Art Appreciation — Course Overview

ARH 2000

Administered through the Bower School of Music and the Arts – Developed by Anne-Marie Bouché, Lisa Courcier, Elspeth McCulloch, Tricia Fay, Cori Montoya, and Christopher Jordanek, with contributions from Renée Rallo and Rachel Cooke.

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Course Description (from the General Catalog)

This course develops the skills of **visual literacy** in a cultural context. Study of art and architecture in images will be complemented by in-person experience of actual works. **(3.0 credit hours)**

This looks like a lot of information! Where do I start?

No worries! Begin by logging onto Canvas and reading the **Start Sheet** linked from the course front page. If you need help with Canvas call the HelpDesk x1188 from campus phone, 239-590-1188 from a cell phone.

This **Course Overview** explains how everything works. If you get confused at any point contact your Instructor (contact info on the Canvas Course Home Page.)

Learning goals

This is an **"art appreciation"** course. Its purpose is to introduce you to the rich world of visual arts, and give you concepts and methods that will help you engage with art in a more independent and informed way. As a General Education course, it is also designed to deepen and broaden your **general cultural knowledge**, develop **visual literacy** and teach **general academic and practical skills** needed to function effectively in college and the workplace.

By successfully completing this course, you will learn to:

1. View works of art, attend live professional arts events, and engage the creative process with increased confidence, knowledge and informed appreciation.

2. Recognize and explain your personal affective response to works of art, and understand the difference between personal response and informed analysis / interpretation.

3. Describe works of art objectively using appropriate concepts and terms for art materials, methods, genres and techniques of representation.

4. Analyze the structure and content of works of art, using established strategies for formal analysis and ordinary common-sense observation.

5. Select information from multiple sources, evaluate its relevance, and apply it to original interpretations of works of art.

6. Communicate original observations and ideas in clear, correct English prose.

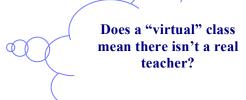### In addition, you will:

7. Acquire knowledge of a core repertory of selected works of art and architecture.

8. Learn basic file-handling and technology skills (digital imaging, PowerPoint, Microsoft Word, Canvas).

9. Develop enhanced literacy, critical thinking, time-management and communications skills.

Your Instructional Team

Each section of this course is run by a team. That might seem confusing at first, so here is the **cast of characters**:

▶ **Your Instructor.** Your **Instructor** is your teacher – the person in charge. Instructors are responsible for overall course content, course facilitation, communicating with students, a lot of the grading and everything to do with your personal academic progress. All the Instructors in this course have MA, MFA or PhD degrees in Art History or Studio Art, and many years of experience teaching classes at FGCU. Your Instructor is on campus teaching other courses as well, and can be consulted in person and by email.

▶ **Course Coordinator.** The Course Coordinator, **Ms. Lisa Courcier**, is the operations manager for all three sections of ARH 2000. She is responsible for the smooth running and maintenance of the course as a whole, and for making sure that there is consistency and fairness across all three sections.   She acts as a back-up for Instructors and Preceptors, to make sure no student accidentally falls between the cracks.   For any urgent, **time-sensitive or serious problem** it is a good idea to copy Ms. Courcier on all correspondence with your Instructor or Preceptor.   That way, you double your chance that someone will see your message right away. Ms. Courcier also monitors the Clarification Stations and you will see posts from her there.

▶ **Your Preceptor.**   The Preceptor is assigned to grade some of your assignments, under the supervision of the Instructor and Course Coordinator. Preceptors are selected based on their experience as teachers of writing and/or arts experience involving writing. They go through a special training program for this course and use Rubrics to ensure that grading is consistent across and within sections. Your Preceptor will be happy to answer questions for you on assignments they grade.   Preceptors will be happy to explain their grades or their comments and give you specific tips. Larger questions about improving your writing skills can be taken to the FGCU Writing Center, a valuable campus resource: http://www.fgcu.edu/WritingCenter/index.asp

Does a "virtual" class mean there isn't a real teacher?

This online class is as real as any other class, and your teacher is real too. If you aren't convinced, drop by office hours and see for yourself!

