



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 utilize terms and facts related to the visual arts
2. To recognize a variety of art techniques and media
3. To develop an artistic awareness and ability to apply the language of art
4. To discuss art aesthetics and how we are emotionally involved with artwork
5. To recognize and discuss the structure and meaning of visual art forms as revealed through the analysis of psychological, sociological, and philosophical applications of art media
6. To recognize and identify 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
8. To apply research methods in order to make informed decisions about artwork instead of emotional decisions based solely on aesthetics

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@dakotacollege.edu](mailto:Clint.saunders@dakotacollege.edu)

Lecture/Lab Schedule

ONLINE

Textbook(s):

There is no text for this course

Course Requirements:

Each class will consist of weekly lectures, assignments, discussions, research, and quizzes

Tentative Course Outline:

Week 1 : What is art?

Week 2: Defining art

Week 3 : Defining art II

Week 4 : Subjects and Their Uses in Art

Week 5 : Subjects and Their Uses in Art II

Week 6: The Visual Elements

Week 7 : The Visual Elements II

Week 8 : Light

Week 9: Abstract art

Week 10: Surface and Space

Week 11: Principles of Design

Week 12: Drawing

Week 13: Printmaking

Week 14: Painting

Week 15: Sculpture

Week 16: 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	• Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work. • 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. • In instances where generative AI is permissible, appropriately cite the generative AI program used
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	and indicate where in the assignment it was used, in a brief submission statement.
Faculty	• Determine if the use of generative AI could enhance student learning in any assignment of project. • Clearly indicate in all course syllabi if generative AI is allowable for any academic work. • If allowable, give specific parameters for how and when generative AI may be used. • 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.

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 to learn, and the grade will become secondary and take care of itself.

Weekly Grading:

- **Quizzes**

There is a quiz for terms and concepts in this class every week. Study the lectures and terms list at the end of each lecture for the quiz. The point value will change based on the number of questions.

- **Assignments**

Assignments are worth 100 points.

50 points when you post your assignment.

50 points when you respond to my response. When grading assignments, I will respond to your post with comments about your selections, and more information about the topics we are discussing.

- **Discussions**

Discussions are worth 100 points.

25 points when you post your initial comment

25 points when you respond to a classmate's post

50 points when you respond to the "My Thoughts" post each week. I will make a "my thoughts" post in every discussion with research and information about the art we are discussing.

- **Research**

Research is worth 100 points

50 points when you post your research.

50 points when you respond to a classmate's research. This allows us to see more art and information that we did not find in our own research.

- **Keeping up**

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 or 50 out of 100 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.

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

Reliable websites for research and assignments

<https://www.moma.org/>

<https://www.metmuseum.org/>

<https://smarthistory.org/>

When searching for art for your research discussions and weekly assignments, you have many options, here are pros and cons.

Google Images

Pros

- It's fast and easy.
- It provides a large variety of options and examples of art.
- Many of the results will product unknown artists who create fantastic work that you might not see at a museum site.

Cons

- Things often get mislabeled and google does not know the difference. As a result, you might be searching for a specific type of art, and the results are not accurate. For example, when searching for complimentary colors, many of the results are colors that look nice together (they complement each other) but they are NOT complimentary colors on the color wheel.
- Some of the results will have nothing at all to do with what you're looking for.

Reliable Art Websites such as the three listed above

Pros

- They are reliable and trusted sources created by art scholars.
- They will include factual information and links with the artwork, so you can learn more.
- The results should be exactly what you're looking for.
- The information for the research assignments will be accurate.

Cons

- They won't have as many examples to choose from.
- They usually only have works by well-known artists, making it less likely to discover something new.
- They can be more challenging to navigate to find specific types of art for examples.

Final Project - 800 points – DUE DURING WEEK 16

Choose an art movement from the following and choose an artist who created work in your chosen movement. Create a power point presentation to teach the class about this art movement and artist.

You may choose a different movement with approval from the instructor.

1. Renaissance
2. Narrative art
3. Cubism
4. Statement art
5. Photographic art
6. Conceptual art
7. Contemporary art
8. Abstract – any movement within abstract art
9. Surrealism
10. Dadaism
11. Figurative
12. Folk Art
13. Impressionism
14. Modernism
15. Pop art
16. Hyperrealism
17. Post Impressionism
18. Sculpture – within one of the art movements

What to do:

1. **200 points** - Choose an art movement – explain the art movement in detail.
 - 1) What was it about? Include details like when it started, ended, where it was popular. Some famous artists in that movement.
 - 2) What drove the art? Include the motivation behind the movement. Why did artists want to create this type of art? What did they want to say?
 - 3) Describe the art? Include visual characteristics that identified the artwork?
 - 4) Why did you choose this movement? Tell us what you like and/or don't like about this style of art.
 - 5) Include 10 samples of artwork from this movement. **You need to list the title, artist, and year created on all samples. (note: sometimes you cannot find the name, year, or title. If that**

happens, please note that you could not find it.)

2. **200 points** - Choose an artist who created work in this movement.
 - 1) Give a biography of the artist. Born, died, lived, studied, married, children, etc.
 - 2) Describe their work.
 - 3) Interesting facts about them. Find some fun facts or interesting information about the artist.
 - 4) What made you choose this artist? Why do you like their work?
 - 5) Show a minimum of 10 samples of work created by this artist - these must be different than the 10 previous samples from the movement. **You need to list the title, artist, and year created on all samples. (note: sometimes you cannot find the name, year, or title. If that happens, please note that you could not find it.)**
3. **200 points** – You must describe and comment on 10 of the art pieces from your presentation.
 - a. You **MUST** use a minimum of **10 different** vocabulary words and/or terms when critiquing the art. For example, “the large red area in this piece shows **emphasis** through size and color.” Please see the list of vocabulary terms. You may repeat terms when applicable, but you must use at least 10 different terms.
 - b. Create a slide at the end of the slide show that lists all of the vocabulary words you used.
4. **200 pts: Writing Skills, Presentation, and Length**

You are expected to use college level writing, grammar, and punctuation throughout your presentation.

The presentation should be aesthetically pleasing, easy to read, well designed.

The length of the presentation should be a minimum of **30 slides** that break down as follows.

4 pages (one for each topic) Information about the movement. If it makes a better presentation to use more pages, please do.

10 pages (one for each piece) art examples from the Movement

4 pages (one for each topic) Information about the artist. If it makes a better presentation to use more pages, please do.

10 pages – (one for each piece) art examples by the artist

1 page – list of vocabulary words used in presentation

1 page (minimum, use as many as needed) Works Cited

5. **Works Cited:** You MUST have a works cited page. Simply cut and past a link to every website where you got information and/or artwork, on the final page(s) of your presentation. If you do not include a works cited page, you will receive a ZERO on the project.

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.

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.

Blackboard 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, and a certain number of hours for out of class work. You are required to have a certain number of hours per credit in order to pass.

It is HIGHLY recommend that you set aside three hours each week to log in and work in class. For example:

Monday – one hour to read the lecture and take notes.

Wednesday – one hour in working on the research assignment and discussion.

Friday – one hour working on studying and taking the quiz

Any day – a minimum of three hours a week to work on assignments and additional discussions in class.