

**AUSTIN COMMUNITY COLLEGE**

**SYLLABUS**

**Introduction to the Visual Arts**

1. **Instructor Name:** Brucie Garrett Bowman, Ph.D.

**Course Name and Number:** Introduction to the Visual Arts (ARTS 1301)

**Semester/Year:** Spring/2012 (16 Week Session: Jan. 17 – May 13)

**Section Number:** DIL 009 (DIL) **Synonym:** 43196

2. **How to reach the Instructor:**

Office Hours: Friday - Noon - 4 PM (calls accepted any day between 9 AM – 9 PM)

Office Location and Number: home office: (512) 835-5003 (recorder available)

Cell: (512) 796-0835 (voice mail available)

email: bgbowman@austincc.edu

Phone conferences available upon request

**\*Important Phone Numbers/email/websites:**

Distance Learning Help Line - (512) 223-8026

ACC Help Desk - (512) 223-4357 (HELP)

Tutoring Lab - (512) 223-3367

Distance Learning Free Tutoring On-Line Smarthinking - (<https://learning.smarthinking.com>).

**\*Online Orientation Instructions**

Internet access required. Mandatory: Online Orientation – due Sunday, Jan. 22.

In order to successfully complete the Online Orientation you must do 2 things:

**\*1.) First,** complete the Online Orientation Form below and email it to the Instructor at:

bgbowman@austincc.edu (no other email address will be accepted). Send Orientation Form from your ACC email address. Copy, or cut and paste, this form exactly as it is written (no other wording will be accepted - do not send as an attachment).

**Orientation Form (form begins)**

I (type in your name exactly as it appears on the ACC roster) have thoroughly read and understand the course requirements as outlined in the Spring/2012 Syllabus for Introduction to the Visual Arts 1301 (16 Week Session). Additionally, I have printed a copy of this entire Syllabus and I understand that if I lose my Syllabus I can access the Online Syllabus at anytime throughout the semester at:

[www.austincc.edu/arthist](http://www.austincc.edu/arthist) from anywhere in the world that has Internet access. I understand that any assignment received after the Due Dates listed in this Syllabus will incur a 20-point deduction. My final grade will not be submitted until I have completed my "Assignment Verification" during the final week of the semester. My "Assignment Verification" must be done over the phone and will not be accepted through email. Also, I have successfully logged onto the Blackboard site for this course using my ACC Electronic Identification Number (EID). Login information for Blackboard is now available at: <http://aconline.austincc.edu>. I understand that I must send all email from my ACC email account to: [bgbowman@austincc.edu](mailto:bgbowman@austincc.edu). (form ends)

**\*2.) Second,** in order to complete the Online Orientation, you must wait for an answer to your email from the Instructor that states: "Orientation Complete." You have not completed Orientation until you have received this email back from the Instructor. Send the Online Orientation form from your ACC email account to: bgbowman@austincc.edu. Do not send email from Blackboard. The Instructor will be hitting

the "reply/send" button and the reply will automatically go back to the email address from where you send it. The Instructor will not type your email address. Use your own email and not someone else's email address. If you have not heard back from the Instructor within 5-7 days from the deadline for the Online Orientation, you should contact the Instructor over the phone, as your Orientation Form has been lost. No assignments will be accepted or graded until you have completed Orientation.

### **3. ARTS 1301 Introduction to the Visual Arts**

The visual elements and principles of art; their nature, function and relationship in painting, sculpture, architecture, and graphics. Emphasis on basic approaches to understanding works of art and the development of personal interpretations. Lecture and discussion with visits to museums (virtual tours).

**PREREQUISITES:** TASP Reading and Writing Requirements

### **4. Required Texts/Materials: Living with Art, (9<sup>th</sup> edition). Author: Mark Getlein.**

\*ISBN# - 13: 978-0-07-337920-3

### **5. SCANs Competencies (not applicable)**

### **6. Instructional Methodology**

Students will interact with the latest computer technology in their study of the visual arts. Through the use of the inter-net students will access virtual museum tours, galleries, art collections, and a wide variety of fine art web sites. The course is designed for students who have access to a personal computer and modem. Students should be minimally computer literate and have mastered basic computer skills. Various computer activities that will be utilized in the course include, sending assignments, sending and receiving email, and inter-net based research.

### **7. Course Rationale**

The purpose of **Introduction to the Visual Art** is to provide each student with an understanding of the diverse ways in which different cultures construct and represent their reality. Through thematic examination of both historical and contemporary art the student will acquire a vocabulary to describe formal properties of art, techniques of art making, and social, psychological, spiritual and physical uses of art.

This class also fulfills the Visual and Performing Arts requirement of the Core Curriculum outline.

### **8. Common Course Objectives**

Students will analyze the visual elements and principles of design employed within the visual arts throughout history.

Students will differentiate among various media and techniques used by the artists.

Students will analyze the motivation of individual artists and how art expresses important aspects of time and culture.

### **\*Objectives/Outcomes established by the instructor**

The understanding of art and of its role in civilization can be promoted by expanding one's knowledge and awareness of the visual elements - how they are used and to what ends. The formal elements of art are explained and examples are presented. Students are given the opportunity to analyze works of art based on the various ways individual artists organize the formal elements. They are also afforded the chance to establish continuity between their personal aesthetic experiences and the normal processes of living. A focused study of the visual elements enables students to discover how works of art develop and accentuates what is characteristically valuable in things encountered in our daily lives. Careful examination and study will enhance the students' perception of works of art throughout history as well as those created within our own time.

## Ways To Turn In Written Assignments

**\*Note:** Include your Name and Course Number on all assignments. It is recommended that you "Save" a hard copy of your Essays, Extra Credit Paper, and Research Project, as assignments cannot be returned. Also, assignments can be lost. **DO NOT SEND ASSIGNMENTS AS ATTACHMENTS; THEY SHOULD BE SENT IN THE BODY OF THE EMAIL.**

1.) **Email (Except Research Project)** - All assignments, except the Research Project, can be sent through email as long as they are not sent as Attachments. **Attachments will be deleted.** You must type your assignment in regular email. There is only one email address where assignments will be accepted: bgbowman@austincc.edu

2.) **Blackboard (Except Research Project)** - All assignments, except the Research Project, can be uploaded through Blackboard (for information go to your Blackboard site for this course and click on "Assignments" – do not use “digital drop box”).

