

ARA 311 – Art Appreciation and Human Development

SPRING 2019 SLN#10811

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Telephone:

Office hours: *Include a statement indicating how to contact the faculty member for an appointment outside office hours*

Course Description:

Course content, goals and key points of methodology, clinical or theoretical approach, course themes and special requirements.

Exploration of Art Appreciation and Human Development theories to enrich understanding of diverse culture art forms, details, themes, and contexts.

Requirements:

CLASS TEXT BOOK: The required textbook is *Chicano Art for Our Millennium Collected Works from the Arizona State University Community* by Gary D. Keller, Mary Erickson, and Pat Villeneuve. **Tempe: Bilingual Press. Students can call ASU 480-965-3867 for reduced price \$28 + shipping. Amazon order is \$35 + shipping.**

TECHNICAL MINIMUMS: Because this course is entirely delivered via the Internet, you are responsible for making sure that the computer you use to access all course materials meets or exceeds the specified computer minimum qualifications as listed on the course web site. Also, due to the high media content of this course, you will be required to set up and configure a media player that will consistently play the mp3 files delivered via the course web site. Please note: You are highly encouraged not to enroll, or to drop immediately, if you do not have computer experience, or if you are not willing or prepared to assume the added responsibility of a computer-based course. Necessary required skills include downloading mp3s, surfing the net, conferring via email, and applying other intermediate computer knowledge.

HIGH-SPEED CONNECTION NOTE: Although you can complete much of this course with a dial-up modem, a high-speed connection is strongly advised, when possible. Due to the nature of the course the site is very image intensive. Each page contains at least 4-6 high quality images that may be slow to download on a slower connection. Where possible, thumbnails have been provided to allow for the student to “choose” to download the larger image. Each unit contains one or more audio lecture components. These require an audio card and mp3 playing software. Unit Six is especially demanding of fast access. Plan to complete the online activities for that unit using a fast connection. If you do not have your own, you will need to schedule time on campus, at a library, with a friend, or at an Internet Cafe. The interactive exercises in Unit Six require the Flash plug-in be installed on your browser. Most browsers come with the Flash plug-in pre-installed; however, if your browser does not have it, you will need to download and install it on your system to run the interactive exercises. You can download the Flash plug-in for your browser at: <http://www.macromedia.com/software/flash/>

Course Objectives:

In this course, you will:

- 1) Select an artwork and explain why it is developmentally appropriate for a target group.
- 2) Write a comprehensive description of an artwork.
- 3) Interpret an artwork.
- 4) Reflect on the bases of your own art judgments.
- 5) Introduce an artwork and art ideas to a target audience.
- 6) Use developmental theories to analyze effectiveness of interaction with target group.

Student Learning Outcomes:

- *Ability to describe, analyze, and interpret artworks*
- *Understand artwork purpose, method, and history*
- *Ability to write a clear art judgement supported by facts*
- *Understand developmental theory*
- *Ability to explain the developmental theories*
- *Ability to introduce the artwork/ ideas to your audience*

Assignments:

Describe the types of assignments in the course, due dates, the grading criteria of each assignment and weight. In other words, there should be a clear enumeration and description of the types of assignments. Also include your late assignment policy for late assignments (excused and non-excused), rewrite and make-up policies, acceptability of handwritten work.

MAYBE WE DON'T NEED THIS CHART BELOW SEE THE NEXT CHART- MOVE the DUE DATES words

<i>Assignment Categories</i>	<i>Assignments</i>	<i>Number of Points</i>
Participation	Participation 1	10 points
	Participation 2	10 points
	Participation 3	10 points
	Participation 4	10 points
	Participation 5	10 points
	Participation 6	10 points
Quizzes	Quiz 1	15 points
	Quiz 2	15 points
	Quiz 3	15 points
	Quiz 4	15 points
	Quiz 5	15 points
	Quiz 6	15 points
	Quiz 7	15 points
	Quiz 8	15 points
	Quiz 9	15 points
	Quiz 10	15 points
	Quiz 11	15 points
	Quiz 12	15 points
	Quiz 13	15 points
	Quiz 14	15 points
	Quiz 15	15 points

