ART APPRECIATION

Arts 1301 Section 001
CRN 20366, 3 Credit Hours
Monday, Wednesday, Friday
from 10:00 - 10:50 AM
Central Academic Building 223

Professor: Justin Korver, MFA
Office: CAB 338
Office Hours: M W F 12-1 PM
or by appointment
Email: justin.korver@tamusa.edu

SPRING 2020
Department Offering the Course: Arts & Humanities

Pre-requisites: None


Suggested Materials: Folder, pencil, ruler, scissors, colored pencils, polymer eraser, sharpie marker, tape, and watercolors.

This syllabus is subject to change at any time, but you will receive email notification 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 dialog. 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: Justin Korver is an artist living and working in San Antonio, Texas. He is originally from a small town in the northwest corner of Iowa which he credits for his penchant for minimalism. Korver moved to Holland, Michigan to complete his undergraduate work at Hope College. While in Michigan, he was influenced by the heritage of mid-century design and discovered a passion for hardware stores. He also lived and worked briefly in New York through the N.Y.C.A.M.S. program where he interned with Phoebe Washburn who served as an early influence on his studio practice. Korver received his MFA from the University of Texas at San Antonio. He is now a full-time lecturer at Texas A&M San Antonio. He exhibits his work extensively in Texas and nationally and is the recent recipient of and Artist residency at the Kunstlerhaus Bethanien awarded through Blue Star Contemporary. Examples of Korver’s artwork can be found on his website (justinkorver.com).

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 name of the assignment or material that you have questions about so that I can accurately answer your questions.

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.

Semester Course Structure: We will be covering two units over the course of the semester. Unit 1 is devoted to the elements and principles of design. Our shared goal here is to develop a common vocabulary so that we can effectively discuss art. We will also see how artists across, time, location, and specialty have a common set of visual tools. This unit will culminate in an essay where you will analyze an artwork.
Unit 2 is focused on different artistic media such as painting, drawing, printmaking, sculpting, etc. In this unit we will look at the different technical means that artists have used to create artworks. We will utilize the formal vocabulary that was gained in the first 12 weeks of the course to analyze artworks with a eye to the broader context of culture.

**Weekly Course Structure:**
Monday will be devoted to a lecture where I supplement the information provided to you in the weekly readings. My lecture format is inquiry based. I’ll show examples and ask you questions, and I encourage you to share your opinions and ask questions in response.

On Wednesdays we will engage in experiential learning. I’ll be demonstrating and supporting you as you execute various art exercises that are tied to our weekly topic. My goal in these hands-on exercises is to engage tactile learning and give practical experience with the ideas discussed in our Monday lecture. These hands-on exercises will generally be due on Monday of the following week.

Friday is our working critique day. We critique ourselves and our peers to practice the language we learned in our lecture, discuss technical aspects of art making born out during independent work, and discuss possible solutions. We will also become familiar with constructive critique as a valuable working strategy utilized in a variety of contexts.

**Blackboard:**
I will use Blackboard to provide you with copies of the syllabus, calendar, slide presentations, assignments sheets, 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 Blackboard please contact Academic Technologies. Resources for Blackboard help can be found online at: [https://www.tamus.edu/information-technology-services/tech-support/studentresources/blackboardstudenthelp/bbstudenthelp.html](https://www.tamus.edu/information-technology-services/tech-support/studentresources/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 ask the student to leave the classroom (resulting in an absence), or drop the student from the course.

Attendance Policy:
• You will be able to accrue 6 absences without penalty in this class. These absences will not alter due dates, and reading quizzes cannot be made up.
• The 7th absence will lower your course grade one full letter grade. Each additional absence will also lower you course grade by one full letter grade.
• Student who accumulate 9 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 under-prepared 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.)

You must sign in before the start of class to receive credit for your attendance.