3.) **Hand-Deliver to Instructor’s Mailbox** - All assignments can be delivered to the Instructor's mailbox in the Mailroom at the RGC Campus, Room 204. Give your assignment to a Mailroom Staff Person and ask them to stamp your assignment with an “Official Date Stamp.” The Staff Person will place your assignment in the Instructor's mailbox. **THE MAILROOM AT RGC CLOSSES AT 5:00 PM ON FRIDAY.**

4.) **ACC Campus Mail** - You can bring your assignments to any Campus Manager’s office or Mailroom on any ACC campus and have it mailed to the Instructor through Campus Mail. Include the Instructor's name, Brucie Bowman, Ph.D., and RGC Campus. Give your assignment to the Mailroom Staff Person and ask them to stamp your assignment with an "Official Date Stamp" before sending it to the Instructor. Many campuses close at 5:00 P.M. on Friday, and some campuses are not open on weekends.

5.) **U.S. Mail** - You can mail your assignments to the Instructor through U.S. mail; make sure the assignment is “postmarked” by the deadline listed in the Syllabus. Mail assignments to the following address; be sure to include the correct amount of postage. **YOU SHOULD SEND ONLY ONE ASSIGNMENT PER ENVELOPE.**

Mailing address:

Brucie Bowman, Ph.D.  
Austin Community College  
Rio Grande Campus  
1212 Rio Grande  
Austin, TX 78701

## How Grades Are Received

- 1.) **Phone** - Grades can be given to you over the phone.
- 2.) **Email** - If you email an assignment to the Instructor or upload an assignment through Blackboard, it is assumed that you have given your permission for the Instructor to email the grade, and/or a critique of the assignment, back to you. If you do not receive a grade for an emailed or uploaded assignment within 5-7 days after the assignment deadline, you should call the Instructor as your assignment has been lost.
- 3.) **Mailed or Hand-delivered to RGC - Room 204** - Grades for mailed or hand-delivered assignments can be given to you over the phone. Grades can be sent to you through U. S. Mail if you include a Self-Addressed Stamped Envelope (SASE) with your assignment.

- 4.) **Blackboard** - Grades are posted on your Blackboard site for this course.

## **9. Grading System**

Grades are based on assignments contained in **Part One and Part Two** as described below. Extra credit is added to the points earned from the required elements found in Parts One and Two. Grades are based on a ten point scale: 90-100=A, 80-89=B, 70-79=C, 60-69=D, and below 60=F.

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### **\*Part One - Essay Assignments**

You are required to write 3 essays. Each essay is worth a total of 100 points. The three essay grades, along with the grade for the research project, are added together and then that total is averaged (divided by 4) in order to obtain your final grade. Each essay counts 25% of your final grade. The 3 essays equal 75% of your grade, and the research project counts the other 25%. Extra credit points (if earned) are then added to the average of the 3 essay grades and the research project grade to determine the final grade. **\*IMPORTANT NOTE - You should print out a copy of each essay as a "back-up" before you turn in or email your final copy for grading.** The reason for doing this is, the copy you send to me may get lost in campus mail, U.S. mail, or even in the mailroom after you hand deliver it. Emailed and uploaded essays also get lost as well, and if you do not have a hard copy with the computer date printed on the top of your essay, it will be considered "late". **DO NOT SEND YOUR ESSAY ASSIGNMENTS AS ATTACHMENTS; THEY WILL BE DELETED.** You should type the essays into your regular email. **ESSAY ASSIGNMENTS TURNED IN AFTER THE DUE DATES LISTED IN THIS SYLLABUS WILL RECEIVE A MANDATORY 20-POINT DEDUCTION.** Late essays will only be accepted until the due date of the following essay. For example, you can turn in essay #1 late only until the due date for essay #2, after that date essay #1 will not be accepted. Do not send assignments from Blackboard through email.

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**\*ESSAY HEADINGS** - The heading for each essay **MUST** contain the following 10 elements: (these 10 elements are not counted as part of the 1000-1200 word essay). Any essay that does not contain a 10-part numbered heading will receive a mandatory 20-point deduction. It is highly recommended that you copy and paste this format exactly as it appears below, so that you do not leave anything out. The heading should appear at the top of the page, above and separate from the text of the essay itself. Below the 10-part numbered heading you will place your essay in paragraph format (single spaced only - 12-point type). Be sure to save and print a copy of your essay within the email format for backup in case your email is lost. Type the Essay Number in the "Subject Line" of your email. Send to: [art@bgbowman.com](mailto:art@bgbowman.com)

### **ESSAY HEADING: (single-spaced - 12-point type)**

- 1.) **Your name** as it appears on the ACC Roster
- 2.) **Course # (1301)**
- 3.) **Session** – 16-week
- 4.) **Essay #** \_\_\_\_\_
- 5.) List the **two chapters** you chose (title and number of chapter).
- 6.) List the **two concepts/ideas** you chose as the focus of your essay, for example: perspective and color. You should select 1 concept/idea from each chapter - do not discuss in heading.
- 7.) List the **two examples** you chose (1 for each concept - do not discuss in heading) from the inter-net and give the titles/dates/artist's names and the web addresses (URL) of your two examples. **They cannot be from the same web-site.** Be sure that the web-site is a working site. If I cannot connect to it you, will not be given credit. Pictures can be included in essay.
- 8.) List the **two quotations** (1 from each chapter - do not discuss in heading) exactly as they appear in the two chapters. Be sure to list the entire quotation. Partial quotations are not accepted.

9.) **Identify one example** of a work of art in which the artist **combines** the use of both concepts chosen for this essay. List the Title of the work of art, Artist's Name, Date, and Web Address (URL); pictures can be included. In the text of the essay you should discuss in detail how the artist combined both concepts/ideas you chose to discuss in this essay.