	Quiz 16	15 points
Major Projects	Major Project 1: Proposal	150 points
	Major Project 2: Detailed	150 points
	Major Project 3:	200 points
	Major Project 4: Target	200 points

<i>UNIT</i>	DUE DATES ASSIGNMENTS = 70% QUIZZES = 24% PARTICIPATION* = 6%		<i>POINTS</i>	<i>START DATE</i> (12:30 am)	<i>DUE: END DATE</i> (11:30 pm)
<i>1A</i> <i>1B</i>	My Artwork Selection My Art Judgment	Participation 1 Participation 2	10 10	1/09 1/09	1/17 1/17
<i>2A</i> <i>2B</i>	Another Art Judgment Unit Two Part A & B	Participation 3 Quiz 1	10 15	1/17 1/17	1/23 1/23
<i>3A</i> <i>3B</i>	Viewpoints Self-Assessment Unit Three Part A Major Project: Proposal	Participation 4 Quiz 2 Assignment 1	10 15 150	1/23 1/23 1/23	1/30 1/30 1/30
<i>4A</i> <i>4B</i>	Unit Four Part A Unit Four Part B	Quiz 3 Quiz 4	15 15	1/30 1/30	2/06 2/06
<i>5A</i> <i>5B</i>	Unit Five Part A Unit Five Part B	Quiz 5 Quiz 6	15 15	2/06 2/06	2/13 2/13
<i>6A</i> <i>6B</i>	Unit Six Part A Unit Six Part B	Quiz 7 Quiz 8	15 15	2/13 2/13	2/20 2/20
<i>7A</i> <i>7B</i>	Unit Seven Major Project: Detailed Description	Quiz 9 Assignment 2	15 150	2/20 2/20	2/27 2/27
<i>8A</i> <i>8B</i>	Unit Eight Part A Unit Eight Part B	Quiz 10 Quiz 11	15 15	2/27 2/27	3/13 3/13
	SPRING BREAK			3/04-	3/10
<i>9A</i> <i>9B</i>	Unit Nine Part A Unit Nine Part B	Quiz 12 Quiz 13	15 15	3/13 3/13	3/20 3/20
<i>10A</i> <i>10B</i>	Unit Ten Part A Unit Ten Part B	Quiz 14 Quiz 15	15 15	3/20 3/20	3/27 3/27
<i>11A</i> <i>11B</i>	Unit Eleven Major Project: Contextual Interpretation	Quiz 16 Assignment 3	15 200	3/27 3/27	4/3 4/3
<i>12</i>	Detailed Schedule	Participation 5	10	4/3	4/10
<i>13</i>	Progress Report	Participation 6	10	4/10	4/17
<i>14</i>	Major Project: Target Group Analysis and Application	Assignment 4	200	4/17	4/24

Required Primary and Secondary Materials (e.g., readings, videos, podcasts, films and studio supplies)

Course Textbook above:

Course consists of podcasts embedded in course online

Course Itinerary (Schedule):

Outline the structure of this course (weekly meetings, modules, online, hybrid) and provide a timeline for readings, discussions, assignments and exams.

Unit One: Introduction

Unit One Part A orients you to the structure of the course and to your textbook, *Chicano Art for Our Millennium*.

Unit One Part B asks you to think about how you judge art (Objective #1)

Unit Two: What is Art and What Makes it Good?

Unit Two Part A introduces the distinction between preferences and judgments (Objective #1).

Unit Two Part B offers a broad overview of art definitions and art forms.

Unit Three: Research on Art Viewpoints -- *Artwork and Target Group Proposal due*

Unit Three Part A introduces Erickson and Clover's Viewpoints Theory of Art Understanding and asks you to apply it to more fully understand your own response to art (Objective #1).

Unit Two Part B asks you to apply the Viewpoints theory to help you better understand a particular target group (Objective #2). Part B asks you to identify a key artwork to investigate and a target group to whom you propose to develop a plan to introduce the artwork.