Late Work Policy:
Late work will not be accepted. All assignments are due at the beginning of class on the date given in the course calendar or on the assignment sheet. In extreme cases or under extenuating circumstance I may— at my discretion— offer an extension on an assignment. You will only be granted an extension if you contact me before the due date. Be sure to contact me as soon as possible when situations arise that affect your coursework. Early and transparent communication is always valued. If I grant an extension, you must also print out and attach the email to your assignment.
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. Simple cases of first offense 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: http://www.tamus.edu/studentengagementsuccess/studentrightsandresponsibilities/index.html

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

GRADING:

Quizzes:
Each week you will be assigned reading in our textbook, Gateways to Art 2nd Edition. You will then be quizzed on Blackboard over the material covered in the reading. Each quiz is worth 20 points and has the opportunity for a bonus point. These quizzes will usually be due at 10:00 AM on Mondays but always refer to the course calendar.

Hands-On Exercises:
Each week you will be assigned a hands-on exercise that will give tactile experience of the principles we’ve discussed in the lecture portion of the class. Each assignment will be outlined on an assignment sheet made available on Blackboard. Each of these exercises will be worth 20 points and is usually due the following Monday at the start of class. Be sure to check course calendar for official due dates.

Essays & Exams:
At the conclusion of Unit 1 we will be writing an essay that analyses an artwork using formal and conceptual modes of analysis. You’ll respond to an artwork of your choosing from a pool of 10 options. To model best writing practices you will be asked to complete an outline, rough draft, and final draft of your essay. The
outline is worth 25 points, the rough draft is worth 25 points, and the final draft is worth 50 points (total of 100 points). Formatting documents and writing aids are available through Blackboard.

We will conclude the semester with a final. This exam is completely online and will be available throughout finals week. The flexibility of this exam will allow you to position the exam around your other finals. It will consist of true or false, multiple choice, and fill in the blank questions. In total the final exam is worth 100 points.

Total Points: 940 points
Reading Quizzes: 300 points
Hands-on Exercises: 280 points
Written Critiques: 130
Essays & Exams: 230 points

Grading Scale:
A........................................................100 - 90
B..........................................................89 - 80
C..........................................................79 - 70
D..........................................................69 - 60
F...............................................59 and Below

Extra Credit:
Students have the opportunity to earn 25 points of extra credit by volunteering with a local arts organization such as Luminaria, Artpace, Blue Star Contemporary, the McNay Museum of Art, Guadalupe Cultural Arts Center, etc.. Students must volunteer and then write a 400 word reflection on their experience. An outline of the extra credit opportunity must be filled out and is available on Blackboard. This extra credit opportunity may be repeated as long as the student works with a new organization.

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: https://www.tamusa.edu/disability-support-services/index.html

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 the webpage: https://www.tamusa.edu/library/

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. Students can make individual or group appointments with a writing tutor. The Writing Center is located in Central Academic Building, Suite 208. The Writing Center can be reached by emailing writingcenter@tamusa.edu or calling 210-784-1222. Students can also make appointments with the Writing Center under the Student Services tab in JagWire. Appointments can be scheduled on their website: https://www.tamusa.edu/college-of-arts-and-sciences/language-literature-arts/english/writing-center/index.html

Mays Center: The Mays Center for Experiential Learning and Community Engagement (Mays Center) provides enhanced learning opportunities and access to resources and relationships in order to develop students into career-ready and community-minded graduates. Programs and services provided by the Mays Center include: Career Services, Career Clothes Closet, Civic Engagement, Community Service, Experience Transcript, Externships, the General's Store, Internships and more. More Information is available on their website: https://www.tamusa.edu/mays/

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: http://www.tamusa.edu/studentengagementsuccess/studentcounseling/

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: https://www.tamusa.edu/militaryaffairs/index.html

Safe Space: Through education and advocacy, the Safe Space program seeks to make Texas A&M University-San Antonio a more welcoming, safe, and inclusive campus for LGBTQ+ individuals. Faculty and staff members who have completed a Safe Space workshop may display Safe Space logos, signaling their support and advocacy for the LGBTQ+ community. Students are encouraged to seek out these faculty and staff members if they would like support, need to be directed to resources, or would like to raise an issue of concern. Please contact Christina.Guerra@tamusa.edu for further information or refer to the website: http://www.tamusa.edu/studentengagementsuccess/safe-space/