The content for this class was developed collaboratively by **FGCU faculty** who teach sections of the course. All instructors monitor content and contribute to developing the course.
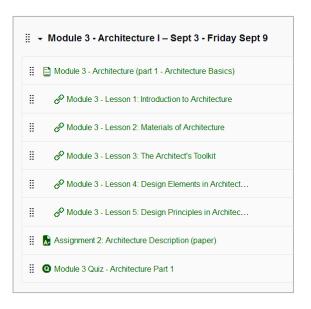
In a face-to-face class, we might be lecturing. But in this online class, instead of using **recorded lectures**, we decided to provide the content as **illustrated web pages.**

Why? Because recorded lectures can't easily be updated, but web lessons can be improved and refined as we go, in response to student experience.

Course Structure

Course Content:

- There is **no textbook** to buy for this course. Course content is in **online *Lessons***
  located in weekly ***Module folders*** under the **>MODULES** tab in the **Canvas**
  course website.   The image at right shows how the Modules and Lessons
  display in Canvas.

- Each **"course week"** normally begins on **Tuesday** and ends on the following **Monday.**
  With a few exceptions, <mark>DUE DATES</mark> are almost always on <mark>Mondays</mark> at <mark>3 pm in
  the afternoon</mark>. **There is something due EVERY week of the semester.** All dates
  for readings, assignments and activities are listed in the **Course Calendar** in
  Canvas.

- Except for Modules 1 and 2 (the Orientation Modules) **quizzes** and **surveys** for each
  Module will open **two weeks** before they are due. All other course content will
  open as soon as you have passed the **Orientation Quiz**. This means you can look
  at written assignments in advance or work ahead in the Lessons to manage your
  schedule more easily.

The image at right shows the Canvas module display:

> ▼ Module 3 - Architecture I – Sept 3 - Friday Sept 9
>
> 📄 Module 3 - Architecture (part 1 - Architecture Basics)
>
> 🔗 Module 3 - Lesson 1: Introduction to Architecture
>
> 🔗 Module 3 - Lesson 2: Materials of Architecture
>
> 🔗 Module 3 - Lesson 3: The Architect's Toolkit
>
> 🔗 Module 3 - Lesson 4: Design Elements in Architect…
>
> 🔗 Module 3 - Lesson 5: Design Principles in Architec…
>
> 📄 Assignment 2: Architecture Description (paper)
>
> ⓠ Module 3 Quiz - Architecture Part 1

Your weekly routine:

- Every week has its own folder in Canvas (located under **>Modules**) containing readings (links to individual **Lessons**) and other materials
  needed for the week, plus any assignments / quizzes due.   **There is something due nearly every week.**

- Each week, ▶ **log into Canvas,**   ▶ **read / work through any Lessons**, and ▶ **complete that week's work before the deadlines**.

- Some weeks there will be no content lessons or readings — just a longer assignment to complete. These weeks will also have their own
  folders in **>Modules**, containing just the assignment links and information.

- Each **Module Quiz** in this course is set to open only *after* the Module lessons have been read (all pages).   That way, students will not
  accidentally waste a quiz attempt by opening a quiz before they have read the related Module completely.

- **Links** to assignments and quizzes as well as **Lessons** are located within **>Modules** in the folders for the weeks when they are **DUE**.

Course Requirements, Assignments and Quizzes

▶ **Module 1 Orientation** and **Orientation Quiz / Course Contract**:

Passing Module 1 with a score of 90% (45) or better by the deadline is critical to your success in this course. Once you have completed **all Module 1 activities** and passed the **Orientation Quiz / Course Contract**, Module 2 will open and you can start on the rest of the course.

> **What if I can't see Module 2?**

> Most likely you still have some Orientation steps to finish, or need to take the **Orientation Quiz** until you score the full 90% you need to move on to the next module.

▶ **"Field" experiences:**

Direct experiences with "live" art are a **core requirement** of this course. They are needed to complete certain assignments and are a requirement for passing the course; i.e., **failing to complete this "live attendance" requirement could be grounds for failing the course**. We will study **works of public sculpture** in person, and attend **one public art exhibition**.   These activities are the equivalent of field trips or field research.

