
ARTS 105 ART APPRECIATION

October Session (09/52)

On-line Course Syllabus

Effective Date: October 19 – December 12, 2009

Course Description

ARTS 105 Art Appreciation

Introduction to the place of visual art in modern society, to the vocabulary used in discussing a work of art, and the studio techniques artists use to produce two and three-dimensional works.

Prerequisites: none

I. Overview and Course Goals

Art Appreciation is an introduction to the principles and concepts used in the study and analysis of the fine arts, in order to achieve a basic understanding of art and artistic concerns. Art Appreciation studies the major cultural achievements and significant artistic works that have shaped Western culture.

The approach to this course is to study the arts in an historical context beginning with the earliest artistic expressions of ancient societies and extending to twentieth century. The student will develop an understanding and appreciation of art by understanding its purpose, terminology, various disciplines, and its history. We will discuss the basic vocabulary of art and the different mediums used. The major concentration of this course will be the visual arts.

Week 1 - What is Art?

What is Art? Does it serve any purpose? This week we will be discussing the meaning of art; its purpose, and artistic styles. We will see that works of art are created for many reasons, reasons that are as varied as the people that make them.

Week 2 - Visual Elements, Principles of Design, Style, and Art Criticism

We will also expand our discussion of the meanings and purposes of art to include the "language" of art. Like any field, a certain vocabulary is necessary and helpful to understand the material. This vocabulary will help you discuss what you see and your

reactions to it. We will be discussing how the elements of art, such as line, color, and shape are composed in works of art.

Week 3 - Two-Dimensional Art Forms: Drawing, Painting, Printmaking and Camera Arts

This week begins the study of the various mediums of Two-Dimensional art. From the moment a child is able to hold something in its hands the child makes a mark on something. Drawing is the most basic of the two-dimensional art forms. In its broadest definition, drawing is the result of an implement running over a surface and leaving a trace of the gesture. As you will discover, the art of drawing goes much farther than that.

We will also discuss how blurred the line between Drawing and Painting can be. In addition to painting on canvas or wood, paint has been used throughout history to decorate pottery, enhance sculpture, and embellish architecture. In this chapter we will learn about the composition of paint and explore painting in works created on two-dimensional supports.

Printmaking allows millions of people to own original works of art by masters. Printmaking permits the reproduction of one-of-a-kind works of art and also the production of many copies of original prints. Printmaking processes are divided into four major categories: relief, intaglio, lithography, and serigraphy. We will examine a variety of techniques within each of them. This is handy information when shopping for original prints for your home!

This week we will also discuss photography, cinematography, and video. Not always considered high art forms, today most critics will agree that these media have given rise to unique possibilities of artistic expression.

Week 4 - Three-Dimensional Art Forms: Sculpture, Craft, and Architecture

This week we turn our attention to three-dimensional art forms. We will discuss the opportunities and challenges artists are faced with when working in three dimensions and how artists have used a variety of materials to bring three-dimensional reality to ideas.

In our discussion of sculpture we will examine the characteristics of a number of works that have been rendered in the traditional materials such as stone, wood, clay, and metal. We will also explore several modern materials and methods, ranging from new metals and found objects to kinetic sculpture, light sculpture, and earthworks.

We will consider the materials traditional to craft - clay, glass, fiber, metal, and wood - using historical and contemporary works as evidence of the broad technical and stylistic ranges of the media. For many artists, the distinction between art and craft is an artificial and limiting one.

Architecture and environmental design involve building spaces for our utilitarian, aesthetic, and symbolic purposes. Increasingly, individuals and local governments are

understanding the psychological and social benefits or creating and maintaining aesthetically pleasing environments in which to live and work.

Week 5 - Ancient Art through the Baroque

This week we will discuss Ancient art history through the Baroque period.

Did you know that prehistoric cave paintings were discovered by young boys who were chasing after a dog; that the largest Egyptian pyramid has nearly 2 1/3 million blocks of stone, each of which weighs about 2.5 tons; that the greatest achievements in Greek art, literature, philosophy, and drama were made within a span of only eight years; that approximately 6 million bodies were buried beneath the streets of Rome between the second and fourth centuries C.E.?

