



**Course Prefix/Number/Title:**

ART 110 - Introduction to the Visual Arts (ONLINE)

**Number of Credits:**

Three (3) Credits

**Course Description:**

Study and analysis of artistic methods and meaning in the visual arts..

**Pre-/Co Requisites:**

None

**Course Objectives:**

1. To learn art terms and facts in the visual arts
2. To become familiar with a variety of art techniques and media
3. To develop an artistic awareness and understand the language of art
4. To discuss art aesthetics and how we are emotionally involved with artwork.
5. To understand the structure and meaning of visual art forms as revealed through the analysis of psychological, sociological, and philosophical applications of art media.
6. To develop a knowledge of historical artworks and famous artists along with the evolution of different art styles.
7. To develop critical thinking skills as it relates to artistic creativity.

**Instructor:**

Clint Saunders

**Office number:**

Online

**Office Hours:**

24 hours a day 7 days a week. Please email anytime and we will set a time to meet in person if needed.

**Phone:**

All contact should be done through email.

**Email:**

[Clint saunders@dakotcollege.edu](mailto:Clint_saunders@dakotcollege.edu)

## **Lecture/Lab Schedule**

ONLINE

### **Textbook(s):**

The text in this course is optional – The power points are all based on the text. However, the text is recommended if you are a reading type learner.

*Experiencing Art Around Us* - By Thomas Buser - 2<sup>nd</sup> Edition  
ISBN 0-534-64114-8

### **Course Requirements:**

Each class will consist of weekly lectures, assignments, discussions, and bi-weekly quizzes.

### **Tentative Course Outline:**

Please note: Summer classes are only 8 weeks, so we will be completing two weeks worth of work for each of the 8 weeks. I label each week as a module.

#### **Module 1**

- Introduction and The Nature of Art.
- The Nature of Art. Cont

#### **Module 2**

- The Nature of Art. Cont
- Subjects and Their Uses in Art

#### **Module 3**

- Subjects and Their Uses in Art Cont.
- The Visual Elements

#### **Module 4**

- The Visual Elements Cont.
- Light and Color

#### **Module 5**

- Light and Color Cont.
- Surface and Space

#### **Module 6**

- Principles of Design
- Drawing

### **Module 7**

- Printmaking
- Painting

### **Module 8**

- Sculpture
- Final Projects

## **General Education Competency/Learning Outcomes:**

### **Competency/Goal 7: Evaluates principles of Arts and Humanities**

#### **Learning Outcome 2: Analyzes art**

- Performance Indicator 1: Demonstrates knowledge of art forms
- Performance Indicator 2: Applies base knowledge to critique art works

#### **Learning Outcome 3: Evaluates aesthetics**

- Performance Indicator 1: Demonstrates knowledge of systems of aesthetics
- Performance Indicator 2: Evaluates relationship of content and form in art works

### **Relationship to Campus Focus:**

This course addresses the campus focus by having students compare and contrast traditional art and methods in art with current trends in art while anticipating future changes in the art world.

### **Classroom Policies:**

1. Be respectful of other students, technicians, instructors, and guests.
2. You must participate in discussions in order to receive full credit.
3. Respect and care for all equipment whether it's yours or the colleges.
4. Be on time.
5. Be courteous.
6. Be humble.

### **Student E-mail Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Academic Integrity:**

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

**Disabilities and Special Needs:**

contact the instructor and Disability Support Services.

**Title IX:**

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.

**AI Student Policy:**

Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

**RESPONSIBILITIES**

Students	<ul style="list-style-type: none"><li>• Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work.</li><li>• Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment.</li><li>• In instances where generative AI is permissible, appropriately cite the generative AI program used</li></ul>
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	and indicate where in the assignment it was used, in a brief submission statement.
Faculty	<ul style="list-style-type: none"> <li>• Determine if the use of generative AI could enhance student learning in any assignment of project.</li> <li>• Clearly indicate in all course syllabi if generative AI is allowable for any academic work.</li> <li>• If allowable, give specific parameters for how and when generative AI may be used.</li> <li>• If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director.</li> </ul>

### **Disclaimer Statement:**

The instructor of this course reserves the right to make changes to this syllabus without prior notice.

### **Announcements:**

You are responsible for reading ALL announcements. This is where I post IMPORTANT information that can and will affect your grade. Be sure to check it at least once a week for updates.

### **Grading Philosophy:**

Please understand that I do not care about your grades, I care about your education. My job is to teach you, your job is to learn what I teach you, and hopefully more. If we both do our jobs, grades shouldn't be necessary.

The best way to succeed in my class is to NOT focus on - "what's my grade," or "what do I need to get an A?" - but instead focus on - "how much can I learn." If you embrace this, you won't be doing assignments for grades, you'll be doing them in order to learn, and the grade will become secondary and take care of itself.

### **Assignments:**

ALL assignments must be created for this class. Work created for other classes or created in the past will NOT be accepted.

When grading assignments, I will respond to your post with comments about your selections, and more information about the topics we are discussing.

I will give half credit when you post the assignment, and the other half when you respond to my response.

## **Discussions**

Discussions are a very important part of learning in this course.

When posting in discussions, you get 25 points for each of the following.

You get 25 points when you post your initial comment

25 points when you respond to a classmate's post

25 points when you respond to my response, which is titled, "My Thoughts".

I post, "my thoughts" after everyone has had a chance to post and discuss.

In order to keep up with grading, I will give you points for wherever you are at. So, if you've only done your initial post, and I am grading, you will get 25/75 for a score. DON'T PANIC. I only do this to keep up with grading and so you can see where you are at. I will update your grade each time you post.

There are some discussion posts that do not require a back and forth discussions. For those, I will give you 75 points for your initial post, and any further discussion is optional

Also, please participate and comment on more than one classmate's discussions as well. This is a great way to discuss and learn. Keep your comments civil, appropriate, and constructive.

## **Grading Scale:**

A (90 – 100%) B (80 – 89%) C (70 – 79%) D (60 – 69%) F (below 60%)

## **GENERAL INFORMATION:**

### **Online**

The online classes are available 24 hours a day, 7 days a week. You may log on at any time and watch recorded lectures, interact in discussions, and turn in and view homework assignments. Online students can complete the entire program without ever coming to campus. **Online students are required to own, or have access to, all of the**

equipment needed to complete the courses. The equipment list is available in the online classroom, or from your instructor.

**Attendance:**

If you aren't in class, you aren't learning the material.

**ONLINE STUDENTS** - The main advantage of online courses is that you can "attend" class whenever you want. This is also one of the largest disadvantages to online education because, without a set meeting time, it takes a great deal of self-discipline to make sure you log in and get your work done.

Moodle tracks your log in time and, if you don't log in enough hours, you cannot pass the class. Credit hours are based on a certain number of hours spent in the classroom, you are required to have a certain number of hours per credit in order to pass.

**ON-CAMPUS STUDENTS** – along with the daily lectures, on campus students work together doing hands-on practice for each assignment during class. If you are not in class, you are missing out on a great deal of information and practice that is impossible to "make up" later.

Credit hours are based on a certain number of hours spent in the classroom, you are required to have a certain number of hours per credit in order to pass.