- For these "live experience" assignments, there is a **pre-selected list of sculptures and exhibitions** to choose from. **Only on-campus sculptures designated in the assignment can be used for Assignment 4, and only exhibitions that are on the Approved List for ARH 2000 this semester can be used for Assignment 6.**   A full explanation is in the detailed **Assignment Instructions** for each paper. The Approved List of Exhibitions will be posted in the Assignment 6 folder when it is ready.

- **Students with disabilities** who need an accommodation in order to fulfill "live experience" part of these assignments should consult their Instructor early in the semester.   **Distance Learners:** see special instructions linked from the front page of the course in Canvas.

Assignments

▶ **Readings:**

The content of the course is delivered in the Module Lessons. You will need to have done the reading carefully because the assignments and quizzes assume you have mastered the concepts and vocabulary given in the readings.

► **Quizzes:**

Your knowledge of each module's content will be assessed via online **Module Quizzes**. Links to module quizzes are located in the folder for the week when they are **DUE**.

Opening and closing dates for Quizzes are listed in the **Course Calendar**. Quizzes can be taken **up to three times** during the open period. **Only your highest score is recorded in the Gradebook**. There is **no late submission option** for missed Quizzes – instead, there is a "group makeup," the **Extra Credit Quiz** (see below).

► **Written assignments:**

There are **6 major assignments** to complete for this course: three short- to medium-length **papers**, and three "**creative assignments**."

- **Papers** practice core description and analysis skills using the concepts introduced in the course.
- **Creative assignments** give you the opportunity to try out various aspects of the creative process. You are not expected to BE an artist, but you ARE expected to try seriously to produce the best result you can with the skills you have, using the instructions.

The six assignments and their points values are:

- *Your Life as Still Life* (creative assignment; 75 points)

- *Describing an Architectural Façade* (paper; 100 points)

- *Your Dream House* (creative assignment; 100 points)

- *Public Art@FGCU* (paper; 125 points)

- *Your Virtual Exhibition* (creative assignment; 100 points)

- *Description / Analysis* on a work of art chosen by you from one of the Approved live exhibitions. (paper; 150 points)

These assignments are worth substantial points, because they are relatively demanding both of time and of thoughtful engagement. Plan on spending at least several hours to complete them to an adequate standard. To understand how they will be graded, read the detailed **Rubric** at the end of each assignment.

► **Feedback Surveys** To thank you for your thoughtful comments, you will receive a few points for filling these out. Don't neglect those easy points – they add up!

▶ **Extra Credit Comprehensive Quiz of Art Knowledge (a "group" makeup opportunity for missed work):**

At the end of the semester, after all other work has been submitted, you will have an opportunity to take this **Extra Credit Quiz**. The quiz contains 50 questions based on module content and previous quizzes. **Taking the Extra Credit quiz cannot hurt your grade** – it only adds points to your total.

Academic Integrity and Plagiarism

All FGCU students are expected to demonstrate independence and honesty in their academic pursuits. University policies on Academic Integrity are in the **FGCU Student Code of Conduct (Section E.1, Academic Dishonesty)**. A detailed discussion of academic integrity standards and procedures in this class, and for tips on how to avoid common Academic Integrity pitfalls, are in the *Course Information and Policies* document linked from the Front Page.

Is it possible I could accidentally get in trouble for an Academic Integrity issue?

Unfortunately, yes. Even generally conscientious students, without "meaning" to cheat, sometimes get in trouble for Academic Integrity violations because of common misunderstandings, a habit of working collaboratively with others on graded assignments, a natural desire to be "helpful" to friends or sheer carelessness – letting other people take advantage of you and your work.

We've made a complete list of the most common situations and pitfalls to avoid. It can be found in *Course Information and Policies* under "**Academic Integrity**."