Unit Four: Physically Making and Caring for Art

Unit Four Part A introduces a strategy for inquiring about art that distinguishes questions of fact from questions that call for conclusions. In addition, Part A introduces a key question about the technical features of an artwork: *What tools, materials, and process did the artist use?* Learning how to describe the technical features of an artwork is one important part of learning how to describe an artwork (Objective #3). You will need this skill to complete your Detailed Description assignment.

Unit Four Part B introduces a second key question about caring for artworks: *How is the artwork exhibited and protected from harm?*

Unit Five: Reproductions and Subject Matter

Unit Five Part A introduces a key question about reproductions: *How is the reproduction different from the original artwork?*

Unit Five Part B introduces a key question about subject matter: *What people, places, and things does the artwork show?* Part B also distinguishes subject matter from content or meaning.

Learning how to describe any subject matter depicted in an artwork is an important part of learning how to describe an artwork (Objective #3). You will need this skill to complete your Detailed Description assignment.

Unit Six: Visual and Tactile Features and How They Are Organized

NOTE: You will need a fast connection to the Internet to complete this week's work.

Unit Six Part A introduces a key question about sensory elements: *What visual and tactile features did the artist use?*

Unit Six Part B introduces principles that describe how sensory elements are organized within an artwork. Learning how to analyze the formal organization of an artwork is an important part of learning how to describe an artwork (Objective #3). You will need this skill to complete your Detailed Description assignment.

Unit Seven: Universal and Cultural Art Achievement -- Detailed Description due

Unit Seven Part A asks you to complete a Detailed Description of the artwork you proposed and were approved to investigate.

Unit Part B returns to developmental issues that affect how people understand and appreciate art (Objective #2). Part B introduces David Henry Feldman's Developmental Theory, especially his distinction between universal skills achieved by virtually all human beings and more specific achievements passed on within cultures. In addition part B applies Feldman's distinction between universal and cultural achievements to achievements in making and understanding art. You will need an understanding of developmental theory as the basis for your Target Group Analysis and Application assignment (Objectives #5 and 6).

Unit Eight: Contextual Facts

Unit Eight Part A focuses on two key questions that can affect what artists care about and how they work: *What is the background and life experience of the artist? What are the natural and built environments like where the artwork was made?*

Unit Eight Part B introduces two more key questions about function and culture: *What do people think, believe, or do in the culture in which the artwork is made? What does the artwork do?*

Facts about artists' lives and the context in which they work are important evidence to help support an interpretation of the meaning or significance of an artwork (Objective #4). You will need to investigate contextual facts in order to build the foundations for your own Contextual Interpretation of the artwork you are investigating.

Unit Nine: Artworlds and Advanced Art Achievement

Unit Nine Part A introduces a key question about the sub-culture within a general culture that specializes in making and understanding art, that is, the artworld: *What art training, traditions, movements, and expectations surround the artist?* An understanding of the artworld in which an artist works and in which her/his artwork is received is essential to the development of a persuasive contextual interpretation (Objective #4). You will need information about the artist's artworld to incorporate into your Contextual Interpretation.

Unit Nine Part B applies Feldman's more advanced levels of achievement to achievements in art. Part B also introduces other developmental theories that can guide the design of a plan targeted

for a particular group. You will apply and investigate at least one developmental theory (in addition to Erickson-Clover and Feldman) to guide the design of your Target Group Analysis and Application assignment (Objectives #5 and 6).

Unit Ten: Interpretation

Unit Ten Part A introduces key questions about the viewpoints of non-art specialists within a culture and about personal viewpoints: *How is the artwork understood within the culture in which it is made? How do individuals' personal experiences affect how they understand the artwork?*

Unit Ten Part B introduces key questions about the artist's viewpoint or intention and the viewpoints of art specialists: *Why did the artist want the artwork to look the way it does? How do specialists in art understand the artwork?*

These viewpoints are essential to a well-informed interpretation (Objective #4). You will need to consider all these viewpoints as you develop, refine, and support your own Contextual Interpretation.

Unit Eleven: Transfer -- Contextual Interpretation due

Unit Eleven Part A asks you to complete a Contextual Interpretation of the artwork you proposed and were approved to investigate.

Unit Eleven Part B borrows the concept of transfer from learning theory and introduces ways to use transfer as you plan your Target Group Analysis and Application assignment (Objectives #5 and #6).

