

Syllabus

Course Title: AR112-01: Perspectives in Art, Spring 2012, 3 Credits
TTH 9:30-10:45 a.m., SB209

Professor: Kristin Powers Nowlin
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Office Hours:
Monday: 11:00-noon, CAC 033
Tuesday and Thursday: 8:30-9:30 a.m., Serena 209

Course Description:

The course develops an understanding of the role of contemporary and historical art in enriching the human experience.

Course Objectives:

- Develop critical thought and the ability to express these thoughts verbally.
- Acquire knowledge and understanding of the vocabulary and language of art, including the elements of art, the principles of design, and the basic materials used in art.
- Demonstrate an understanding of contemporary art through an exploration of the exciting developments, controversies, and stories.
- Learn about the artistic experience.
- Contemplate one's values, develop a sense of the intellectual and cultural context in which values are formed, and become more tolerant of the diversity of values held by others.
- Improve written and oral communication skills.
- Fulfill the requirements for the University Studies Program in the Artistic Expressions Curriculum.

These objectives will be accomplished through lectures, discussions, group activities, handouts, PowerPoints, and videos. Along with class participation in these activities, graded elements will include written assignments, projects, presentations, attendance at two art activities outside of class time, and tests.

Attendance/Deadlines:

- From the University Bulletin: "Students are expected to attend all classes and to complete all assignments for courses in which they are enrolled. An absence does not relieve the student of the responsibility to complete all assignments. If an absence is associated with a university-sanctioned activity, the instructor will provide an opportunity for assignment make-up. However, it is the instructor's decision to provide, or not to provide, make-up work related to absences for any other reason."
- Attendance is strongly encouraged. Missing any classes will most certainly affect the quality of participation in the course, the quality of your understanding of the concepts, and, thus, the final grade in the class.
- **If you miss more than 15 minutes of a class, it counts as an absence.**

- If you are late to class it is your responsibility to make sure you sign the attendance sheet or make sure I marked you as present. If you do not, the absence will stand.
- **An absence can be EXCUSED only if there is legitimate, written documentation, such as a doctor/hospital note, legal notice, funeral card, notice from athletic coaches, etc.** A letter from your parents *does not* fulfill this requirement. In addition, missing class for work does not qualify as an excused absence. An excused absence means that the absence itself will not be counted against your grade and that you will be given the opportunity to turn in/make up assignments without penalty. It **DOES NOT** mean that you do not have to do the assignment or that you are automatically given points for things you missed. If the assignment missed by an excused absence is a group project, I may, at my discretion, modify the assignment for individual completion.
- **Assignments that are completed in class and are missed due to an UNEXCUSED absence CANNOT BE MADE UP.** This accounts for the **many** of our Group Projects, Research, and Written Assignments points throughout the semester (see grading below), so skipping class can be *very* detrimental to your final grade.
- **Tests and quizzes can only be made up with an EXCUSED absence.**
- **Late homework is NOT accepted**, and will receive a zero, unless due to an EXCUSED absence. It must be received during class time when I collect it, or via email **BEFORE** class begins on the day it is due.

Grading:

- The following are the criteria for grading used in this class:
 - A = 90 - 100%
 - B = 80 - 89.99%
 - C = 70 - 79.99%
 - D = 60 - 69.99%
 - F = 0 - 59.99%
- Final grades will be based on the following:
 1. Test #1 ~ 14% (100 points)
 2. Test #2 ~ 14% (100 points)
 3. Test #3 ~ 14% (100 points)
 4. Partner Presentations ~ 10% (75 points)
 5. Individual Projects, Research, and Written Assignments ~ 14% (around 100 points)
 6. Group Projects, Research, and Written Assignments ~ 16% (around 120 points)
 7. Participation (contributing to class discussions; engaged with small group discussions and projects; attentive during class; etc.) ~ 10% (75 points)
Just "showing up" will only earn you 75% of these Participation points.
 8. Outside Art Events ~ 8% (60 points)

Partner Presentations

Later in the semester, you will choose a partner. Together, you will do a presentation about a contemporary artist selected from a list I will provide. More detailed requirements will be given when the project is assigned.

Outside Art Events (other options might be added later)

Students are required to attend two outside art events (gallery openings, exhibitions, visiting artist lectures, etc) and complete two response papers as described below. This list includes the events that I know about now; you will be informed of other events via email or during class as I become aware of them. ONLY events that I give you on this list or inform you of during class qualify. Other faculty have different requirements for these types of events, so please check with me before you assume an event will qualify.