Grades and Grading

Points distribution

- **650 points** **Assignments 1-6 (worth 75-150 points depending on assignment)**
- **275 points** **Module Quizzes and Sculpture Survey**
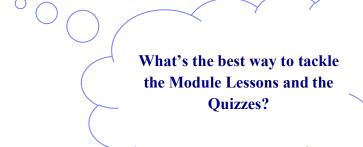- **75 points** **Orientation quiz, course contract, feedback surveys**
- **(50) points** *Extra Credit* **Comprehensive Final Quiz**

Grading Scale

Letter grade	Points	Percentages
A	940-1000	>94.0%
A-	900-939.99	90 – 93.99%
B+	870-899.99	87 – 89.99%
B	830-869.99	83 – 86.99%
B-	800-829.99	80 – 82.99%
C+	770-799.99	77 – 79.99%
C	700-769.99	70 – 76.99%
D	600-699.99	60-69.99%
F	<600	<60%

▶ This course is based on **POINTS ONLY (not on the percentage displayed in the gradebook).** There are 1000 points total in the course plus 50 points of Extra Credit.

▶ 100 points = 10% of your grade (one full letter grade).

▶ The points you earn are displayed in the **Canvas Gradebook**. Canvas also displays a **percentage** that you can use to **estimate** your current grade using the chart at left. As assignments are completed, that percentage can go up OR down.

▶ To see your current **PERCENTAGE TOTAL** in Canvas, mouse over the **POINTS TOTAL** with your cursor – the percentage will appear in a popup.

▶ Be aware that the percentage is only a **rough approximation** of your current grade, and only includes work that has been graded already.

▶ **Do not confuse the percentage with your grade.** If you fail to turn in an assignment, your percentage will be higher than your actual grade, until a 0 has been entered for that assignment. Your percentage can change significantly at the end of the semester as assignments that fall at the end of the semester are graded.

For full details see *Course Information and Policies* under **Grades.**

What's the best way to tackle the Module Lessons and the Quizzes?

Read and engage in the Module lessons **first**, then take the quiz, using all three tries.

Most quizzes rotate questions from a quiz bank, so you might see different questions each time you take a quiz.

These low-stakes quizzes are designed to help you **absorb and apply key concepts and information**. They do "test" your knowledge of the Modules, but they also play a role in actively teaching and giving you opportunities to apply course content.

As long as you are getting 2/3 of the points after 3 tries, you are doing fine on the quizzes.

Course Communications

Communication is **CRITICAL** to success in online learning. We will contact you often by **campus EagleMail** with announcements and reminders. We hope you will contact us as well, whenever you have a question or concern that is not covered/answered in the course material or documents. If you are reading course documents and instructions carefully, logging onto Canvas at least once or twice a week, and **checking your EagleMail at least once a day**, you will **always** know what is going on and will not miss important announcements, reminders or deadlines. Here are the main ways teachers and students communicate with each other in this class:

1. **Course Documents:** The full description of this course and its policies are located in five essential documents: the *Start Sheet*, this *Course Overview*, the *Course Information and Policies*, the *Getting Help Chart* and *Special Instructions for Distance Learners*. All these documents together constitute the full *Syllabus*. All Course Documents are linked from the course front page.

2. **Clarification Station:** Students should use the *Clarification Station* to post and answer **practical questions of general interest** related to the course. If you notice what appears to be a technical problem in Canvas, or a missing assignment; if you have a question about where to find something or how to do something, the **Clarification Station** is the **BEST** place to post that question and get a quick answer.

- ▶ A question that arrives by Email can only be answered by whoever got the email, and they might not see it right away. But ANY student or member of the Instructional Team can answer a **Clarification Station** question. When an answer is posted, everyone can see the answer, and Ms. Courcier makes sure the answer goes to all three sections of the course. Result: your questions get answered faster, and if a lot of people have the same question, the confusion gets cleared up for everyone.   We will also use the **Clarification Station** to send out announcements and information of general importance. Be sure you set your **preferences** in Canvas so that **Clarification Station** posts go to your email or messaging system.

- ▶ **EXCEPTION:** questions that are private to you, involving your personal problems or grades, should be directed to your Instructor by EagleMail, with a copy to Ms. Courcier.

3. <u>Email</u>: Your FGCU Campus EagleMail address is the **only email address we will use to correspond with you**. Do not use other email accounts (Gmail, Yahoo…) to communicate with us. Only if you send email from your campus address, can we be sure it is really you and that your communications are fully secured from fraud and hacking. Other email addresses may not be recognized by us and could even accidentally be screened out by the campus spam filter.