10.) List the **two personal experiences** that you will be discussing in the essay - one for each concept/idea that is discussed in your essay (do not discuss in heading). For example: perspective drawing in art class and your reaction to Van Gogh's use of color.

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**ESSAY TEXT (1000 -1200 words - single-spaced/12-point type) DO NOT SEND ESSAY AS AN ATTACHMENT; IT WILL BE DELETED. Essays must be typed in your regular email. Send to: bgbowman@austincc.edu - Essays can be uploaded through Blackboard (see "Assignment" feature). Essays can also be mailed or hand delivered to RGC mailroom, 204.**

**A. Essay #1** - (1000-1200 words). You will read Chapters 1-6 in the textbook entitled, Living with Art. You will then choose **two artistic concepts, or artistic ideas** found in two different chapters (Chapters 1-6 only) that you wish to discuss in your essay. Next, you will locate **two visual examples** (images of artwork not found in the textbook) from two different fine art inter-net web sites that clearly exemplify the concepts/ideas that you have discussed in essay #1. You need to closely relate the concepts/ideas to your examples. Your essay will also contain **two quotations**, one from each of the two chapters containing your concepts, that you feel are most helpful in explaining your concepts/ideas. List the two quotations exactly as they appear in the textbook and give a detailed explanation as to how they help to clarify your concepts/ideas. You will identify and discuss in detail (one internet example) **how an artist combined both the concepts in one work of art**. Finally, you need to give **two personal examples**, (one for each concept/idea), from your own life, pop culture, the movies, TV, a museum, any of your life's experiences, that relate directly to the concepts/ideas you chose. Do not use your inter-net example as your personal life's experience. Explain in detail the relationship between the main concepts/ideas you chose for your essay and your personal life's experiences.

**B. Essay #2** - (1000-1200 words). In Essay #2 you will follow exactly the same heading and text format that you used in Essay #1, except you will be using Chapters 7-12 in the textbook. Essay #1 will be accepted late for grading with a 20-point deduction, only until the deadline for Essay #2, after that date, Essay #1 will not be accepted for grading

**C. Essay #3** - (1000-1200 words). In Essay #3 you will follow exactly the same heading and text format that you used in Essay #1, except you will be using Chapters 13-18 in the textbook. Essay #2 will be accepted late for grading with a 20-point deduction, only until the deadline for Essay #3, after that date, Essay #2 will not be accepted for grading.

**D. Optional Essay #4** - If you are unhappy with a grade received on essays 1-3, and you would like to drop one of the grades you have received, then you may write essay #4 to substitute for any essay grade that is lower. You can also write essay #4 if you missed the deadline for any of the other essays, or if you failed to write any of the first three essays. If you write essay #4 to substitute for a low grade and you do worse on essay #4, then your 3 highest essay grades will be averaged and the grade for essay #4 will be dropped. Essay #4 cannot hurt your grade if you have three other higher essay grades. Essay #3 will be accepted late for grading with a 20-point deduction, only until the deadline for Essay #4, after that date, Essay #3 will not be accepted for grading.

**\* Format for Essay #4** - (1000-1200 words). In Essay #4 you will follow exactly the same heading and text format you used in Essay #1 except you will be using Chapters 19-22 in the textbook.

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## **Part Two – RESEARCH PROJECT**

**\*THE RESEARCH PROJECT IS NOT A GENERAL PAPER OR A BIOGRAPHY OF AN ARTIST.** Your writing should focus on specific works of art rather than art movements or the life of a particular artist. The Research Project is worth a total of 100 points (25% of final grade). This assignment is designed to give you the opportunity to conduct research in an area of the visual arts that is of particular interest to you. You will choose the visual art topic for your research project. The format used in writing the Research Project is the Modern Language Association (MLA). The MLA Handbook is available at major bookstores and can be ordered over the inter-net. The Research Project cannot be sent through email. A printed copy must be sent, mailed, or hand-delivered to the Instructor's mailbox, RGC, Room 204. Research Projects sent through email are deleted. Save your paper electronically, or make a printed copy for yourself, as Research Projects cannot be returned.

### **Research Project**

The Research Project is worth a total of 100 points (25% of final grade). This assignment is designed to give you the opportunity to conduct research in an area of the visual arts that is of particular interest to you. You will choose the visual art topic for your research project. The format used in writing the Research Project is the Modern Language Association (MLA). The MLA Handbook is available at major bookstores and can be ordered over the inter-net. **The Research Project cannot be sent through email. A printed copy must be sent, mailed, or hand-delivered to the Instructor's mailbox, RGC, Room 204. Research Projects sent through email are deleted.** Save your paper electronically, or make a printed copy for yourself, as Research Projects cannot be returned.

### **Research Project: Getting Started**

You can begin to research your topic for the Research Project in a variety of ways. You can search the inter-net by going to any of the major search engines such as "Google" or "Yahoo" and typing in an artist's name, such as "Picasso," or a topic, such as "The Great Pyramids of Gizeh," and then hitting the "Search" button. Many library and museum collections are also on-line. For those of you living in, or near, Austin, Texas, the Fine Arts Library (FAL) on the University of Texas campus is one of the best places to do research. It is located east of the corner of 23<sup>rd</sup> and San Jacinto Streets - in the Performing Arts Center (PAC) close to IH 35 and behind the Fine Arts Building. There are also other libraries in Austin with fine art resources such as the ACC Libraries and the Austin Public Libraries (APL). A sample research paper is available at: <http://www.austincc.edu/artist>.

### **Research Project: Five Required Elements**

There are five required elements: thesis statement, detailed topic outline, bibliography (works cited page), research paper, and visual image (Total of 100 points = 25% of final grade). The entire research project must be typed, 1" margins, and 12-point type, double-spaced.

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### **I. How to Write a Thesis Statement**

\*The Thesis Statement is a well-crafted and concise statement, including the topic and the approach to your research project. It should not be longer than two sentences.