Outside Art Event Response Papers

You are to write a 1-page paper (typewritten, double-spaced) on each event you attend. The papers are **due no later than Thursday, May 10th, 8 am**. You can turn them in whenever you go to them as long as it is before the beginning of finals time on May 10th. No credit for outside art events can be earned without completing these papers.

Write one paragraph on each of the following (total of three paragraphs):

1. What the event is. This should include the artist and/or exhibition name, lecture name/name of person doing lecture, location, date, time, etc. (who, what, where, when).
2. Artwork. You should write a **description** (elements of art and principles of design are helpful here) of the artwork you see. I should be able to understand the images you saw from this description. Pretend I haven't seen the work and you are describing to me what you saw. If there are no images to discuss, then include a summary of the information you heard (and choose a response or critique for the third paragraph). You should select a few pieces from an exhibition or from images you see at an artist's lecture – enough to convince me you actually attended the exhibition or lecture.
3. Response or critique. Not just "I don't like it," but also **why** do you or don't you like the work. Were there some aspects you like and others you do not? What is your response to the work? Can you critique the work, lecture, exhibition, etc.? I need enough details here to know that you went and were thoughtful about the experience.

River Campus Art Gallery Exhibitions: Seminary Bldg., Mon-Fri: 1-5 pm

Opening Receptions: Fridays, 5-7 pm

February 3rd - TBA (Jan. 30-Feb. 17)

March 2nd – Becky Grass (Feb. 27-March 20)

March 30th – Salon des Refuses (March 26-30)

Opening Receptions: Fridays, 5-6 pm

April 13th – BFA Seniors Exhibition I (April 9-13)

April 20th – BFA Seniors Exhibition II (April 16-20)

April 27th – BFA Seniors Exhibition III (April 23-27)

May 4th – BFA Seniors Exhibition IV (April 30-May 4)

Crisp Museum Exhibitions: Tues-Fri: 10-4, Sat-Sun: 1-4

Through Jan. 29th – New York Artists Equity Association: Recent Gifts

Feb. 12th-March 11th - Exhibiting Excellence 34th Annual High School Art Exhibition

Reception: Feb. 12th, 2-4 pm

March 30th-April 22nd – Annual Student Juried Exhibition

Reception: March 30th, 4-8 pm

April 24th-June 17th – Kathy Smith

Reception: May 4th, 4-8 pm

May 1st-June 30th – Zeuxis: Reflections

Reception: May 4th, 4-8 pm

Artist Talks

Feb. 1st – Kristin Powers Nowlin, Kent Library, 12-1 pm

March 21st – Becky Grass, Glenn Convocation Center, 12-1pm

May 4th – Kathy Smith, Transitions Space, Crisp Museum, 5 pm

Required Text and Materials:

TEXT: *Artforms*, Tenth Edition, Patrick Frank, Prentice Hall, ISBN: 978-0-205-79753-0

ONLINE MATERIALS:

http://wps.prenhall.com/hss_preble_artforms_9/

Great website for reviewing and reinforcing knowledge. Quizzes and essays would be useful tools for studying for exams. This website is free – but it is for the last edition. You could also pay to access the Pearson MyArtsLab for this edition at: www.myartslab.com

Course Website: Only the “grade” section will be activated on the website.

Student Conduct:

All students should become familiar with the University Statement of Student Rights found in the Student Handbook, the statements on Academic Honesty found in the University Bulletin, and the Southeast Missouri State University Statement of Student Rights and Code of Student Conduct found on the Judicial Affairs website.

From the University Bulletin: “Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one’s scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty.”

In other words, do your own work, do not steal anyone else’s images, ideas, or words, and cite any sources that you do use. Failure to follow these rules can result in a zero on the project, an “F” in the course, or to further action involving the Office of Judicial Affairs.

Semester Schedule: (I reserve the right to change this as needed)

Reading pages should be done as assigned, as early in the week as possible. Due to the volume of reading, you should keep up with the assigned pages each week. Dates in bold are Tuesdays.