While Columbus was sailing along the shores of the New World in 1492, a 17-year-old Michelangelo was perfecting his craft of chiseling human features from blocks of marble. In 1564, the year that Shakespeare was born, Michelangelo died. The Renaissance is seen by some as the beginning of modern history. During this period we see a revival of classical themes in art and literature, and the return of the Greek philosophy of Humanism, in which humans dignity, ideas, and capabilities are of central importance.

This week brings us to the second portion of the course, the art history section. While studying art history, this quote by Picasso is especially meaningful: "The art of the Greeks, the Egyptians, the great painters who lived in other times, is not an art of the past; perhaps it is more alive today than it ever was." In examining the art of the past, we look at each work with a very different perspective than the people who created it.

The Baroque period, like the Renaissance, was an age of genius in many fields. Sir Isaac Newton derived laws of motion and of gravity. The Pilgrims set sail for what is now Massachusetts. The Baroque period in Europe included a number of post Renaissance styles that do not seem to have much in common at first. There are, however, many important characteristics that Baroque art shares, such as motion and space, the concept of time, dramatic use of light, and a passionate theatricality, all of which we will discuss this week.

Week 6 – The Modern World: Late 18th, 19th, and early 20th centuries.

Did you know that Paul Gauguin started his career as a stockbroker and ended it as a savage? That Matisse believed that painting should be joyous, "something like a good armchair in which to rest." That one group of twentieth-century artists sought to use art to destroy art?

When did modern art begin? Many historians have repeatedly asked this question. Many link it to the French revolution in 1789. Others have chosen 1863, the year of the landmark exhibition of 'modern' painting in Paris.

Another issue of interest has been "What is modern about modern art?" Actually, it is a shift in new subjects, materials, and techniques that signal a radical change from art of the past. These are some of the subjects we will be discussing this week as we look at art from the Neoclassic period through Futurism.

Week 7 – Art Between the Wars

Dada, Surrealism, and Salvador Dali... this week we will discuss many interesting styles of art that all occurred between the World Wars. They include those previously mentioned, as well as American Regionalism and the Harlem Renaissance.

Week 8 - Contemporary Art

Never before in history have artists experimented so freely with medium, content, and style. Never before have the mass media brought the images made by artists so rapidly into our homes. Never before has the general public been so conscious of, and affected by, art.

This week we will discuss painting and sculpture that has appeared since the end of W.W.II, the art of recent times and of today. New York City is now the center of the art world after its long tenure in Paris. The postwar generation produced an art never before seen on the face of the planet. It is lively and stirs both adoration and controversy.

Styles we will be discussing include abstract expressionism, minimalism, pop art, op art, conceptual art, and figurative painting to name a few.

II. Course Objectives

The specific learning objectives are that the student will be able to:

- To examine art from the viewpoint of the artist, the culture, and the viewer.
- To explore the formal characteristics of 2-dimensional and 3-dimensional art.
- To examine the various media that artists use to express their concepts.
- To develop a vocabulary of artistic terms that can be utilized when discussing works of art.
- Discuss the observable effects/results of the events of history on the art of that history.
- Compare and contrast works of art and architecture
- Develop a greater understanding of artistic contributions to our global society
- Develop an awareness and sensitivity for the creative process.
- Prepare an expository analysis of specific works of art seen during a trip to an art museum.

III. Measurable Learning Outcomes

- Analyze the form of a work of art, including ability to identify and describe: artistic media, visual elements, and the formal design elements.
- Analyze the content of a work of art, including: style; conceptual and philosophical concerns; cultural and artistic influences; and aesthetics.
- Understand and identify the visual elements of line, space, light, and color.
- Understand the methods for using space and time in visual art.
- Understand how visual elements are organized within a composition.
- Understand and identify 2-dimensional art media including: printmaking, drawing, painting.
- Understand and identify 3-dimensional techniques and media. Including sculpture and ceramics.

A variety of learning methods will be used in order for students to become familiar with art, artists, and art making. Through reading, on-line discussions, and various related web sites, students will receive a broad introduction to the nature of art.

It is my hope that in taking this course you will develop a greater understanding of art, heighten your awareness of what we respond to in a work of art, and to develop an appreciation of why what an artist has done is important.

During this session you will see many diverse works of art. Some you will like others you may not. It is not my goal to try and convince you to like any work of art, but to share some of what is known about them so that a deeper understanding may begin. Then, when you look at a work of art you like or dislike, you may say "I love it" or "I hate it, but at least I understand it."

