

# AD 255: On-line Art Appreciation Spring 2019

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**Instructor:** Sue Uhlig

**Contact:** [Uhlig@purdue.edu](mailto:Uhlig@purdue.edu)

**Office hours:** Through appointment in WebEx <https://purdue.webex.com/meet/uhlig>

- For more information in joining WebEx, please see [https://help.webex.com/docs/DOC-5412#task\\_D1FD4C2EED7E4D062084E85028F2F867](https://help.webex.com/docs/DOC-5412#task_D1FD4C2EED7E4D062084E85028F2F867)

**Email Response:** I will respond to emails within 24 hours of receipt.

Be sure to include "AD 255" and your section number in the subject line.

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## Course Materials

**Text:** *A World of Art* by Henry M. Sayre, 8<sup>th</sup> edition

The course uses Revel, the online version of *A World of Art*.

The required link below is unique to this course. Here is how to register:

1. Visit this link: <https://console.pearson.com/enrollment/o1civt>
2. Sign in with your Pearson Account. You can either: sign in with an existing Pearson username and password OR create a new Pearson account if this is your first Pearson digital product.
3. Choose your course under 'My Courses' and choose an access option: redeem an access code that you got from your school's bookstore or purchase access online. There is a free trial if you are waiting for financial aid.

When you register, you can also opt to receive a physical copy of the book sent to you at a nominal fee.

For additional assistance on using Revel, consult the Revel student handbook.

[https://www.pearsonhighered.com/revel/assets/pdf/REVEL-for-Student\\_Getting-Started-Guide.pdf](https://www.pearsonhighered.com/revel/assets/pdf/REVEL-for-Student_Getting-Started-Guide.pdf)

## Additional Readings (available on Blackboard)

- Barrett, T. (2012). *Why is that art? Aesthetics and criticism of contemporary art*. New York: Oxford University Press.
- Buffington, M., & Waldner, E. (2012). Defending and de-fencing: Approaches for understanding the social functions of public monuments and memorials. *The Journal of Social Theory in Art Education* (32), pp.1-13.
- Carrier, D. (2003). *Writing about visual art*. New York: Allworth Press.
- Guerrilla Girls. (1998). *The Guerrilla Girls' bedside companion to the history of western art*. New York: Penguin.
- Hubard, O. M. (2015). "How does this make you feel?": A "no-no" question in art education? *Journal of Aesthetic Education*, 49(2), pp. 82-98.
- Hudson, S. & Noonan-Morrissey, N. (2002). *The art of writing about art*. Belmont, CA: Thomson Wadsworth
- Tsujioka, T. (2007). Samara: Growing up and growing old in the prairie style. *American Bungalow*, 55, pp. 70-79.
- Williams, G. (2014). *How to write about contemporary art*. London: Thames & Hudson.

**Optional Resource:** Facebook group [A World of Art Appreciation at Purdue](#)

Instagram @artappreciation255purdue

## Getting Started

- Familiarize yourself with the course layout in Blackboard
- Carefully read the syllabus and understand due dates and assignments
- Read and follow the Netiquette suggestions (below)
- Familiarize yourself with the e-version of the textbook and the associated material. Revel has a lot of features that are helpful in learning. Take some time to get to know what is there.
- Read the rubrics for Discussion Board posting and assignments.
- Please read through everything before asking questions. If you cannot find the answer to your question, post to the Discussion Board, **Questions about Course**

## NETIQUETTE

Netiquette rules to follow:

- Use correct spelling and grammar for class communications.
- Carefully review content before sending or posting messages.
- Avoid highly emotional content, especially messages with negative emotional content.
- Be sure message is respectful, tasteful, and is free of negativity towards the instructor or classmates.
- Avoid sarcasm and be careful when using humor since others may misinterpret your message.
- Assume no privacy of message. Do not post anything that would cause embarrassment or hurt feelings to yourself or others.

### For emails:

- Use name of intended receiver in greeting.
- Write a subject line.
- Be clear, complete, concise, and correct in forming your message.
- Sign your name at the end of message.
- Reread the message carefully before sending.