\*The Topic of your research should be clearly stated. The Thesis Statement should include the specific Titles, Dates, and Media of the piece(s) of art that you will be researching and the artist's name (if

known). Limit your research to no more than two works of art. Any culture or time period throughout history is acceptable.

\*A description of the approach you will be taking in your research should be clearly defined, for example: technical, psychological, sociological, religious, political, imaginative, subject matter, etc. Be very specific; this is not a general research project. Additionally, this is not a biographical paper; you should focus on the artist's works rather than the artist's life history or a description of an art movement.

\*You can change your topic. There is no grade penalty for changing your topic.

\*You can rewrite your Thesis Statement for full credit.

\*You should call the instructor if you have any questions about the thesis statement.

\*You should go to the ACC tutoring labs to get help if you have problems writing a thesis statement. They can help you with any problems you might encounter.

\*The Thesis Statement is worth 10 points, however no partial credit is given without the inclusion of the Research Paper.

### **Thesis Statement Examples**

\*Descriptive Paper Example: Auguste Rodin (France, 1840-1917) is regarded as the Father of Modern Sculpture. By analyzing both the psychological and technical aspects of *The Walking Man* (1877, bronze), the legacy of Rodin's brilliant, yet controversial work is revealed.

\*Comparative Paper Example: Undoubtedly, Francis Bacon (born Ireland, lived/active United Kingdom, 1909-1992) and Lucian Freud (born Germany, lived/active United Kingdom, 1922- ) are both respected as masters of modern figurative painting. By comparing the style and technique of Bacon's triptych "Three Studies of Lucian Freud" (1969, oil on canvas) with Freud's "Reflection with Two Children" (self-portrait, 1965, oil on canvas), the artists' distinct characteristics emerge.

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### **2. Research Project - Detailed Topic Outline - (400-600 words)**

The Detailed Outline should be highly organized, very detailed, and focused. It must be typed, single-spaced, 1" margins, and 12-point type. The Detailed Outline is worth 25 points, however no partial credit is given without the inclusion of the Research Paper.

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### **3. Research Project - Bibliography (Works Cited Page)**

There is a five sources minimum, in addition to the textbook or an encyclopedia. This means, if you use the course textbook or an encyclopedia as a source, you must have five other additional sources. Do not use Wikipedia. You may use inter-net sources in your Research Project, however, be sure to include those sources in your Bibliography (Works Cited Page). The Bibliography must be typed, single-spaced, 1" margins, and 12-point type. The Bibliography is worth 20 points, however no partial credit is given without the inclusion of the Research Paper.

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### **4. Research Project - Paper - (2000 to 2200 words)**

The Research Paper must include parenthetical documentation rather than footnotes. It must be typed, double-spaced, 1" margins, and 12-point type. Do not use more than three direct quotations in the Research Paper; paraphrasing is better. The Research Paper is worth 35 points. Sample paper:

[www.austincc.edu/artist](http://www.austincc.edu/artist)

### **5. Research Project - Visual Images**

At least one Visual Image of your research topic is required. It can be in the form of a photocopy or a print from an inter-net web site. The visual must be clearly labeled with the title of the artwork, the artist/architect's name, and the media. If your topic is architecture, the location must be included. The Visual Image is worth 10 points, however no partial credit is given without the inclusion of the Research Paper.

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### **TOPIC SUGGESTIONS FOR RESEARCH PROJECT**

You may choose from the following list, or you may pick any visual arts topic not on the list. You may pick a topic that deals with any work of art from any period in history. You may choose an artist, a culture, or a style of art, i.e., Greek sculpture or Mayan pottery. Specific works of art/architecture must be discussed. Comparative papers are also highly recommended, i.e., between works, styles, techniques, artists, or various cultures.

#### **I. Topics (artists)**

- \*Polykleitos (Greek)
- \*Praxiteles (Greek)
  - \*Giotto
  - \*Donatello
  - \*Botticelli
  - \*Raphael
- \*Michelangelo
- \*Leonardo da Vinci
  - \*Bernini
  - \*Caragaggio
  - \*Gentileshi
  - \*Rembrandt
  - \*El Greco
  - \*Watteau
  - \*Chardin
  - \*Blake
  - \*Ingres
  - \*Courbet
  - \*David
- \*Delacroix
  - \*Goya
  - \*Turner
  - \*Brady
  - \*Cassatt
  - \*Degas
- \*Manet, Edouard
- \*Monet, Claude
  - \*Renoir
  - \*Rodin
  - \*Sargent
  - \*Seurat
  - \*Whistler
  - \*Lautrec
  - \*Gauguin
  - \*Van Gogh

- \*Gaudi
- \*Matisse
- \*Munch
- \*Boccioni
- \*Dali
- \*Duchamp
- \*Hopper
- \*Kahlo
- \*Klee
- \*Klimt
- \*Kollwitz
- \*Magritte
- \*Marin
- \*Miro
- \*O'Keeffe
- \*Picasso
- \*Pollack
- \*Redon
- \*Rivera
- \*Rockwell
- \*Stieglitz
- \*Warhol
- \*F. L. Wright
- \*Wyeth
- \*Abakanowitz
- \*Bacon
- \*Cristo
- \*Freud (Lucien)
- \*Gehry

## II. **Topics (cultures and artistic periods)**

\*Prehistoric - Paleolithic, Mesolithic, or Neolithic

\*Sumerian/Mesopotamian

\*Aborigines

\*Assyrian

\*Babylonian

\*Anatolian

\*Persian

\*Egyptian

\*Cycladic

\*Minoan

\*Mycenaean

\*Greek

\*Etruscan

\*Roman

\*Early Christian

\*Byzantine

\*Islamic

\*Japanese

\*Chinese

\*African

\*Celtic  
\*Norman  
\*Romanesque  
\*Barbaric  
\*Early Renaissance  
\*High Renaissance  
\*Baroque  
\*Mannerism  
\*Romanticism  
\*Inca  
\*Maya  
\*Navajo  
\*Neo-Classicism  
\*Pre-Raphaelites  
\*Realism  
\*Impressionism  
\*Pointillism  
\*Post-Impressionism  
\*Expressionism  
\*Analytical Cubism  
\*Synthetic Cubism  
\*Fauvism  
\*Surrealism  
\*Dadaism  
\*Bauhaus  
\*De Stijl  
\*Surrealism  
\*Art Nouveau  
\*Photorealism  
\*Pop Art  
\*Op Art  
\*Post Modernism  
\*Environmental Art