IV. Course Policies

To view a demonstration course for details about taking an on-line course, please go to the following address: <http://www.ccis.edu/online/demo.asp>

First time students should also visit the student information webpage at: <http://www.ccis.edu/online/admissions/onlineforme.asp>. This page includes self-assessment quizzes, a student manual for D2L, a course demonstration, technical requirements, and help numbers. It is a very valuable link.

Please go to the Online Course User Guide: <http://www.ccis.edu/online/studentmanual>
This is a great resource for those of you that are new to online coursework.

Columbia College Helpdesk: cchelpdesk@ccis.edu

ADA

There will be no discrimination on the basis of sex, race, color, national origin, sexual orientation, religion, ideology, political affiliation, veteran status, age, physical handicap,

or marital status. Students with documented disabilities who may need academic services for this course are **required** to register with the Coordinator for Disability Services. **Until the student has been cleared through the disability services office, accommodations do not have to be granted.** It is vital if you are a student who has a documented disability to read the entire syllabus before signing up for the course. The structure or the content of the course can make an accommodation not feasible. The policies and related syllabus matters remain subject to change in the event of extenuating circumstances.

Student Conduct

The instructor reserves the right to manage a positive learning environment and thus will not tolerate inappropriate conduct in the course. All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College's Code of Student Conduct and Ethics Code for Computer Users. Students violating these codes will be referred to the Campus Life Office for possible disciplinary action. The Code for Student Conduct and the Ethics Code for Computer Users can be found in the Columbia College Student Handbook, a copy of which can be obtained by calling the Campus Life office at 573 875 7425.

On-Line Participation

This course is offered on-line, over the Internet, using the Internet and the World Wide Web, using technology provided by Desire 2 Learn and Columbia College. Participation on-line is expected to be continuous throughout the course. Failure to turn in assignments by the date due, or timely participation in online discussions, may result in the student being withdrawn from the course. Emergencies should be communicated and documented to the instructor as soon as possible. Students are expected to read the assigned texts each week and log-in to the course discussion area, and post messages as required in the Course Schedule section of this syllabus. Active participation in the course will guide students in preparing assignments and exams. The instructor will facilitate online discussions in the Discussion room by responding to posted messages. See "Ground Rules for On-line Participation" for additional information.

A class week is defined as the period of time between Monday and Sunday. The first week begins the first day of the session (**Monday, January 11, 2010**) and ends midnight the following Sunday except for Week 8 when the week and the course will end **Saturday** at midnight **March 6, 2010**). The discussion and email assignments scheduled for completion during a class week should be submitted or posted by the weekly due dates stated on the grading schedule below. Writing assignments (papers) should be completed and successfully submitted so that they are received by the due date. NOTE: Because this is an online course designed to get feedback on assignments to you directly via Internet, you must make prior arrangements before submitting a paper via fax or the postal service. If you ever have problems transmitting your assignments to me, telephone me immediately at 321-276-1020 and we'll get the problem solved.

Ground Rules for On-line Participation

- Students should use E-mail for private messages to the instructor and other students. The Class Discussion area is for public messages so we can see what each other has to say about any given topic and respond. Think of them as conversations.
- Students are expected to participate in assigned on-line discussions, as well as with other appropriate on-line activities including sending/receiving E-mail and navigating and conducting research over the World Wide Web.
- All students will observe Conventions of "on-line etiquette" when communicating on-line, which includes courtesy to all users.
- Students may get assistance with computer related problems through the instructor.
- Paper assignments should be prepared in MS Word or Rich Text Format and posted in the course Drop Box. This method preserves their formatting.
- Assigned papers may also be submitted via the postal service or fax but only if arrangements are made with the instructor beforehand.
- You are expected to respond to a minimum of two of your classmate's comments each week. This means saying more than "I agree" or "Me too." This is part of your discussion grade. If you do not comment/participate, you will loose points for that week's discussion.