Unit Twelve: More Transfer to Extend Learning

Unit Twelve Part A introduces ways to use transfer to extend art learning as you plan your Target Group Analysis and Application assignment (Objectives #5 and 6).

Unit Twelve Part B asks you to establish a detailed schedule to complete the Target Group Analysis and Application assignment.

Unit Thirteen: Work Time

Unit Thirteen asks you to review and revise, as necessary, your schedule to complete the Target Group Analysis and Application assignment.

Unit Fourteen: Target Group Analysis and Application due

Unit Fourteen Part A asks you to complete and submit your Target Group Analysis and Application assignment.

Unit Part B offers some concluding remarks.

Grading, including grade scale [Above in the chart]

The syllabus should provide a clear account of the types of activities and assignments that will be graded, and potential ranges of weight assigned to the various activities. This can take the form of point distributions or percentages. Of particular importance are categories like "class participation," which may require large percentages (more than

20%) in some special cases. Be sure to clarify how grades relate to expectations specific in learning outcomes. Note: make sure points/percentages are consistent and that totals are accurate.

Notate how in-between grades will be handled: "All grades will be rounded to the nearest whole number. Grades that are on the border of a letter grade will be rounded up to the next letter grade. Grades will only be raised by 0.5%."

For example:

Attendance/Participation	40 points
Assignment 1	10 points
Assignment 2	10 points
Final Project	30 points
Readings	10 points
Total	100 points

Grade Scale: Final Grade Calculations

98-100	A+
93-97	A
90-92	A-
88-89	B+
83-87	B
80-82	B-
78-79	C+
70-77	C
60-69	D
0-59	E

Attendance Policy: None, students start the quiz/assignment at the assigned date. And finish it at the End Date above

*The instructor's general policy **AND** university policy on absences due to religious observance and university sanctioned activities such as:*

Attendance and participation for the duration of the class period is mandatory. If you have more than 3 absences (unexcused), your final grade will be lowered 1/3 grade for each subsequent absence (i.e. B to B-). You should notify me by email prior to absence if possible and provide doctor's note where applicable. Repeated tardiness and leaving class early will be recorded, and as a result, your final grade will be lowered. It is the student's responsibility to keep track of his/her absences. Excused absences include illness, family emergency, religious observances/practices in accord with ACD 304-04 or university sanctioned events/activities in accord with ACD 304-02

Please see me in advance to arrange to make up work for excused or anticipated absences.

Academic Integrity and Student Code of Conduct:

Besides academic performance, students should exhibit the qualities of honesty and integrity. Every student is expected to produce his/her original, independent work. Any student whose work indicates a violation of the ASU Academic Misconduct Policy including cheating, plagiarism, and dishonesty will be subject to disciplinary action. Plagiarism is defined as

deliberately passing off someone else's words or ideas as your own. All necessary and appropriate sanctions will be issued to all parties involved with plagiarizing any and all course work. Plagiarism and any other form of academic dishonesty that is in violation with the Student Code of Conduct will not be tolerated. Arizona State University and the Herberger Institute for Design and the Arts expect the highest standards of academic integrity from all students. Failure to meet these standards may result in suspension or expulsion from the university or other sanctions as specified in the University Student Academic Integrity Policy. For more information, please see the ASU Student Academic Integrity Policy: <http://provost.asu.edu/academicintegrity>. Per ASU policy, a student may not avoid the consequences of academic dishonesty by withdrawing from a course, and may be placed back in the course in order to face sanctions resulting from academic integrity violations. You are responsible for abiding by this policy.

In addition, ASU adheres to a university-wide Student Code of Conduct. The philosophy behind this policy states: The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals. The Student Code of Conduct is designed to promote this environment at each of the state universities.

Student Conduct:

You are expected to treat your instructor and your fellow classmates with respect and kindness. In all correspondence and in Discussion Board postings, you should show respect for the viewpoints of others who may disagree with you or see things from a different perspective. Criticizing, ridiculing, insulting, or belittling others will not be accepted. Keep in mind that electronic communications do not have the advantage of nonverbal cues that are so much a part of interpersonal communication. Humor or satire can sometimes be misinterpreted in strictly electronic communication forums.