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### **CHECK LIST FOR RESEARCH PROJECT**

- I. Cover Sheet
- II. Outline (single-spaced)
- III. Paper (double-spaced)
- IV. Bibliography/Works Cited Page (single-spaced)
- V. Visual Images
- VI. Thesis Statement (included in first paragraph of paper)

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- I. Cover Sheet - typed
    - 1. Title of Research Project (centered)
    - 2. Course # and section # (centered)
    - 3. Instructor's Name (Bowman - centered)
    - 4. Your Name (centered)
    - 5. Date written (centered)

6. Date Stamped by Mailroom Staff Person

II. Outline - typed (1" margins, single-spaced)

1. Title
2. Thesis Statement (labeled before Roman numeral I.)
3. Text of Outline (400-600 words)
4. Conclusion (labeled after last Roman numeral)

III. Paper - typed (1" margins, double-spaced)

1. Title
2. Paper (2000-2200 words)
3. Parenthetical documentation (no footnotes)
4. Pages numbered - bottom center
5. 12 point type

IV. Bibliography or Works Cited (single-spaced - typed on separate page from paper)

1. Heading listed - "Bibliography" or "Works Cited"
2. Sources listed alphabetically (minimum 5 sources besides textbook and encyclopedias)
3. Using correct format for each source according to MLA format

V. Visual Images

1. One photocopied image or one print from the inter-net of the artwork you are researching.
2. Label image with Title, Date, Medium, Artist, & Location, if architecture.

VI. Thesis Statement (typed)

1. Topic listed (subject, artist's name, or culture)
2. Titles--names of pieces
3. Dates--when art completed
4. Approaches (not more than 2) - Submit to Instructor for approval.

**\*For a Detailed Discussion of the Five Required Elements contained in the Research Project and a Check List** - See your Blackboard Site for this course, click "Course Documents."

**\*TOPIC SUGGESTIONS FOR RESEARCH PROJECT** - For a list of suggested topics go to your Blackboard website for this course and click on "Course Documents."

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**EXTRA CREDIT – CRITICAL ANALYSIS ESSAY**

**\*Critical Analysis Essay (Extra Credit)**

You may earn from 1-6 extra points added to your final grade point average for the course. After all the required assignments are averaged then the extra credit points are added to your final grade. You may earn extra credit by writing a Critical Analysis Essay of a work of art you have seen while visiting a museum or art gallery, or on a virtual museum tour on the inter-net. Only one extra credit paper will be accepted. Points are deducted for papers turned in after the due date listed in this syllabus. Length: 800 – 1000 words, typed, single-spaced, 1" margins, and 12-point type.

**\*Critical Analysis Essay (Extra Credit) - Places to go to view original works of art**

Virtual museum tours can be found on the inter-net for all the major art museums in the world, such as the Metropolitan Museum of Art in New York City, or the Louvre in Paris. Go to any major search engine

(Google or Yahoo) and then type in the name of the museum, next, click on the "search" button. Also, Austin has many interesting places where you can view original pieces of art - the following is a brief list:

- \* Laguna Gloria Art Museum (also known as the Austin Museum of Art) - located at 3809 W. 35th St. 78703, phone - 458-8191, also, they have a location at 823 Congress Ave. phone 495-9224.
- \* Elizabet Ney Museum - 304 E. 44th St. 78751 - phone - 458-2255.
- \* Blanton Art Museum - located at 19th and Speedway. This museum is located on the University of Texas Campus.
- \* Dougherty Arts Center - located on Barton Springs Road (just east of Lamar Blvd.).
- \* Umlauf Sculpture Garden - located at 605 Robert E. Lee Rd. 78704, phone - 445-5582 (at entrance to Zilker Park off Barton Springs Rd.).
- \* Flatbed Press - 2830 East 19th St. or Martin Luther King (MLK) Blvd. 78702, phone - 477-9328.
- \* Mexi-Arte - 419 Congress Ave. 78701, phone 480-9373.

### **\*How to begin the Critical Analysis Essay (Extra Credit)**

- \*Locate a museum/gallery to visit, or find a virtual tour of a museum on the inter-net.
- \*Go to the museum/gallery and walk through the collection at a fairly good pace - look for a piece of art that gets your attention and keeps it.
- \*Once you have seen the entire collection, go back to those works of art you were personally attracted to and try to pick one of them as the subject of your paper.
- \*If you were unsuccessful in finding a work of art that interests you, you should go to one of the other galleries/museums found on the list.
- \*Once you have found a piece of art that you like, you are ready to begin writing.

### **\*Writing the Critical Analysis Essay (Extra Credit)**

\*Your essay should address many of the following questions, but not all of them. Some questions will not relate directly to the work of art you have chosen. Approach the following questions objectively and with an open mind. You may include comments that are subjective, as long as you identify and explain them. Remember that the way you feel about a work of art is subjective. Feelings are personal and may or may not be based on facts. Try to be as objective as possible in your analysis - a critical analysis essay should deal with facts whenever possible.

### **\*Questions To Consider - Critical Analysis Essay (Extra Credit)**

Identification - Include: Title of the work of art, Artist's name, date(s), Media, Museum/Exhibition, Art Movement (if known).

Is the work of art two or three-dimensional? Why do you think that the artist selected one over the other? What type of material(s) {media} was used in the creation of this work of art? For example, is the work of art an oil painting, or a marble sculpture? Why do you think that the artist selected one material over another?

What type of composition is utilized in the piece of art? Symmetrical? Asymmetrical? Radial? Heraldic? Why do you think the artist chose one type of composition over another?

Does the artist achieve a sense of unity and harmony within the work of art? What do you think were his/her motives for creating, or eliminating harmony/unity?