Academic Honesty

All Columbia College policies are in effect as described in the Academic Dishonesty/Misconduct section of the current college Catalog. All your work must be your own unless collaboration has been authorized. If collaboration is authorized you must acknowledge the collaboration in writing. Your grade will be based in large part on the originality of your ideas and your written presentation of these ideas. Presenting as one's own the words, ideas, or expression of another in any form is cheating through plagiarism. You will almost always be caught if you try to cheat due to the plagiarism prevention tools available to instructors. Here are two sites that may be of interest: <http://www.indiana.edu/~istd> and <http://www.plagiarism.com>

Plagiarism will not be tolerated and the claim of ignorance is no excuse. Those found plagiarizing may be dropped from the course. Collaboration with other students is not permitted without explicit permission from the instructor. This is also a form of plagiarism. Roommates and spouses taking the same course should be particularly careful.

Levels of Communication

We will be using a minimum of two levels of communication in this course, one formal, and the other informal. All assignments are formal. The formal rules of proper English and grammar apply for these submissions, and points will be deducted for misspellings, incomplete sentences, poor sentence structure, etc.

Discussion postings are informal. There are no penalties for misspellings, incomplete sentences, or other violations of grammatical rules. The criteria that have been met in Discussion postings is that your messages must be original and intelligible. You must communicate effectively. In addition, you must meet the weekly requirements for full credit on Discussion room assignments.

An optional communication tool we have at our disposal is the use of a chat room. Chat rooms allow us to communicate in a synchronous fashion if class participants desire to communicate with the instructor in "real time". If one or more students desire synchronous communication, start a thread in the Discussion requesting a chat session. We will establish a cyber location, a date and a time and we can discuss issues arising in the course. This course is structured around asynchronous communication. Use of chat rooms is strictly optional, and will only be utilized at the request of course participants.

V. Grading Policy

You will know in advance the standards for each assignment. My goal is to give you prompt, clear, and useful feedback to help you become a better writer and thinker.

You will be able to track your average exactly throughout the course.

The grading scale is based on percentile as follows:

A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 0-59.

Each student is responsible for:

- Completing weekly reading assignment.
- Completing the weekly Discussion Topic in the discussion area, reading your classmates posts, and responding to at least two of your classmate's postings. Posting thoughtful, stimulating responses is encouraged.
- Completing a total of 8 weekly assignment quizzes.
- Complete the Mid-term Paper
- Complete the Museum Visit Paper

Readings and Virtual Tours should be completed prior to submitting assignments for the week.

Weekly Assignment Quizzes will each be weighted equally toward your grade. Each Assignment Quiz is worth 60 points. Quizzes should be completed by Sunday midnight.

There are no make-up quizzes unless there are special circumstances.

Online discussions should be completed by Friday of the assigned week and responses to at least two classmates should be posted by Saturday of the assigned week. Each discussion topic is worth 25 points. Your grade will be based on the level of thought you gave the topic and your responses to other student's remarks. Discussion postings will be graded according to the Discussion grade criteria table below.

Two points per day will be deducted for late discussion postings. If discussion postings are late, it is assumed that you did not participate in that week's discussion topic so you will not receive any points for responding late to others postings.

The Mid-Term Paper is worth 100 points. It will consist of a one - two page written description of a work of art using terminology from Chapters 3 and 4. Specific details will be posted separately. Two points per day will be deducted for late Mid-Term papers.

The Final Paper is worth 200 points. Your grade will be based on the depth of your analysis of the subject. Specific details will be posted separately. Five points per day will be deducted for late Final Paper assignments

* Any assignment turned in one or more than one week late will receive half credit and will be graded at the instructor's convenience.

Course Calendar

WEEK	ASSIGNMENT	POINTS	DUE DATE
Week 1	Introduction	10 Points	1-13-2010
	Discussion #1	20 Points	1-15-10
	Discussion Response	5 Points	1-16-10
	Assignment Quiz #1	60 Points	1-17-10
Week 2	Discussion #2	20 Points	1-22-10
	Discussion Response	5 Points	1-23-10
	Assignment Quiz #2	60 Points	1-24-10
Week 3	Discussion #3	20 Points	1-29-10
	Discussion Response	5 Points	1-30-10
	Assignment Quiz #3	60 Points	1-31-10
Week 4	Discussion #4	20 Points	2-05-10
	Discussion Response	5 Points	2-06-10
	Assignment Quiz #4	60 Points	2-07-10
	MID-TERM	100 Points	2-07-10
Week 5	Discussion #5	20 Points	2-12-10
	Discussion Response	5 Points	2-13-10
	Assignment Quiz #5	60 Points	2-14-10
Week 6	Discussion #6	20 Points	2-19-10
	Discussion Response	5 Points	2-20-10
	Assignment Quiz #6	60 Points	2-21-10
Week 7	Discussion #7	20 Points	2-26-10