### For discussion boards:

- Make respectful comments that relate to the prompt.
- Your responses to classmate's comments should add to the discussion or raise an important point.
- Be clear, complete, concise, and correct in forming message.
- Reread (and potentially revise) the message carefully before adding it to the discussion.

## Course Content

### Course Description

AD 255 is an introductory exploration of art in its many forms. The course will guide students as they begin an interactive dialogue with art to better understand and appreciate art. This will be accomplished through course readings, peer discussions, creative responses, viewing art in galleries, and writing about art.

### Course Objectives

With successful completion of the course, the student will:

1. gain basic knowledge of art concerning media, vocabulary, themes, and history.
  - Evaluation of this objective is through quizzes, discussions, assignments, and essays.
2. navigate the spaces of art establishments, such as galleries and museums.
  - Evaluation of this objective is through written essays and assignments.
3. develop critical thinking skills to evaluate, describe, and analyze works of art.
  - Evaluation of this objective is through discussion, assignments, and essays.
4. increase aesthetic perception.
  - Evaluation of this objective is through discussion, assignments, and essays.

### Organization of Course

This course is broken into five main Modules and three Writing Interludes.

**Modules** follow the course textbook and consist of:

1. Introduction to A World of Art Appreciation
2. Describing a World of Art
3. The Media in a World of Art
4. The Context of a World of Art
5. Themes in Art

**Writing Interludes** are interspersed between the modules and require you to see art and write about it.

1. Seeing Art in Person
2. Visiting Art Museums
3. Analyzing Art

With each weekly **Module**, the student will read approximately 3 chapters and articles, take two quizzes, participate in two discussion boards, and engage in a creative assignment. With each of the three **Writing Interludes**, the student will read 2-3 articles or chapters and write an essay. AD 255 is an intensive 8-week course that will cover a little bit of many different art topics. If you are interested in a specific aspect in depth, I encourage you to take additional art and design courses at Purdue or classes and workshops at local museums and galleries.

## Assignments and Activities

- **Readings:** Each Module contains three readings: two chapters from *A World of Art* and one outside reading available as a PDF on Blackboard. Each Writing Interlude contains two outside readings available as a PDF on Blackboard. For Modules 2-5, there is one required chapter from *A World of Art* and one choice chapter. For choice chapters, select whichever chapter sounds most interesting to you. You will not be responsible for the content in the other choice chapters.
- **Quizzes:** Each module contains two quizzes based upon the chapters from *A World of Art*. For Modules 2-5, you will take the REQUIRED quiz and then select one CHOICE quiz based upon the chapter you read. Each quiz contains 10 questions worth 2 points each for a total of 20 points per quiz. You may use your textbook to take the quiz. You also may take the quiz two times to obtain your best score.
- **Discussions:** Modules 1-5 each contain two discussion questions that are worth 35 points each. In Module 1, the first discussion post is an introduction of yourself to the class, and the second one relates to the readings. In Modules 2-5, one discussion question relates to the required chapter from the text, and you may choose to incorporate the outside reading as well. The second discussion prompt asks you to teach your colleagues something you learned from your choice chapter. Be specific and detailed in your post, which should be approximately 200-250 words in length. Once everyone submits an original discussion post in the discussion board, you will add to the learning community by responding to at least two different posts in each discussion board.
- **Creative Assignments:** Each Module concludes with the completion of a creative assignment. These assignments relate to the module topic and range from critiquing album art to taking photographs of personal collections. Creative assignments should be approached thoughtfully and reflectively. Each assignment is worth 30 points.
- **Visits:** One of the main features of the Writing Interludes is to see art in person. This can be accomplished by visiting museums, galleries, sculpture parks, or anywhere that contains original art. Interludes contain a section identifying local and regional museums and galleries to explore.
- **Essays:** Essays are a required assignment in every Writing Interlude. Papers get increasingly longer and more complex as the course progresses.
  - The first paper is the Emotional Engagement essay in which you will a response to how a work of art makes you feel. It is worth 50 points and should be 400-500 words in length.
  - The second paper is the Art Exhibition Review paper in which you will write an evaluation on a collection of art in an exhibition. It is worth 100 points and should be 600-800 words in length.
  - The last paper is the Art Criticism paper in which you write a detailed analysis on a work of art. It is worth 150 points and should be 750-1200 words in length.

