

ART APPRECIATION

SYLLABUS | SPRING 2024

Professor: Juan Carlos Escobedo

Office Hours: via Zoom by appointment only

Email: jescobedo@tamusa.edu

Email Format:

When contacting me through email make sure that you provide all the necessary information. Provide me with your name, class, section number, and the specific about name of the assignment or material that you have questions about so that I can accurately answer your questions.

Department Offering the Course:

Arts & Humanities

Pre-requisites: None

Materials Required:

No book required

Suggested Materials: none

This syllabus is subject to change at any time, but you will receive an email if changes occur.

About the Professor:

Teaching Philosophy:

As a professor, I curate deliberate examples from the art world that engage, challenge and inspire my students.

Bringing fine art into my classroom creates an environment where students enter a rigorous creative think tank.

Through a diverse range of examples spreading over history, I guide students to ask paramount questions concerning the creative process and develop a unique perspective on how they formulate an educated opinion about art and their visual world.

Biography:

Juan Carlos Escobedo (B.1985 El Paso,TX) explores his identity as a brown, Mexican-American queer male, raised in a low-socioeconomic community along the US/Mexico border. His work addresses residual class and race shame that arises from living in a predominantly white structured United States which favors light-skinned individuals and middle-class and above socioeconomic classes.

Escobedo received his BFA from New Mexico State University and MFA from Massachusetts College of Art and Design. His work has recently been exhibited in San Antonio at Blue Star Contemporary, Centro de Artes, and The Southwest School of Art; in Boston at MassArt X SOWA; and in Darmstadt Germany at Darmstädter Sezession for The World Heritage Festival.

About the Course:

Course Description:

This introduction to the visual arts is designed for the general student, as an exploration of purposes and processes in the visual arts including evaluation of selected works. This course presents a survey of the visual arts, including artistic media and techniques, and art history. Students will also explore visual principles and elements through hands-on activities.

Professor's Perspective:

In Art Appreciation, we will be looking at the basic principles of design, medium, history, and context which animate contemporary and historic art. This will serve as an introduction to the art world and empower students to be critical viewers.

Course Structure:

We will not be using a text book this semester. Instead we will do research online. The course consists of four sections: defining the Elements and Principles of Design, analyzing 'beauty', art, and aesthetics, discussing how power influences the art world, and observing underrepresented groups in art. Each section is connected to an art project that relates to the topic

Weekly Course Structure:

This course is discussion and studio-based. The class consists of a short

lecture regarding the subject of the week, a brief discussion, followed by an art assignment. The students will be given between 2-3 studio days to complete the art piece with the support of the instructor and their peers. Homework assignments include discussions that are done attached to the main subject of the week. There is no midterm exam. The final exam/assignment will be a research project and analysis on a contemporary artist.

Blackboard:

I will use Blackboard to provide you with copies of the syllabus, calendar, and other course materials. This will also be where the most up-to-date grading information will be shared with you. Make sure you regularly check Blackboard for updates.

If you require technical support with your Blackboard account please contact Academic Technologies. Resources for Blackboard help can be found online at: <http://www.tamusa.edu/its/student-re-sources/BlackboardStudentHelp/BbStudentHelp.html>

Learning Outcomes:

Upon successful completion of this course, students will:

1. Use visual, oral, and written communication skills, explain the purposes and processes of the visual arts in their historical context.
2. Apply the formal elements and principles of design to works from the text.
3. Compare and contrast selected artworks using the terminology and iconography of art.
4. Evaluate selected artworks using the terminology and iconography of art.

Core Competencies:

1. Critical Thinking: Students will engage in creative and/or innovative thinking, inquiring analysis, evaluation, synthesis of information, organizing concepts, and constructing solutions.
2. Communication Skills: Students will demonstrate effective

development, interpretation, and expression of ideas through written, oral, and visual communication.

3. Team Work: Students will demonstrate the ability to work effectively with others to support a shared purpose or goal and consider different points of view.

4. Social Responsibility: Students will demonstrate intercultural competency and civic knowledge by engaging effectively in local, regional, national, and global communities.

Basic Expectations:

Standards of Campus Conduct: Members of the University community assume full responsibility for compliance with Texas laws and for proper self-conduct. In addition to behaving according to the ordinary conventions of adult society, members of the University community are bound by University rules, procedures, administrative procedures, handbooks, catalogs and other university approved directives conducive to creating a positive campus atmosphere and general academic well-being.

The code for student conduct is set forth in the Student Handbook. Specific attention is given there to rules addressing academic misconduct, hazing, sexual harassment and substance abuse, including alcohol abuse and the illicit use of drugs. Grievance procedures and guidelines for sanctions are outlined.

When students engage in behavior that the professor deems to be disruptive to the learning environment of the classroom the professor will first verbally prompt the student to stop their behavior, if the behavior is especially gratuitous or persistent the professor may drop the student from the course.