   - ▶ **FGCU Email is the MAIN channel we use to communicate vital information.**   Canvas's internal course communications ("**Conversations**") does work, but has flaws and is much more limited in its functionality & usefulness than FGCU email.

   - ▶ **Make sure you have set your preferences to forward Canvas notifications and Conversations to your EagleMail account.** The Helpdesk can assist you in setting up your email so that it can be received on whatever device you use most often. For other policies and detailed information regarding email see the complete *Course Information and Policies*.

4. <u>Comments field in Canvas Gradebook:</u>   The Comments field is where graders put comments about your assignments. You can also use it, for example to put in a short explanation about your submission: "Sorry, first submission was incomplete. This is the correct one." If you have a more complicated concern, or anything that is personal or private, it is better to **email your Instructor**. We will not see what is in the Comments section of the Gradebook until we go in to grade your assignment, which may be too late if your question is important.

4. <u>Feedback surveys:</u>   We sincerely want (and use!) your thoughts on how to improve the course, including ideas on improving navigation in the course, assignments, and corrections of specific mistakes.   If you have additional comments beyond what fits into a Feedback Survey please send them to your Instructor by email with a copy to Ms. Courcier.

Due Dates, Late Work and Makeups 🕐

One of the biggest difficulties we all face (teachers as well as students) is figuring how to plan our work so that we maximize successful outcomes and don't miss important deadlines.   Here is how this class handles due dates and late work:

▶ **Due dates** are listed in the **Course Calendar** in Canvas.   Most assignments and quizzes are due on MONDAY **at 3 pm**, but always check the course calendar and due date in case something different is specified.

▶ **Assignments 2-6** may be submitted for **partial credit** during their late period. After the late period passes, late assignments will not be accepted. Details are in *Course Information and Policies.*

▶ **Other assignments and quizzes** cannot be submitted late except as explained in *Course Information and Policies* under "Illnesses and Emergencies." Instead, we offer a general "group makeup" at the end of the semester, the **Extra Credit Comprehensive Quiz**, worth 50 points.   **You cannot hurt your grade by taking this quiz**.

▶ **Makeups, extensions, special arrangements.** See *Course Information and Policies* under "Illnesses and Emergencies."

▶ **Students are responsible for <u>proactively working ahead of due dates</u>, to make sure that any technical or other issues are resolved *before* the deadlines.** To avoid lost points or wasting effort due to a last minute problem, **complete your quiz or assignment submission one or two days before it is due**.

If you wait until the last day and a problem happens, we may not be able to help you fix it in time, and we cannot offer extensions in that situation. But if you work **proactively ahead of deadlines**, then we will do our best to help you solve the problem and find a solution **<u>before</u>** the deadline passes.

Why this policy? For two reasons: (1) Many of the most common technical malfunctions and submission errors in Canvas occur *because* students are rushing to meet deadlines under time pressure; (2) Problems that are not fixed *before* deadlines require labor-intensive manual interventions on the part of the Instructional Team, that we can't manage with the resources we have available. These interventions take a lot of time, and because they are manual, they are also themselves a source of problems and errors.

Overwhelmed by an assignment? *Losing points due to avoidable mistakes, **over-hasty execution** or **procrastination**? Feeling **stressed** or **at a loss** for ideas?*

Here's a simple strategy that can help any student get better results, while lowering stress levels and controlling the destructive effects of procrastination.

1. **At least a full week** before you plan to *start* working on an assignment, download the **Instructions** and just *read them* - all the steps.

2. As you read each step, in your imagination, **visualize** yourself doing that step. Don't put any additional pressure on yourself, beyond just **reading** and **visualizing**.

(At this point, if you get really stuck *understanding* what you need to do for some part of the assignment, contact your instructor.)

3. Then … *wait a few days* —or even a whole week— before starting to actually do the work.

- ▶ If you are a **procrastinator**, set a specific start date and ask a friend for help sticking to it.

- ▶ If the assignment calls for **advance prep**, like planning an exhibition visit, you can do that during this "down time."

Taking a break – the science behind the strategy

During this "down time," between when you read the instructions and mentally visualized doing each step of the assignment, and when you actually started doing the work, you are busy with other things, but your **subconscious** will be processing the instructions and generating ideas for you.

