e.g., creative visual projects, forum activities, peer review workshops, writing assignments)
- The **completion of modules** in Moodle, verified via an end-of-term Student Progress Report.

Course Assignments

Course Assignments
<p>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.</p>
<p>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. All assignments are due Sundays at 11:59 pm.</p>
<p>Moodle Student Progress Reports. Receive participation points for the timely completion of all required content in Moodle. 1 Moodle Progress Reports will be generated at end of term. To receive a satisfactory grade, all required activities in the modules must be checked as completed or viewed (this includes viewing lessons, videos, and readings; submitting assignments).</p>
<p>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.</p>
<p>Formal Analysis Paper. One of the main objectives of this course is to learn how to be sophisticated consumers of visual media and culture. The paper assignment will give you practice in communicating clearly and effectively about visual media and its impact on viewers. Your paper will analyze the visual aspects of an artwork you have observed in person.</p>
<p>Final Project (Final Project). TBA.</p>

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	20%

Class Activities	10 class activities involving both solo and group work. Receive participation points for the submission of class activity deliverables in Moodle.	10	x10 activities	100	20%
Principles of Design Photobook	1 Digital Portfolio of original photographic compositions demonstrating mastery of elements of art concepts.	100	x1	100	20%
Formal Analysis Paper		100	x1	100	20%
Final Project		100	x1	100	20%
Total Possible Points				500	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

College Policies

Academic Honesty

Academic honesty is an indispensable value as students acquire knowledge and develop college skills. Students are expected to practice academic honesty by not cheating, plagiarizing, or misrepresenting their coursework in any way. Plagiarism, collusion, and other forms of misrepresentation hurt the student and run counter to the goals of education. Students are ultimately responsible for understanding and avoiding academic dishonesty, whether such incidences are intentional or unintentional. You are held accountable to the [Student Code of Conduct](#), which outlines expectations pertaining to academic honesty (including cheating and plagiarism), classroom conduct, and general conduct. Violations will result in failure of the assignment and possibly the course. Per LBCC policy, all incidents of academic dishonesty will be reported to the Dean of Students and the Dean of Arts, Social Science & Humanities.

LBCC Email and Course Communications

You are responsible for all communications sent via Moodle and to your LBCC email account. You are required to use your LBCC provided email account for all email communications at the College. You may access your LBCC student email account through Student Email and your Moodle account through Moodle.

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.

Campus Resources

If you do not have access to the internet or electronic devices to complete coursework at home, email libref@linnbenton.edu for help troubleshooting resources.

Moodle Support

If you have questions about Moodle or need technical support, contact the [Student Help Desk](#) (in the Library): Visit, call (541) 917-4630, or email student.helpdesk@linnbenton.edu.

Writing Center

You are highly encouraged to use the [Writing Center](#) for help in planning, drafting, and revising your paper. Not only will your paper likely be stronger (and it is always useful consulting an outside reader), but you will receive extra credit!

Veterans

Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these, in advance if possible, to the professor.

Basic Needs Statement

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or 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 under Student Support for Current Students). Our office can help students get

connected to resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.



Extra Credit Opportunities!

Option 1: Use the Writing Center for your Formal Analysis Paper

You can receive up to 5 extra credit on the Formal Analysis Paper by using the Writing Center and submitting proof. Highly

recommended!

To receive credit for using the Writing Center: Attach proof of using the Writing Center at the **end** of your paper (an email confirmation or picture you take with your phone of the Writing Center dated stamp is fine. Make sure to ask for one at your appointment).

Option 2: Watch an approved film and write a reflection

You can receive up to 5 extra credit points by watching an approved art film and turning in a **1-page reflection paper**. Approved films will be announced.

Option 3: Visit an Art Exhibition

You can receive up to 5 extra credit points by visiting an art exhibition of any kind and writing a **1-page reflection paper**. An image taken from the exhibition must be included in the paper to receive credit.

Changes to the Syllabus and Schedule

I reserve the right to change the contents of this Syllabus and Course Schedule. These may need to be adjusted along the term for many good reasons. You will be given notice of relevant changes in class, through a Moodle Announcement, or through LBCC email.