Attendance Policy:

- You will be able to accrue 4 absences without penalty in this class. These absences will not alter due dates.
- The 5th absence will lower your course grade one full letter grade.

Each additional absence will also lower your course grade by one full letter grade.

•Students who accumulate 7 or more absences are strongly advised to drop this course to avoid damage to your GPA.

- Be aware that you are only permitted a total of 6 drops without penalty in your undergraduate career. The 7th drop will be calculated as an F in your GPA. Be cautious about casually dropping classes.
- Arriving late or leaving class early may be considered an absence.
- Arriving to class unprepared may be considered as absent.
- Working on other class materials or not actively participating may be considered an absence.
- Attendance is calculated for each day of class meetings. Students enrolling after the first class day are counted absent for the days missed prior to enrollment. (Students struggling with meeting attendance policy are strongly encouraged to work with the Student Academic Success Center.)

Late Work Policy:

All assignments have a soft deadline and hard deadline. I strongly suggest soft deadlines are observed to avoid the accumulation of work. Be sure to contact me as soon as possible when situations arise that affect your coursework. Early and transparent communication is always valued.

Financial Aid and Verification of Attendance:

According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which includes class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE

within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving Federal financial aid who does not attend the first week of class will have his/her aid terminated and returned to the DoE.

Please note that any student who stops attending at any time during the semester may also need to return a portion of his/her federal aid.

Academic Dishonesty:

Students are expected to do their own course work. First offenses cheating or plagiarism by an individual student may be handled by the instructor after consultation with the department chair. The student is usually confronted with the evidence in private and advised of the penalty to be assessed. The evidence will be retained for at least one full year.

For more serious cases, such as those involving repeated offenses, conspiracy with other students or the theft and selling of examination questions, a report should be made by the instructor via the department chair and college dean to the Office of Student Rights and Responsibilities.

Academic dishonesty is a violation of the Student Code of Conduct; therefore, the instructor may report any form of academic dishonesty to the Office of

Student Rights and Responsibilities. Please review the Student Handbook for a complete description of the process. The Student Handbook is available through the Student Rights and Responsibilities webpage.

Penalties for academic dishonesty may range from a grade of F on the particular assignment, F in the class, or in expulsion from the University.

Grading:

Module	Graded Assessments	Points
Art Projects	Letter Transformation	85
	Collage Portrait	85
	Master Copy	85

	Paper Doll Project	85
	Silhouette Project	85
	Social Media Post Project	85
Discussion	Elements of Design Discussions:	45
	Principles of Design: Group Discussion	45
	“What is Art?” “Basics of Philosophy-Aesthetics”: Discussion	40
	POWER in the Contemporary Art World :Discussion	40
	Women in Art Discussion	40
	Black people in Art Discussion	40
	Queer people in Art Discussion	40

Final	Contemporary Artist Analysis	200
	Total Points:	1000

Grading Scale:

- A. 1000 - 800
- B. 799 - 599
- C. 598 - 398
- D 397 - 197
- F 196 and Below

Extra Credit:

There is no extra credit

Accommodation & Resources:

Accommodation Policy:

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 disability. If you

believe you have a disability that may require accommodations, please contact Disability Support Services for the coordination of services. DSS is located on the second floor of the Central Academic Building in Suite 210. DSS can also be contact by phone: (210) 784- 1335, email: dsupport@tamusa.edu, or through their website.

Library:

The University Library at Texas A&M University-San Antonio is an integral part of the University’s mission to prepare and empower students through a solid foundation for success as the primary learning support service for students on campus. The library is actively engaged in the teaching,

research, and public service activities of A&M-SA. The University Library provides research assistance and instruction, curriculum support, access to a wide variety of information resources, and facilities that foster independent study and collaborative engagement. More information can be found on their webpage.

Writing Support:

The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. The Writing Center is currently holding all appointments digitally. Students can schedule appointments with the Writing Center in JagWire under the student services tab. Students wanting to work in realtime with a tutor can schedule an "Online Appointment." Students wishing to receive asynchronous, written feedback from a tutor can schedule an "eTutoring" appointment. More information about what services we offer, how to make an appointment, and how to access you appointment can be found on our website at [www.tamusa.edu/Writing- Center](http://www.tamusa.edu/Writing-Center). The Writing Center can also be reached by emailing: writingcenter@tamusa.edu.

Academic Success Center:

The Student Academic Success Center takes a developmental approach to help students complete their academic goals from orientation through graduation. The Center offers academic and skills workshops, one-on-one appointments, and online resources to help retention efforts at Texas A&M University-San Antonio. The goal of the Center is to help students discover, self-reflect, and become independent learners. Student Academic Success is located in the Madla Building, Suite 336. To contact the Center, please call 210-784- 1352 or email at Student.Success@tamusa.edu.