	Discussion Response	5 Points	2-27-10
	Assignment Quiz #7	60 Points	2-28-10
	FINAL PAPER	200 Points	2-28-10
Week 8	Discussion #8	20 Points	3-05-10
	Discussion Response	5 Points	3-06-10
	Final Comments/Wrap-Up	10 Points	3-06-10
	Assignment Quiz #8	60 Points	Saturday,3-06-10 *

* Denotes due dates that do not follow the Friday/Sunday due-date pattern due to holidays or the end of the session.

** You may want to work ahead due to the holiday weekend.

TOTAL POINTS POSSIBLE: 1000

Grades/points for all assignments, quizzes, exams and discussion topics will be posted in the Grade Book in order that students may keep up with their progress in the course.

GRADE CRITERIA FOR ONLINE DISCUSSION POSTINGS

- 20 - 18 = A Response is on time, answers given are complete and concise showing *superior* analysis of the topic, *outstanding* use of related terminology. Clear evidence of critical thinking is evident. Examples used where applicable.
- 17 - 16 = B Response is on time, showing above average analysis of the topic, relevant use of related terminology, or an 'A' response is late.
- 15 - 14 = C Answer shows acceptable understanding and analysis of topic, or 'B' response is late. Meets minimum requirements.
- 13 - 12 = D Response shows limited understanding of topic, or assignment is late, or on time, but incomplete, or 'C' response is late

GRADE CRITERIA FOR ONLINE DISCUSSION RESPONSE POSTINGS

- A minimum of 2 peer responses is required for each Discussion Topic.

- 5 Comments are constructive and add to the discussion of the topic, responses given are complete and concise showing *superior* analysis of the topic and terminology and exhibit critical thinking. Examples and terminology used where applicable. At least two responses to classmate's postings are posted. Responses are posted on time.

- 4 Response contributes to the discussion. Response is on time, showing above average analysis of the topic, relevant use of related terminology, and there are at least 2 responses to classmates, or a “5” answer is late. Response contributes to the discussion.
- 3 Acceptable response, more general or brief. Meets minimum requirements. Only 1 response to classmates, or “B” level answers are late.
- 2 Responses are late or only 1 response to classmates is posted. Responses do not add much to the discussion, and/or does not exhibit critical thinking.
- 1 Response or responses are late, or responses posted on time show minimal effort.

- Each discussion topic is worth 25 points. Online discussions require each student to respond to the topic posed by the instructor (20 points possible), and should be completed by FRIDAY of the assigned week. You are also required to respond to a minimum of two of your classmate’s comments (5 points possible). Discussion responses should be posted by SATURDAY of the assigned week. Responses are also graded, so give your responses thought. Thanks!
- Your grade will be based on the level of thought you gave the topic and your responses to other student’s remarks. Discussion postings will be graded according to the Discussion grade criteria table above.
- Two points per day will be deducted for late discussion postings. If discussion postings are late, it is assumed that you did not participate that week and you will not receive any points for participation. Discussion postings more than one week late will receive a grade of 0.

Instructor Feedback Timeframes

- Discussion Topics: Discussion grades are posted on the Monday after the discussion topics are due. I prefer not to post grades as you post your response because I am not sure when you are done participating. It works best to wait until the weekly topic has ended to post grades.
- Weekly Quizzes: The weekly Quizzes are self-grading. Your score will be posted once you submit your quiz. The correct answers are released on Monday, after the quiz availability period has ended.
- Papers: The grades for papers are posted within one week of the due date. Late papers are graded in a timely manner, at the instructor’s convenience.

Virtual Office Hours

The best way to contact me is via email at Armizzell@cougars.ccis.edu. I typically check my emails several times a day and will most likely get back to you the same day.

Please feel free to contact me call me at home. My phone number is **321-276-1020 (Eastern)**. You may call anytime between 9:00 am and 5:00pm and reach me. After 5:00 you may need to leave a message. If so, I will get back to you as soon as possible. If I am not available when you call, please leave a message containing your return phone number, a brief message of how I can help, and the time and day of your call. I will get back to you as soon as possible.