Most students who try this technique find that when they go back to the assignment, it seems a lot easier.

- ▶ **Taking all pressure off** when you are processing encourages a state of "flow" that makes doing a complex or creative task **much easier**.

- ▶ **Visualization,** a powerful tool used by athletes and creative artists, enhances understanding and performance, and helps you prepare for a future action.

- ▶ **Combining** these strategies improves the quality of both your process and your product, while cutting down on false starts and mistakes.

- ▶ This technique is also very helpful for **reducing stress** in sensitive people. Visualization fosters comprehension, creative idea generation and problem-solving, mental processes that are easily inhibited by stress, pressure and emotional distractions.

Illnesses and Emergencies

Inevitably in life, bad things happen that can disrupt your academic progress. We understand how distressing, disorienting and costly this can be. In the event of a **major illness or emergency,** your Instructional Team, working with the **Dean of Student's Office** and **Adaptive Services**, will make every effort to arrange an accommodation that will allow you to keep up with your academic program and limit the damage that could be caused. See *Course Information and Policies* for procedures to follow in case of a major illness or emergency, and for policies in regard to "**minor" or "routine" illnesses and emergencies**. Be especially concerned if your **mental health status** starts to adversely impact your school work – a **lot** of students struggle with the adjustment to college, or have exceptional stressors in their lives that can affect mental and emotional health. **Don't wait until the grade damage is extensive**; talk to both CAPS – the campus counselling service — and your Instructor right away, and let them know you are having a bad patch and need appropriate support.

Disability Accommodations

Florida Gulf Coast University and the Instructional Team of ARH 2000 are committed to providing classroom and academic accommodation and support to students with documented disabilities. Services are confidential. Covered disabilities may be chronic, such as a learning disability or a sensory disability (hearing, sight), or may be temporary, such as an injury or illness.

If you need to request an **accommodation** in this class due to a disability, or if you believe that your academic performance or your ability to complete course requirements may be affected by a learning issue or disability, please consult with your instructor and/or contact the **Office of Adaptive Services** at the beginning of the semester or as soon as you become aware of a possible need. We will be happy to work with you and the appropriate offices on campus to make the course and its assignments accessible to you. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 590-7956 or TTY 590-7930.

Distance Learners

If you live more than one hour's drive from the University AND are not taking classes on campus this semester, you may request to be considered as a "distance learner" for assignments 4 and 6.   Collier County, Charlotte County and Lee County are all considered to be within about an hour's drive of campus.   See under **DISTANCE LEARNERS** in *Course Information and Policies* and the **Instructions for Distance Learners** link on the **ARH 2000 Home Page** for details. **Please request Distance Learner certification from your Instructor** *at the beginning of the semester* **if you are taking the course as a Distance Learner, or as soon as your situation changes if it changes in the middle of the semester.**

Getting Help When Something Isn't Working

You are trying to access a lesson or submit your assignment, but it **isn't working**! You need help in a hurry, and we want to see that you get it, **ASAP**.

Your first stop is the *Getting Help Chart* linked from the front Syllabus page in Canvas. It will help you identify the **KIND** of problem you have, and direct you to the **RIGHT PERSON** to solve that problem.   **Be sure to ALSO copy Ms. Courcier (lcourcie@fgcu.edu) when asking for help.**

Before you shoot off that panicked email, remember **that we can only start helping if we have enough information**.

You can help us respond faster by giving us your **full name**, your **section number**, the **name of the course**, and a **detailed explanation** of what your problem is, including, for technology issues, what **kind of device** you are using, what **browser**, **what you were trying to do** at the time and any **symptoms** or **error messages** that might give us a clue. You can send screen shots if that helps explain.

Otherwise we just have to write you back asking for the information which can delay giving you the help you need.

Remember that Instructors teach more than one course, and Ms. Courcier supervises not just all three sections of ARH 2000, but also several sections of the Theater Appreciation course – that's why we need to know what course / section you are in, and why we need your full name.

Other Course Information, Guidelines and Policies

The *Course Information and Policies* document linked from the front page has complete details and much additional information that could not be included in this overview, as well as many useful ideas on how to achieve the best possible results in this course, with the least amount of trouble and aggravation.