Jan	17	Introduction/Syllabus/Groups
	19, 24	Project #1: Pages 19-57 Visual Elements (Visual Tools), Form and Content Line, Shape/Mass, Space, Time/Motion, Light, Color, Texture
Jan	26, 31	Project #2: Pages 58-77 Principles of Design (How an Artwork is Built) Unity/Variety, Balance, Emphasis/Subordination, Directional Forces, Contrast, Repetition/Rhythm, Scale/Proportion
Feb	2	Project #3: Pages 1-18, 213 "YouTube Extravaganza" What is art?
	7	Project #3 Continued Exam #1 Review
	9	Exam #1: Projects #1-3 Pages 1-77, 213
	14, 16	Project #4: Pages 162-175, 191-194, 223-236, 414-417, 420-421, and Handout "Looted or Legitimate?" Egyptian, Classical, Sculpture, Architecture
	21, 23	Project #5: Pages 78-103, 237-241, 248-262, 270 "The Teenage Mutant Ninja Turtles" Renaissance, Painting, Drawing
March	28, 1	Project #6: Pages 196-205, 339-365, 375-377, 382-383, 391-393, 395-401, 407-414, 431-440, 443-444 "Modern Art vs. Contemporary Art" Modernism, Postmodernism
	6, 8	Project #7: Pages 9-11, 105-119, 151-156, 374, 383-386, 418-420, Handout "Art Influencing Art/Social Commentary in Art" Appropriation/Recontextualization, Printmaking, Social Commentary
	13, 15	NO CLASS – Spring Break

	20, 22	Project #8: Pages 206-212 and Newspaper handouts "Opposing Points of Views on Art" Art Criticism
	27	Project #8 Continued Exam #2 Review
	29	<u>Exam #2: Issues/vocabulary from Projects 4-8</u> Pages 9-11, 78-103, 105-119, 151-156, 162-175, 191-194, 196-212, 223-241, 248-262, 270, 339-365, 374-377, 382-386, 391-393, 395-401, 407-421, 431-440, 443-444, Handouts
April	3, 5	Project #9: Pages 104, 422, 440-443, 444-451 "Street Art/Public Art/Censorship" Site-specific art, public vs. private funding, public taste, Safety, Censorship and Questions of Funding
	10, 12, 17, 19	Project #10 "Partner Presentations"
	24	Project #11: Pages 144-147, 180, 444 "Art and Science"
April/May	26, 1	Project #12: Handout "Art Collecting" Who, What, How, and Why, Money and the Artist
	3	Exam #3 Review
	10	8:00 am – FINALS TIME <u>Exam #3: Issues/vocabulary from Projects 9-12</u> Pages 104, 144-147, 180, 422, 440-451, Handouts, and Notes from Partner Presentations

Special Services:

Any student requiring accommodations for taking notes, following directions, or completing assignments should make arrangements, as early in the semester as is possible, to discuss his or her needs with me.

From the Learning Assistance and Disability Support Services website: "Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities."

Classroom Rules:

- Clean up after yourself. Not cleaning up after yourself can lead to lowered participation grades.
- Treat the classroom and its contents with respect and care – with a limited budget we are often unable to replace items that get broken, stolen, or ruined.
- Treat each other and me with respect.
- Please turn your cell phones to **silent or vibrate**. DO NOT answer cell phones during class time unless it is in an emergency. Also, **NO TEXTING** during class time. You are in class to learn and work, not to chat with your buddy about your day. Excessive instances of texting (at my discretion) can lead to your being marked as "not participating" for the day and/or asked to leave the classroom.
- On test days, I will consider you to be cheating on the exam if I see you are **looking at or touching your cell phone or PDA**. Please keep it in your bookbag and leave it there so as to avoid this situation. Leaving and returning to the room during an exam will also be considered cheating.

Email Rules:

I will not respond to unprofessional emails. Consider this to be your first professional experience, so email me as if you are in a job and I am your supervisor. Think about how **you would email a gallery or an Artistic Director at a Design Firm** or other professional interactions you might have in the future. You should practice using professional courtesy NOW, so that when you are out in the world you will know how to do that. **I will not respond to emails that:**

- Don't have a subject line
- Don't have a salutation at the beginning (e.g., "Dear Kristin," or even just "Kristin")
- Don't clearly identify you **and** the course you are taking with me. I have four courses with around 100 students this semester, so if you do not do this, it becomes extremely difficult for me to know what you are asking me about. Also, if you use a non-SEMO account, sometimes I really have no idea who you are or what you are asking about.
- Are rude or unprofessional in tone. After you write an email in a professional setting (which college is), you should always re-read it before you hit send to be sure that you are saying what you want to say in a professional and respectful manner.