## Course Grades

Grades will be determined by your performance on 10 quizzes exams, 10 original discussion posts with 20 follow up posts, 5 assignments, and 3 essays.

Point values are as follows:

Course component	Number of items	Points each	Points Total/ Percentage of grade	
Quiz	10	20	200	20%
Discussion post + follow up	10	35	350	35%
Assignment	5	30	150	15%
Essay	3		300	30%
• Emotional Engagement		50	Total points possible: 1000	
• Art Exhibition Review		100		
• Art Criticism		150		

Grading Scale				
A 930-1000	B+ 870-899	C+ 770-799	D+ 670-699	F 599 and below
A- 900-929	B 830-869	C 730-769	D 630-669	
	B- 800-829	C- 700-729	D- 600-629	

**48 Hour Late Pass:** Each student is given one 48-hour Late Pass during the semester that may be applied to a creative assignment or an essay. The Pass may not be applied to any other assignment or quiz. The Late Pass grants permission to the student to submit one creative assignment or Writing Interlude essay up to 48 hours late over the course of the semester without penalty to his/her grade. After the expiration of the 48-hour period, the late assignment will not be accepted unless there are extenuating circumstances. In order to utilize the late pass, the student must email me prior to the original deadline and obtain permission to do so.

**Late Submission of Assignments:** Assignments and quizzes submitted past their due date/time are not accepted unless unusual circumstances warrant an exception, and the student (or his/her authorized agent) has conferred with the instructor.

***Honors Pledge: As a Boilermaker pursuing academic excellence,  
I pledge to be honest and true in all that I do. Accountable together – we are Purdue.***

## General Course Statements

### Grief Absence Policy for Students

*Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). GAPS Policy: Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for misses assignments or assessments in the event of the death of a member of the student's family.*

### Course Evaluations Statement

During the last two weeks of the semester, you will be provided with an opportunity to evaluate this course and your instructor(s). Purdue now uses an online course evaluation system. Near the end of classes, you will receive an official e-mail from administrators with a link to the online evaluation suite. You will have up to two weeks to complete this evaluation. Your participation is an integral part to this course and your feedback is vital to improving education at Purdue University. I strongly urge you to participate in the evaluation system.

### Academic Integrity and Dishonesty Statement

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, of University Regulations] Furthermore the university Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972] Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing [integrity@purdue.edu](mailto:integrity@purdue.edu) or by calling 765-494-8778. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern.

Note: In AD 255 online, all work must be your own. If you borrow someone's ideas, directly or indirectly, or use a quote, cite your source. Penalties for academic dishonesty vary depending on the severity of the action. Examples: using a classmate's phrasing in a discussion board without crediting him or her as the source would result in minimal point deductions and written feedback, having another student create your artwork may result in a zero for that assignment, and using exact wording from another source for an essay may result in getting a zero on the paper.

### Plagiarism Statement

The Office of the Dean of Students will investigate instances of reported plagiarism and take appropriate actions. See the Dean of Students web page for descriptions of plagiarism and university plagiarism policies). <http://www.purdue.edu/univregs/studentconduct/regulations.html> All acts of plagiarism are violations of the

University Academic Dishonesty Policy and will be dealt with according to procedures established by the university.

**Accessibility and Accommodations Syllabus Statement**

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: [drc@purdue.edu](mailto:drc@purdue.edu) or by phone: 765-494-1247.

**CAPS Statement**

Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765) 494-6995 and <http://www.purdue.edu/caps/> during and after hours, on weekends and holidays, or through its counselors physically located in the Purdue University Student Health Center (PUSH) during business hours.

**Reproduction Of Student Work Statement**

The Purdue University Department of Art and Design (School of Visual & Performing Arts) retains a non-exclusive right to reproduce all undergraduate and graduate student projects for the purpose of education, publication, promotion, illustration, advertising, trade in any manner or medium now known or later developed in perpetuity.