Which visual elements does the artist repeat? Why do you think the artist chose to repeat some elements and not others?

Does the artist create visual movement throughout the work of art? As you observe the work of art make a note of the areas that you pause to observe longer, and the areas where your eyes move more quickly.

Does the artist use visual movement (dynamism), or is the piece static (lacking dynamism)? Why do you think the artist would choose to use or not use visual movement?

Does the work of art have a specific focal point, or more than one focal point? Why do you believe the artist chose to utilize or not utilize a focal point? Why do you believe the artist would utilize multiple focal points?

Which elements of the composition appear to create stability? Why is stability important to the artist's message? Why not?

Does visual tension occur within the work of art? If so, why do you think it is present? If not, why do you think it was omitted?

Does the artist use color, or black and white, within the work of art? How does the artist deal with hue, value and intensity of color? What purpose do you believe that color or lack of color plays in the overall statement the artist is trying to make? What emotions do you associate with particular colors?

How does the artist use Line in his/her work? Is line used to create direction, depth, texture, motion, or stability? Why do you think the artist chose to use lines?

How does the artist use Shape - 2-D or Form 3-D? Why do you think he chooses one over the other?

Does the artist employ Perspective? 1-point, 2-point, 3-point perspective, or atmospheric perspective.

Why do you believe he utilizes perspective in his/her work?

Does the artist use Chiaroscuro (modeling from light to dark)? Why or why not?

Does the artist use a pattern or repeated motif within his work? For what purpose?

Does the artist use texture, either real or implied in his work? Why or why not? Do you think that he/she uses texture effectively? Why do you believe that the artist chose to use or not use texture?

What do you think the artist is trying to say in the piece? How did he/she define the problem? What were the goals of the piece of art? Were they political, social, religious, spiritual, personal, or economic? Were the goals unclear?

How do you perceive the piece of art? What is the total field the piece encompasses? Which aspects of that field are explicit and which are implicit?

Do you believe that the artist has been successful in creating this work of art?

\*For a Detailed Discussion of the Extra Credit – Critical Analysis Essay - See your Blackboard Site for this course, click “Course Documents.”

\*See the Class Outline/Calendar with the due date for the extra credit assignment found within this syllabus. Points are deducted for late work.

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### **Guidelines for Scholarly Writing**

1. **Clear sequence of idea development** - Essays and research papers should be written with a clear sequence of idea development.
2. **Organization and clarity** - should be obvious in the presentation of your papers.
3. **Learning** - You should LEARN something as a result of writing a good paper – the process of writing and thinking must lead you to the creation of new insights, deeper understanding, greater clarity, and an awareness of new levels of complexity.
4. **Think** fully and deeply about the readings and about the art you have seen – synthesize, critically evaluate, and interpret in a thought-provoking way what you have experienced.
5. **Utilize scholarly sources when writing** - If you are having trouble with evaluating a fine arts web site on the inter-net, contact the instructor or a reference librarian for advice. Just as there are acceptable and unacceptable books and magazine articles, there are also acceptable and unacceptable fine arts web sites. Due to the inter-net technology being so new and many new sites are coming on-line everyday, evaluation of fine arts web sites will be an on-going process.

6. **Relevance** of the material to the objectives of the course - When conducting research or when writing an essay you should be especially mindful to focus on the concepts and objectives of the course as they are described for each specific assignment.
  7. **Attention should be paid to the technical details of grammar, spelling and punctuation.** Most word processing programs contain a “grammar check” and a “spell check” component. Please use these tools to help you. If you do not know how to use these computer tools, contact the instructor or any ACC computer lab technician for help. Dictionaries can also be used for this purpose.
  8. **Avoid the use of “he, she, it, they, and their”** as sentence subjects, without first establishing an antecedent.
  9. **Avoid one-sentence paragraphs or paragraphs that are longer than one page in length.**
  10. **Avoid lengthy quotations.** Do not over-use quotations when paraphrasing can accomplish the same goal. The Research Paper should contain no more than 3 direct quotations.
  11. **ALWAYS PROOF-READ YOUR PAPERS** Even though you may not catch all the small typographical errors, nevertheless, proof-reading will help you to pick up the majority of the most glaring problems in your writing.
  12. **Use correct citation/reference mechanics.** The on-line study guide has a detailed explanation of all aspects of writing and documenting papers in the MLA style used in college Art History courses. You can also purchase a copy of the MLA handbook at any major bookstore. ACC Reference Librarians are also very helpful.
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## **10. Course Policies**

**Attendance Requirements:** None.

**Withdrawal:** The instructor will not "withdraw" students under any circumstances. Students must withdraw themselves (be sure to meet the college deadlines to avoid the automatic grade of "F").

**Incompletes:** The instructor does not give "incompletes" to students under any circumstances. All work must be completed within the semester in which you are enrolled.

Scholastic Dishonesty:

Acts prohibited by the college for which discipline may be administered include scholastic dishonesty, including but not limited to cheating on an exam or quiz, plagiarizing, and unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their thought, research or self-expression. Academic work is defined as, but not limited to tests, quizzes, whether taken electronically or on paper; projects, either individual or group; classroom presentations, and homework.

Academic Freedom

Institutions of higher education are conducted for the common good. The common good depends upon a free search for truth and its free expression. Hence it is essential that faculty members at Austin Community College be free to pursue scholarly inquiry without unreasonable restriction and to voice and publish their conclusions without fear of institutional censorship or discipline. They must be free from the possibility that others of differing vision, either inside or outside the college community, may threaten their professional careers.

The concept of academic freedom in Austin Community College is accompanied by an equally demanding concept of responsibility, shared by the Board of Trustees, administration, and faculty members.

The essential responsibilities of the Board of Trustees and administrators regarding academic freedom are set forth in the Criteria For Accreditation, adopted by the Southern Association of Colleges and Schools, as updated and revised.

In the classroom or in College-produced telecommunications, faculty members should strive to be accurate, to exercise appropriate restraint, and to show respect for the opinions of others. In addition, instructors should be judicious in the use of material and should introduce only material that has a clear relationship to the subject field.