I typically respond within 24 hours to an email, phone call, or any other type of question or concern, but due to weekends, holidays, or any other possible unforeseen event, turnaround time may be 24-72 hours.

Please don't hesitate to contact me. I am here to help with any question you might have. There is no question that is too small to ask.

VI. Required Text

Prebles' Artforms-W/CD+ACCESS CODE.

Author/Title: FRANK

Edition: 9TH 09

ISBN: 0-205-77288-9

Textbooks for the course may be ordered on-line from:

<http://bookstore.mbsdirect.net/columbia.htm>

Books may be ordered by phone at 1-800-325-3252 or by fax 1-800-499-0143

For additional information about the bookstore visit <http://www.mbsbooks.com/direct>

Students: Please note that the use of an eBook carries certain risks: information may be missing due to copyright restrictions, the book cannot be resold to MBS, and an eBook purchase cannot be refunded.

VII. Course Schedule

Part One: Art Is...

Week 1: The Nature of Art, Awareness, Creativity, and Communication

- Readings: Read Chapters 1 and 2
- Activities:
 - Tour your textbook's Web site
http://wps.prenhall.com/hss_preble_artforms_9/
Select the current edition of the text. Please bookmark this site. Just below the book title is a drop-down menu that says, "Jump to." Using the 'Jump to' drop-down menu, go to Chapter One and Chapter Two.
 - Click on 'Links' in course. View websites listed. Links is located on the top right of the course home page.

- Discussion Topics:
 - Introductions: Introduce yourself to the class in the "Introductions" thread of our class discussion area, or our "virtual classroom".
 - Due WEDNESDAY, Jan. 13
 - Discussion Topic #1. "This week I would like you to respond to the question "What is Art?" After reading Chapter One and looking at other sources for a definition of art, compile a list of different definitions of art to share with the class. Include all citations. Then, in your own words, devise a definition of art that has meaning for you. What purpose do you feel the visual arts serve? Share your thoughts with the class."
 - Due FRIDAY, Jan. 15
 - Peer response,
 - Due SATURDAY, Jan. 16
- Assignment: #1.

Each assignment quiz is located in the "Quizzes" area of the course. They will consist of multiple-choice questions relating to that week's readings. They are worth 60 points each. Each assignment is due by the following Sunday evening, before 11:59 p.m. CST.

 - Due SUNDAY Jan. 17

Part Two: The Language of Visual Communication

Week 2: Visual Elements, Principles of Design, Style, Evaluating Art

- Readings: Read Chapters 3, 4, and 5
- Activities:
 - Visit web sites: -
 - Artist's tool Kit: this site is designed more for kids, but it's still useful.
<http://www.artsconnected.org/toolkit/explore.cfm>
 - What is Sculpture? You are the Viewer
<http://stlouis.art.museum/sfysculpture/viewer.html>
See how some of the Visual Elements and Design Principles apply to 3-Dimensional Art.
 - View websites located under 'Links' in course.
- Discussion Topics
 - Discussion Topic #2: I would like to discuss the relationship between form, content, and subject matter this week. As we discovered last week, two sculptures of a kiss can have quite different meanings. Take a look at the sculpture by Giacometti on page 48 and Moore on page 421. Both pieces are good examples of the relationship between form, content, and subject matter. How do you feel the form of the sculptures expresses the content? What specific characteristics provide clues to the viewer as to the meaning of each piece? Select a 3rd work of art from the text and discuss

how the form and content relate. Identify at least 5 visual elements and/or principles of design in your analysis.