Threatening or disruptive behavior:

Threatening, violent, or disruptive behavior will not be tolerated in this class, and will be handled in accordance with ASU policy. For more information please visit: <https://eoss.asu.edu/dos/srr/PoliciesAndProcedures> and <https://eoss.asu.edu/dos/safety/ThreateningBehavior>.

Title IX:

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>.

Technology Usage:

It is encouraged that you bring technology (cell phones, tablets and laptops) to class to help you take notes and do research, however please turn off cell phone ringers and do not use your phone to make personal calls in class or use any technology to use social media in class. Do not answer your phone in class. If you believe you are receiving an emergency call, please step outside to take it.

Withdrawal:

If you are unable to complete the course, it is your responsibility to arrange for withdrawal from the class. You will not be automatically withdrawn and unless you are officially withdrawn from the course you will receive a final grade based upon the total points you have earned for the semester. Students are required to pay all tuition and fees for any registered course unless enrollment is officially cancelled during the 100% refund period. Please visit the Academic Calendar to review the withdrawal deadlines for this semester. For more information on Drop/Add and Withdrawal visit: <https://students.asu.edu/drop-add>

Special Accommodations:

Your instructor is willing to make any reasonable adaptations for limitations due to any documented disability, including learning disabilities. Please contact the instructor during office hours or by appointment to discuss any special needs you may have. You must contact the Disability Resource Center to process the paperwork for special course accommodations. To request academic accommodations due to a disability, please contact the ASU Disability Resource Center (<http://www.asu.edu/studentaffairs/ed/drc/#> ; Phone: (480) 965-1234; TDD: (480) 965-9000). This is a very important step as accommodations may be difficult to make retroactively. If you have a letter from their office indicating that you have a disability which requires academic accommodations, in order to assure that you receive your accommodations in a timely manner, please present this documentation to me no later than the end of the first week of the semester so that your needs can be addressed effectively.

Disability Support Services:

Students with disabilities must have an equally effective and equivalent educational opportunity as those students without disabilities. Students experiencing difficulty accessing course materials because of a disability are expected to contact the course instructor so that a solution can be found that provides all students equal access to course materials and technology.

Information for Students with Disabilities:

If you have a documented disability, including a learning disability, and would like to discuss possible accommodations, please contact the ASU Disabilities Resources and Services Office at 480-965-1234 or email DRC@asu.edu <https://eoss.asu.edu/drc>. On the Tempe Campus: Matthews Center building, 1st floor

Student Rights and Responsibilities:

Students must abide by all the requirements stated in this syllabus. In addition, all students should be aware of their rights and responsibilities at Arizona State University. Please reference the college catalog and student handbook for student rights and responsibilities.

These can be found here:

http://herbergerinstitute.asu.edu/students/undergrad/documents/student_handbook.pdf

Student Services & Resources:

You will find a list of student resources at: <https://tutoring.asu.edu/student-resources>
Resources included are advisement, registration, financial aid, disability services, counseling, tutoring, library, and more.

Academic Calendar and Important Dates:

The academic calendar can be found here: <https://students.asu.edu/academic-calendar>

Subject to change:

The Instructor reserves the right to change portions of this syllabus (assignments, deadlines etc.) by verbal instructions during scheduled class time. The student is responsible for noting changes and acting accordingly. Grading and absence policies are not subject to change.

Computer, Internet, and Electronic Communications Policy:

<http://www.asu.edu/aad/manuals/acd/acd125.html>

Missed Classes Due to University Sanctioned Activities:

<http://www.asu.edu/aad/manuals/acd/acd304-02.html>

Accommodations for Religious Practices:

<http://www.asu.edu/aad/manuals/acd/acd304-04.html>

Handling Disruptive, Threatening, or Violent Individuals on Campus:

<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>

For more information, refer to: www.asu.edu/aad/manuals/acd/acd304-10.html.

University Course Guidelines can be found here:

<https://provost.asu.edu/curriculum-development/changemaker/syllabus-guidelines>