Student Discipline

Students at the College have the rights accorded to all persons under the Constitution to freedom of speech, peaceful assembly, petition, and association. These rights carry with them the responsibility for each individual to accord the same rights to others in the College community and not to interfere with or disrupt the educational process. As willing partners in learning, it is expected that students will comply with College rules and procedures. ACC students are recognized as responsible persons who neither lose the rights nor escape the responsibilities of citizenship. Enrollment in the College indicates acceptance of the rules set forth in this policy, administered through the office of the Campus Dean of Student Services. Due process, through an investigation and appeal process, is assured to any student involved in disciplinary action.

#### General Provisions

The purpose of this policy is to identify for the ACC community the rights and responsibilities of its students, to specify acts prohibited and standards of conduct required, and to set a range of appropriate penalties in cases of rule violations.

#### Due Process

In cases of violations of this policy, the following procedures recognize and afford the federal and state due process rights of students as citizens.

#### Emergency Action

Provisions are included herein to protect the College and members of the College community in cases of emergencies and other instances requiring immediate action. Nevertheless, even in such instances, the student is afforded federal and state due process rights by these procedures.

#### Administration of Discipline

The Campus Dean of Student Services or the appropriate facility administrator shall have primary authority and responsibility for the administration of student discipline. The Campus Dean of Student Services works cooperatively with faculty members in the disposition of scholastic violations.

#### Offenses: Prohibited Acts

Prohibited acts include, but are not limited to, the commission of any act punishable by fine, incarceration, or both, under any law of the United States, or of the State of Texas, or under any local governmental ordinance, all as amended from time to time. A student may be punished for acts occurring on ACC-operated property on in connection with ACC-sponsored activities and for acts occurring off ACC-operated property when such acts interfere with the educational process and goals of ACC.

Other prohibited acts that constitute offenses for which discipline may be administered are listed in the Student Handbook.

#### Freedom of Expression

Each student is strongly encouraged to participate in class. In any classroom situation that includes discussion and critical thinking, there are bound to be many differing viewpoints. These differences enhance the learning experience and create an atmosphere where students and instructors alike will be encouraged to think and learn. On sensitive and volatile topics, students may sometimes disagree not only with each other but also with the instructor. It is expected that faculty and students will respect the views of others when expressed in classroom discussions.

#### Office of Students with Disabilities

Each ACC campus offers support services for students with documented physical or psychological **disabilities**. Students with disabilities must request reasonable accommodations through the Office for Students with Disabilities on the campus where they expect to take the majority of their classes. Students are encouraged to do this three weeks before the start of the semester.

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**11. Class Outline/Calendar:** You should refer to this Class Outline/Calendar often as “Due Dates” are strictly enforced. Assignments that are Hand Delivered or Mailed must be officially stamped with the Due Date to be considered “On Time.” If Essays are sent through email, they must have the computer-generated date printed on the assignment that is on, or before, the deadline to be considered “On Time.” Late Assignments incur a 20-point mandatory deduction. This Class Outline/Calendar contains the Due Dates for all of the assignments for this course. You should refer to the Class Outline/Calendar often as "Due Dates" for assignments in this course are strictly enforced.

\*ATTENTION: Midnight submissions - When submitting essay assignments through email or uploading through Blackboard, remember that any submission that is made after midnight is dated the next day - your assignment will lose 20-points if the assignment is made after the deadline at midnight.

**Week 1 (Jan. 17- 22). Online Orientation is Due Sun., Jan 22.** Inter-net access required. Mandatory: online orientation info on page one of this syllabus or at: [www.austincc.edu/arthist](http://www.austincc.edu/arthist) - from 1/13 to 1/19.

\*You should begin selecting your Topic for the Research Project and begin working on the Thesis Statement due week after next. The Thesis Statement is part of the Research Project and must be approved by the Instructor before work begins. A detailed description of the Research Project is located on the Blackboard site for this course (click "Assignments").

\*You should begin work on Essay #1. A detailed description of the Essay Assignments is located on the Blackboard site for this course (click on "Assignments").

**Week 2 (Jan. 23-29).**

\*You should continue to work on the Thesis Statement due next week. The Thesis Statement is part of the Research Project and must be approved by the Instructor before work begins. A detailed description of the Research Project is located on the Blackboard site for this course (click "Assignments").

\*You should continue work on Essay #1. A detailed description of the Essay Assignments is located on the Blackboard site for this course (click on "Assignments"). Essay #1 is due week after next.

**Week 3 (Jan. 30-Feb. 5). Thesis Statement due Fri., Feb.3.**

\*You should continue to work on the Thesis Statement due this week. The Thesis Statement is part of the Research Project and must be approved by the Instructor before work begins. A detailed description of the Research Project is located on the Blackboard site for this course (click "Assignments").

\*You should continue work on Essay #1. A detailed description of the Essay Assignments is located on the Blackboard site for this course (click on "Assignments"). Essay #1 is due next week.

\*You should work on Revisions for your Thesis Statement (if requested by the Instructor). The Thesis Statement Revisions are due week after next.

**Week 4 (Feb. 6-12). Essay #1 is Due Fri., Feb. 10.**

\*You should continue work on Essay #1 due this week. A detailed description of the Essay Assignments is located on the Blackboard site for this course (click on "Assignments").

\*You should begin work on Essay #2. A detailed description of the Essay Assignments is located on the Blackboard site for this course (click on "Assignments").

\*You should continue to work on your Thesis Statement Revision (if required by Instructor). The Thesis Statement Revision is due next week. The Thesis Statement is part of the Research Project. A detailed description of the Research Project is located on the Blackboard site for this course (click "Assignments").

**Week 5 (Feb. 13-19). The Thesis Statement Revision is Due Fri., Feb. 17 .**

\*You should continue to work on your Thesis Statement Revision (if required by Instructor). The Thesis Statement Revision is due this week. The Thesis Statement is part of the Research Project. A detailed description of the Research Project is located on the Blackboard site for this course (click "Assignments").