- Due FRIDAY, Jan. 22

- Discussion response
 - Due SATURDAY, Jan. 23
- Assignment: #2. Assignment 2 is located in the “Quizzes” area of the course
 - Due SUNDAY, Jan. 24

Part Three: Two-Dimensional Media

Week 3: Drawing, Painting, Printmaking, Camera Arts

- Readings: Read Chapters 6, 7, 8, and 9
- Activities:
 - Visit web sites:
 - The Drawings of Leonardo
<http://www.drawingsofleonardo.org/>
 - George Eastman House
<http://www.eastmanhouse.org/>
A very informative site on the history of photography, with on-line collections, galleries, and a timeline of the evolution of photography.
 - Bill Viola, The Reflecting Pool
<http://video.google.com/videoplay?docid=-4498864086957786589>
 - View websites located under ‘Links’ in course.
- Discussion Topics
 - Discussion Topic #3: In the appropriate conference "thread", respond to discussion topic 3: "What do you think the world would be like without photography? How much of what we see in a photograph is real? What do you feel are the “truthful” qualities of photography? Share some of your experiences with photography and how it has impacted your life.
 - Due FRIDAY, Jan. 29
 - Discussion Response
 - Due SATURDAY, Jan. 30
- Assignment: #3. Assignment 3 is located in the “Quizzes” area of the course
 - Due SUNDAY, Jan. 31

Part Four: Three-Dimensional Media

Week 4: Sculpture, Clay, Glass, Metal, Wood, Fiber, and Architecture

- Readings: Chapters 11, 12 and 13
- Activities:

- Visit web sites:
 - Faith Ringgold
<http://www.faithringgold.com>
 - History of Architecture in 2:16 minutes.
http://www.youtube.com/watch?v=bRpL9_-FncU
A History in 'web-pictures' mostly from 19th to the middle of 20th c.
- Visit websites located under “links” in the course.
- Discussion Topics
 - Discussion Topic #4: In the appropriate conference "thread", respond to discussion topic 4: "How does the scale of a sculpture affect how we respond to it? Does a large sculpture seem more important than a small one?"
 - Due FRIDAY, Feb. 05
 - Discussion Response
 - Due SATURDAY, Feb. 06
- Assignment #4: Assignment 4 is located in the “Quizzes” area of the course
 - Due SUNDAY, Feb. 06
- **Complete the Mid-Term Paper**
 - Due SUNDAY, Feb. 06

Part Five: Art as Cultural Heritage

Week 5: Prehistoric to Early Civilization, Ancient through Medieval

- Readings: Read Chapters 14, 15, and 16
- Activities: Visit web sites:
 - Rome: http://www.italyguides.it/us/roma/rome_italy_travel.htm
Click on each of the five ‘boxes:’ The Coliseum, Inside the gladiators, Arch of Constantine, Arch and Coliseum. “Click to Play” and scroll around. Read text.
 - Lascaux, San Vitale, and Book of Kells - Click on ‘links’ in course. Links are also listed in Weekly Activities.
 - St. Peter’s basilica: <http://www.sacred-destinations.com/italy/rome-st-peters-basilica.htm>
 - Florence: http://www.italyguides.it/us/florence/florence_italy.htm
Click on all 6 boxes, “Click to Play” and scroll around with your mouse.
 - View websites located under ‘Links’ in course.
- Discussion Topic
 - Discussion Topic #5: "Idealism refers to behavior or thought that is based on a conception of things as they should be or as one would like them to be. Realism is sometimes described as "warts and all," existing in fact rather than

something imagined. What are some contemporary examples that utilize idealism? Are the purposes the same as those of the Classical Greeks? Why do you think Romans developed realistic portraiture? What are some contemporary examples that utilize realism? Which do you prefer, realism or idealism?"

- Due Friday, Feb. 12

- Discussion response,
- Due SATURDAY, Feb. 13
- Assignment: #5. Assignment 5 is located in the testing area of the course
- Due SUNDAY, Feb. 14
- Start working on your Museum Paper. Don't wait until Week 7 to start.

Part Six: The Modern World

Week 6: The Modern World

- Readings: Read Chapters 20 and 21.
- Class Activities: Visit web sites:
 - http://artchive.com/ftp_site.htm , and look at images by artists Delacroix, Manet, Eakins, and the Impressionists. Also look at Matisse, Derain, Nolde, Kandinsky. Links are listed in Weekly Activities and under the 'Links' section of the course.
 - Click on 'links' in course. Links are also listed in Weekly Activities.
- Discussion Topic
 - Discussion Topic #6: In the appropriate conference "thread", respond to discussion topic 7: "In what way does Brancusi's 'Bird in Space' (pg. 394) evoke the idea of a bird? Is it necessary to know the title of this piece to fully appreciate this, or any other non-representational work? Why or why not?"
- Due FRIDAY, Feb. 19
 - Peer response,
- Due SATURDAY, Feb. 20
- Assignment: #6. Assignment 6 is located in the testing area of the course
- Due SUNDAY, Feb. 21

Week 7: Late Eighteenth and Nineteenth Centuries, Early Twentieth Century

- Readings: Read Chapter 22
- Activities: Visit web sites:
 - Degenerate Art: <http://fcit.coedu.usf.edu/holocaust/arts/artDegen.htm>
 - View websites located under 'Links' in course.