Career Services:

The Office of Career Services prepares students for real life objectives and expectations regarding careers and employment through the use of innovative research and learning techniques. Career Services provides quality counseling in the areas of choosing a major, job search strategies, pursuing employment and graduate school opportunities. Due to the high demand for services, they are available to currently enrolled A&M-SA undergraduate, and graduate students, and alumni who have graduated within the last year. The office can be contacted via their website:

http://www.tamusa.edu/career_services

Mental Health and Wellness support: The Office of Student Counseling & Wellness Services (SC&WS) provides short-term individual, couples, and group counseling services, consultation, and prevention services that facilitate students' academic and life goals and enhance their personal growth and well-being. Our staff, of licensed mental health professionals, can work with you to identify more effective strategies both to cope with difficult situations and achieve goals set with your counselor.

The office can be contacted via phone: (210) 784-1331, email: StuCounseling@tamusa.edu, or on their website.

Military Affairs:

Texas A&M University-San Antonio assists Veterans with various educational benefits. In order to determine which veteran benefit you may use, please review these eligible education benefits and their requirements. The office of military affairs can be contacted by email: military@tamusa.edu or through their website.

Congrats! You've reached the end of the Syllabus and are now prepared with the basic information for the course!

ART APPRECIATION

COURSE CALENDAR | SPRING 2024

Week 1 | Intro/ Elements of Design

Getting Started

Tuesday: 1/16

- Intro to Syllabus
- Course Objectives
- Ice-breaker

HW- Elements of Design Discussion

Thursday: 1/18

- Begin Elements of Design Discussion

HW- Elements of Design Quiz
Principles of Design Discussion

Week 2 | Principles of Design

Tuesday: 1/23

- Finish Elements of Design Discussion
- Begin Principles of Design Discussion

Thursday: 1/25

- Finish Principles of Design Discussion

HW- Principles of Design Quiz

Week 3 | Letter Transformation Project

Tuesday: 1/30

- Begin Letter Transformation Project
 - Begin Sketches

Thursday: 2/1

- Continue Letter Transformation
- transfer to drawing paper

Week 4 | Letter Transformation continued

Tuesday: 2/6

- Finish Letter Transformation
- HW-Read : "What is Art by Bart Rosier" & "Basics of Philosophy: Aesthetics"

Thursday: 2/8

- In Class: "What is Art" & Basics of "Philosophy: Aesthetics" Discussion
 - DADA- break from Aesthetics
- HW-Read: Basics of Philosophy:Aesthetics

Week 5 |

Tuesday: 2/13

- Introduce Collage Face Project
- Break down Face into basic shapes

Thursday: 2/15

- Trace face shapes onto construction paper
- Cut shapes

Week 6 |

Tuesday: 2/20

- Choose background
- Paste Shapes

Thursday: 2/22

- Continue pasting shapes
- Add design elements

- Wrap-up Project

Week 7 |

Tuesday: 2/27

- Academic Art Lecture:
- Research Classic Art to Copy

Thursday: 2/29

- Begin "Master" Copy
 - Grid
 - Fill in basic shapes

Week 8 |

Tuesday: 3/5

- Continue filling in shapes
- begin introducing shading

Thursday: 3/7

- Wrap up "Master" Copy

Week 9 | *****Spring Break NO CLASSES***** 3/11-3/17

Week 10 |

Tuesday: 3/19

- Queer People in Art Lecture
 - Introduce Leigh Bowery/Trixie Mattel Paper doll Project
 - Provide Paper dolls

HW: Queer Artists Discussion Board

Thursday: 3/21

- Continue Paper Doll Project Begin creating clothes

Week 11 |

Tuesday: 3/26

- Wrap Up Doll Project:

Thursday: 3/28

- Black People in Art Lecture
- Introduce Kara Walker Silhouette Project
 - HW: Black Artist Discussion Board

Week 12 |

Tuesday: 4/2

- continue Kara Walker Silhouette Project

Thursday: 4/4

- Wrap up Walker project

Week 13 |

Tuesday: 4/9

- Women in Art Lecture
- Introduce Barbara Krueger/Guerilla Girls Social Media Project
 - HW: Women Artists Discussion Board

Thursday: 4/11

- Social Media Project

Week 14 |

Tuesday: 4/16

- Wrap Up Social media Project Independently
- Introduce Contemporary Research & Analysis Zoom Meeting:

Thursday: 4/18

- Follow Up- What is your chosen Artist?

Week 15

Tuesday: 4/23 & Thursday: 4/25

- Work on Social Media Project Independently

Week 16 | : Semester Wrap Up

Tuesday: 4/30

- No Class Study Day
- Finalize Major Projects

Thursday: 5/1

- TBD