\*You should continue work on Essay #2. A detailed description of the Essay Assignments is located on the Blackboard site for this course (click on "Assignments"). Essay #2 is due week after next.

**Week 6 (Feb. 20-26).**

\*You should continue work on Essay #2. A detailed description of the Essay Assignments is located on the Blackboard site for this course (click on "Assignments"). Essay #2 is due next week.

\*You should continue work on the Research Project. This is a semester-long project that should be worked on throughout the duration of the course. A detailed description of the Research Project is located on the Blackboard site for this course (click "Assignments").

**Week 7 (Feb. 27-Mar. 4). Essay #2 is Due Fri., Mar. 2.**

\*The last day Essay #1 will be accepted for grading with a 20-point deduction is Fri., Mar. 2. After Fri., Mar. 2, Essay #1 will not be accepted for grading.

\*You should continue work on Essay #2 due this week. A detailed description of the Essay Assignments is located on the Blackboard site for this course (click on "Assignments").

\*You should begin work on Essay #3. A detailed description of the Essay Assignments is located on the Blackboard site for this course (click on "Assignments").

**Week 8 (Mar. 5-11).** \*You should continue work on Essay #3. A detailed description of the Essay Assignments is located on the Blackboard site for this course (click on "Assignments").

SPRING BREAK – MAR. 12-18

**Week 9 (Mar. 19-25).** \*You should continue work on Essay #3. A detailed description of the Essay Assignments is located on the Blackboard site for this course (click on "Assignments"). Essay #3 is due next week.

\*You should continue work on the Research Project. This is a semester-long project that should be worked on throughout the duration of the course. A detailed description of the Research Project is located on the Blackboard site for this course (click "Assignments").

**Week 10 (Mar. 26-April 1). Essay #3 is Due Fri., Mar. 30.**

\*The last day to turn in Essay #2 for grading with a 20-point deduction, is Fri., Mar. 30. After Fri., Mar. 30, Essay #2 will not be accepted for grading.

\*You should continue work on Essay #3 due this week. A detailed description of the Essay Assignments is located on the Blackboard site for this course (click on "Assignments").

\*You should begin work on The Critical Analysis Essay (Extra Credit). A detailed description of the Essay Assignments is located on the Blackboard site for this course (click on "Assignments"). The Critical Analysis Essay (Extra Credit) is due week after next.

\*You should begin work on Essay #4. A detailed description of the Essay Assignments is located on the Blackboard site for this course (click on "Assignments").

**Week 11 (April 2-8).**

\*You should continue work on The Critical Analysis Essay (Extra Credit). A detailed description of the Essay Assignments is located on the Blackboard site for this course (click on "Assignments"). The Critical Analysis Essay (Extra Credit) is due next week.

\*You should continue work on Essay #4. A detailed description of the Essay Assignments is located on the Blackboard site for this course (click on "Assignments"). Essay #4 is due week after next.

**Week 12 (April 9-15). Critical Analysis Essay (Extra Credit) is Due Fri., April 13.**

\*You should continue work on Essay #4. A detailed description of the Essay Assignments is located on the Blackboard site for this course (click on "Assignments"). Essay #4 is due next week.

**Week 13 (April 16-22). Essay #4 (optional) is Due Fri., April 20.**

\*The last day to turn in Essay #3 with a 20-point deduction is Fri., April 20. After Fri., April 20, Essay #3 will not be accepted for grading.

\*You should continue work on Essay #4 due this week. A detailed description of the Essay Assignments is located on the Blackboard site for this course (click on "Assignments").

\*You should continue work on the Research Project. This is a semester-long project that should be worked on throughout the duration of the course. A detailed description of the Research Project is located

on the Blackboard site for this course (click "Assignments"). The Research Project is due week after next.

**Week 14 (April 23-29).** \*You should continue work on the Research Project. This is a semester-long project that should be worked on throughout the duration of the course. A detailed description of the Research Project is located on the Blackboard site for this course (click "Assignments"). The Research Project is due next week.

\*The "Assignment Verification" is due week after next.

**Week 15 (April 30-May 6). The Research Project is Due Fri., May 4.**

\*Continue work on the Research Project. Do not send Research Projects through email. **Research Projects sent through email will be deleted.** A printed copy of the Research Project must be sent, mailed, or hand delivered to the Instructor's mailbox at RGC, Mailroom 204. "Assignment Verification" is due next week.

\*Last day to turn in Research Project (with a 20-point deduction) is Mon., May 7.

**Week 16 (May 7-13). Last day qualified assignments will be accepted for grading (with late deductions) is Mon., May 7. Assignment Verification is due this week (call Instructor to verify receipt of your course assignments).**

"Assignment Verification" is due this week [cannot be done through email, must be done over the phone] - (512) 835-5003 or (512) 796-0835. The last day qualified assignments will be accepted for grading (with late deductions) is Mon., May 7. No assignments will be accepted for grading after Mon., May 7.

\*Spring Semester ends on Sun., May 13.

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## 12. Testing Center Policy (Introduction to the Visual Arts -1301 - No Tests Required)

Testing centers are located at Northridge, Rio Grande, Eastview, Riverside, Cypress Creek, Pinnacle, Round Rock, San Marcos, and Fredericksburg. Instructors provide students with information about using the centers. Sites and hours are subject to change without notice.

The following regulations and guidelines apply to all campuses:

Proper identification is required (current ACC I.D. or a current fee receipt plus valid photo I.D.):

Only enrolled students may use the testing centers.

Give your instructor's name, course name and number, the section number, synonym number, and the exam name or number.

Bring only those items you will need to take your exam. There is no secure storage space for books, purses, etc.

Students with disabilities requiring individual assistance on tests need to work with the Office for Students with Disabilities.

The use of unauthorized materials while taking an exam in an ACC Testing Center is subject to disciplinary action.

For more information, consult the "Guide to Student Use of the Testing Centers," available at all Testing Centers.

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\*The Instructor reserves the right to modify, to delete from, or to add to this Syllabus at any time if it is deemed in the best interest of the students.

