



## **ART 1301.002 / GLB / Art Appreciation**

COURSE SYLLABUS: Spring 2020

### **INSTRUCTOR INFORMATION**

Instructor: Josephine Durkin, Associate Professor of Art

Office Location: Phone and Facetime meetings. More info, TBA.

University Email Address: Josephine.Durkin@tamuc.edu

Preferred Form of Communication: email, Facetime and phone

### **COURSE INFORMATION**

The course will exist online beginning March 25, 2020.

#### **Course Description**

Students,

As always, your safety and well-being is the biggest priority. Thriving while doing our best to survive the seriously contagious coronavirus presents a variety of challenges, many of which are new to us. Although this is a very strange, unexpected and stressful time, adapting to a different, and in this case - a much more restrictive set of parameters due to health regulations - can yield some very exciting work and new skill sets...work and abilities that likely would not have been made and gained if not forced to work outside of our comfort zones.

For the remainder of the semester, this class will be taught online.

Office hours: If you'd like to talk or "meet" with me during my office hours, you may do so via phone or Facetime appointments.

*The syllabus/schedule are subject to change.*

Course content: In addition to sharing weekly readings and videos that I think you'll enjoy, I have created a variety of project choices that focus on making your best work while using what you have safe access to, with where you are physically and emotionally. Each choice allows you to gain creative and conceptual muscle, art survival skills, add technical and conceptual - and possibly material - "tools to your toolbox" - all while producing challenging work that you are proud of.

### Semester Assignments:

Here are your choices for the next (studio-focused) project. I encourage you to pick the assignment that you are most excited about, and can execute well, while self-isolating, without school shop access and school equipment, without in-person assistance from me or others, and without the ability to acquire new materials and supplies in shared spaces (physical stores, etc.). I love a good challenge – don't you? You can do it!

First step - choose from one of the studio-focused projects below:

Option 1: Create a work that utilizes the concept of time in some way – specifically or abstractly. It could have something to do with the coronavirus – or not. It's up to you. Some of you may already be super excited about this theme from the original syllabus, and may be able to execute it well, even during this more-restrictive set of, safety-conscience life limitations.

Option 2: Create a work that utilizes text. Again, some of you may already be super excited about this theme. The wheels may have been turning for quite a while, you have, and/or can acquire, what you need to accomplish and execute it well (and safely) during your new life parameters, etc. Go, go, go! Just like in Option 1 – get to it, if you haven't already started because maybe you just couldn't wait to start this project. Whatever the case, if you are most enthusiastic about Option 1 or Option 2 - I don't want to stop you!

Option 3 (which also satisfies Option 1, and possibly Option 2):

Get better at something. As long as it's safe - and you're really excited about it.

Think of something that you'd like to learn how to do well, or something you have experience with already, but would like to "get better at". This could be anything, as long as it's something you really want to accomplish and can be done safely within your current, safety-conscience, self-isolating parameters. Art feeds life, and life feeds art. That's what I'm trying to teach here. Inspiration can come from ANYTHING, meaning interesting work can come from ANYTHING. Also - learning by doing. You can't just learn by reading about it or watching someone else do it through a tutorial. You have to do it yourself. So...what do you want to accomplish?

### Examples:

The *syllabus/schedule* are subject to change.

Learn to do a pull-up, or more pull-ups, learn or invent, and perfect, a new-to-you recipe. Learn how to draw (paint, sculpt, make clothing for...) your cat or dog well (correct proportions, an obvious likeness, specific details, excellent fit and innovative style, etc.) using whatever materials you have safe access to (pens, pencils, notebook paper, lipstick, clothes you'd like to get rid of, etc.), learn how to organize your closet in a way that works well for you, and keep it clean each day, learn how to sing (or play) a particular song in tune, learn a challenging dance routine using YouTube videos as your teaching tool, develop a closer relationship with your dog, create living room furniture out of cardboard, glues and screws, walk and/or jog a mile a minute faster than you currently can, write about the coronavirus in French with excellent grammar, make your backyard or kitchen more beautiful using what you have, inventing a system that better organizes your refrigerator, learn to be more specific when communicating how you feel with your family and/or friends, learn how to hula hoop for at least two minutes - or - increase your hula hooping endurance to twenty minutes, learn how to build a (safe) bowling alley in your hallway, while learning how to bowl (safely) with just a ball made from tin foil and plastic water and/or soda bottles. See?! Your choices are endless - even while self-isolating and having access to just your phone to track your progress each day. Most importantly, anything that's of interest to you can lead to the creation an exciting and engaging art work.