- Discussion Topic
 - Discussion Topic #7: *CHANCE WORDS* - Write a Dada Poem and share it with the class. See Weekly Activities and Discussion thread for details.
 - Due FRIDAY, Feb. 26
 - Discussion response,
 - Due SATURDAY, Feb. 28
- Assignment: #7. Assignment 7 is located in the “Quizzes” area of the course.
 - Due SUNDAY, Feb. 29
- **Museum Visit Paper due on Sunday of this week, on SUNDAY, Feb. 29**
- Complete Course Evaluation: To access the evaluation site please login in to eServices, go to the Academics section and then click on the link for Course Evaluation. You will have access through Wednesday, of the following week (5pm CST).

Week 8: The Modern World continued, and The Post Modern World

- Readings: Read Chapter 23 and 25
- Activities:
 - Visit web sites:
 - Jackson Pollock
 - <http://www.youtube.com/watch?v=7bICqvmKL5s>
Watch Jackson Pollock paint while he talks about his work.
 - James Turrell
 - <http://www.pbs.org/art21/artists/turrell/index.html>
- Discussion Topics
 - Discussion Topic #8: In the appropriate conference "thread", respond to discussion topic 8. "If subject matter is what is being depicted in a work of art, what is the subject of nonrepresentational works such as *Blue, Orange, Red* by Mark Rothko (p. 424) and *Autumn Rhythm* by Jackson Pollock (p.423)? What do you think the content is? How does the form help the artist express the content? Identify visual elements and principles of design in your analysis."
 - Due FRIDAY, Mar. 05
 - Discussion response,
 - Due SATURDAY, Mar. 06
 - Discussion Topic: Final Comments. We will be wrapping things up with this topic.
 - Due SATURDAY, Mar. 06
- Assignment #8: Assignment 8 is located in the “Quizzes” area of the course
 - Due **Saturday, Mar. 06, by 11:00pm CST.**

- Course Evaluation: To access the evaluation site please login in to eServices, go to the Academics section and then click on the link for Course Evaluation. You will have access through Wednesday, (5pm CST).

VII. Instructor Information

Dr. Raphael A. Mizzell
Apopka, Florida
321-276-1020
Email: armizzell@cougars.ccis.edu

Greetings! Welcome to Art Appreciation (Online). My name is Dr. Raphael Mizzell and I will be your instructor for this course. I received my undergraduate degree at Florida A & M University, my Master of Fine Art degree at Florida State University, and my Doctorates in Education at Nova Southeastern University. You come to this class with a tremendous knowledge base and unique experiences, and I look forward to our learning conversations. We all learn from our personal and shared experiences, and I congratulate you on your choice to further your education at the Columbia College Online Program.

Successful people engage in lifelong learning and a commitment to personal and professional growth. This course is designed to encourage and assist you on that journey. I trust these online sessions will fulfill the promises of adult learning – new awareness and sensibility, new skills and capabilities, and a critical look at your own attitudes, beliefs, and assumptions.

I have worked in the educational realm for the past nine years. After playing Division IA collegiate football at East Carolina University and semi-pro football in Tallahassee, FL I decided to pursue a Masters in Fine Arts at Florida State University. I'm currently employed as an administrator for Orange County Public Schools. I also had the opportunity to work as an Adjunct Instructor of Art at Seminole Community College for five years.

I am currently working as a Public School Administrator along with teaching various art/educational courses at Columbia College, Barry University, and University of Phoenix. My professional career outside of academia include, not limited to inventing, writing books, drawing, printmaking, painting, as well as a considerable career in freelance art.

I truly enjoy teaching Art Appreciation. This course is often the first exposure many have to art. It's exciting to share all of the wonderful works of art with students!

I am really looking forward to working with, and getting to know all of you!
Thanks!

Raphael