Next, actually work on your chosen goal EVERY DAY, track your progress through photographs and/or video – and any other tracking system that makes sense to measure your journey – including trials and errors – of actively trying to reach your goal with serious focus (charts, graphs, thoughts on how you are feeling, thoughts on how you think your dog is feeling, etc.). This dedicated time may also include reading and watching (researching) the goal you are trying to achieve, and what others have done (successfully or not) to achieve it. Material tests. Trials, errors, what you've researched and learned...Then, each day, post the documentation of your efforts on a blog. (You'll need to create a blog. Learning how to create a blog, or learning how to create a better blog if you already know how to create one, via the process of creating a blog for this assignment - will not count as the chosen goal.)

Finally, use the documentation of the attempts to reach your goal, and/or the residue of physical materials from the process of reaching your goal (for example – if you want to learn how to carve penguins out of soap, then you could use or document (photograph or video - plus possibly count?) the left over soap shavings) to create, and/or inspire an artwork. This work could exist as a flipbook, a stop animation, a series of drawings, a sculpture(s), an installation of lists describing your love of particular soaps, a collage made of these lists, a wall drawing charting the size of the soap pieces or likeness of the penguin, a video of you learning how to carve the penguin with commentary about global warming, a series of photographs you take relating to the project, an abstract painting derived from the chart you made that documents the time you spend watching videos about how to carve soap – or penguins - etc. Or maybe, through the process of learning how to carve a penguin out of soap, you become interested in carving abstract sculptures, or your Mom, out of soap – and then your direction shifts and you accomplish that. Your final work can be made from the actual documentation of your

progress and achieved goal, or it can be inspired by efforts, the residue of your efforts, and/or your new accomplishment. It can be very specific, and tie directly to your goal and process (for instance – a video using all of your attempts to make a great painting of your cat, or maybe, an installation made from Photoshopped photographs of the soap shavings from the daily attempts to carve an accurate penguin each day in two hours, using only your potato peeler).

In the Fall of 2020, a portion of your work will be included in an exhibition dedicated to the work of my students' created for this assignment. More info TBA.

This course examines the relationships between the visual arts and other expressions of human imagination and invention. Special attention is given to parallel developments in the histories of ideas, technology and art.

## **Student Learning Outcomes**

- To understand the relationship between art and non-art, and how each can inform the other
- To understand the relationship between appreciating art, as well as appreciating non-art
- To advance visual, physical and conceptual problem solving abilities
- To understand how art is utilized in a variety of disciplines
- To understand the importance of craftsmanship while learning how formal decisions impact the meaning of the work
- To encourage creative and ambitious thought processes, work and communication habits
- To introduce a variety of artists, art venues and art practices, for the purpose of accessing, appreciating and understanding art, and its ability to change the way we think, feel and live.

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

Ability to use Microsoft Word and PowerPoint

### **Instructional Methods**

Weekly readings and video links.  
Specific online course instruction TBA

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## **Student Responsibilities or Tips for Success in the Course**

Participate regularly through research, research projects and documentation.

## **GRADING**

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

## **Assessments**

Specifics TBA to reflect online course transition.

In general, grades will be based on the following:

Homework

Participation via Blog

Long-term art project

Art research assignment

Final Exam

## **TECHNOLOGY REQUIREMENTS**

### **LMS**

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

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## **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CVID) and password to log into the course. If you do not know your CVID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### **Interaction with Instructor Statement**

Students who have questions about the course may email me at my university email address. Students who would prefer to talk with me about the course in person may email me to schedule a meeting during my office hours. I can meet at various times throughout the day on Tuesdays and Thursdays. Please email me a few days in advance to set up an appointment.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

Attendance and participation is mandatory. Class participation quizzes will enable each student to earn points towards their final grade, while also documenting attendance, participation, and helping to successfully prepare for the final exam. It is the student's responsibility to email me should he or she need to miss class. There are extra credit opportunities that will be discussed throughout the semester.

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## **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

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## **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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## **Department or Accrediting Agency Required Content**

### **COURSE OUTLINE / CALENDAR**

Please see the description of the research project near the beginning of the syllabus. More information to reflect the online course instruction TBA.

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