

## ARTS 1A: Introduction to the Visual Arts

Online Syllabus

De Anza College, Fall 2024

### Course Description

This course explores visual imagery throughout the world, for the purpose of refining visual literacy skills. Works of art will be studied by means of formal analysis and medium, the social experiences of artists, the function of works of art in their original environment, and comparison of works from different cultures. The primary emphasis will be on paintings, graphic works, and sculpture.

Instructor: Elizabeth Mjelde, Ph.D.

Email: MjeldeElizabeth@deanza.edu

Voice mail: (408) 864-8433 *Please allow 24 hours for a response.*

*No voice mail will be returned on weekends or holidays. In email as well as voice mail always identify yourself by providing your first and last name.*

### Office hours

Tuesdays (remotely) from 2:30-4:20 via Zoom, phone, or email

Wednesdays on campus in F21c from 4:30-5:20

Thursdays on campus in F21c from 11:30-12:20

*I am also available by appointment outside the times listed here.*

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**“No Show” Drop Policy:** All students must complete both Quiz 1 and Quiz 2 by the due dates to avoid being dropped for non-participation.

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### Important dates

9/27 Students must complete Quiz 1 to avoid being dropped as a “no show”

10/3 Students must complete Quiz 2 to avoid being dropped as a “no show”

10/6 Last day to drop without receiving a “W”

11/11 Veterans Day holiday (campus closed)

11/15 Last day to withdraw and receive a “W”

11/28-12/1 Thanksgiving holiday (campus closed)

### Course Objectives

- To challenge and empower each student to use their own distinctive and individual voice to author a history of art;
- To introduce, demonstrate, and utilize traditional as well as new methods of art historical interpretation to create an intellectually provocative learning environment;
- To produce histories of art based in part on analysis of primary source documents;
- To explore course material in a variety of ways, respecting different student learning styles.

### Student Learning Outcomes

- Students will analyze the social experiences of artists, demonstrating how artists’ relationships with their patrons was a defining factor in the production of works of art.
- Students will demonstrate visual literacy and critical thinking skills by evaluating diverse scholarly perspectives when interpreting works of art.
- Students will investigate the different techniques utilized in the production of works of art through written analysis based on firsthand evaluation of art objects in local collections.

### Textbook

All course materials, including all reading assignments, are included online and free of charge in Canvas. Students may choose to print weekly Topic Worksheets (to assist in note taking) at their own expense. Students who wish to acquire a textbook to supplement instruction may use Mark Getlein, *Living with Art (12th edition)*, published by McGraw-Hill.

### Discussion posts

As part of each Topic presentation students post discussion responses, receiving up to two points for each post completed.

### Quizzes

After taking notes on each Topic presentation and the exercises which accompany it, including at least one document, video demonstration of a technique, and secondary source reading, students will take a 10-point quiz. The quiz is an open-note, multiple choice quiz. The quiz may be taken once only and will be taken for credit. At the end of the quarter students will have their lowest quiz score omitted from their grade and replaced with a perfect score (10 points).

### Midterm exercise and Final exam

The midterm exercise and final exam require students to construct essays. Students will use their course materials and notes to complete these essays. Grading rubrics for writing assessments are posted in the "Getting Started" module. The midterm exercise will cover topics 1 through 5. The final exam will focus on topics 6 through 10, but may include material from topics 1 through 5.

### Analysis paper based on a museum visit

Students will write a six to eight-page paper comparing a work of art they analyze in person with a work of art explored in our course materials. Students will locate a work of art in a local museum and communicate their choice to the instructor before they begin to write the paper.

### Extra Credit

Students will have an opportunity to complete one extra credit project worth 15 points. The extra credit option will be explained in detail after the midterm exercise has been returned.

### Course work and grade breakdown

Midterm exercise	20 points
Analysis paper	25 points
Final exam	35 points
Discussion posts	20 points (10 posts, 2 points each)
Quizzes	100 points (10 quizzes, 10 points each)

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Total: 200 points possible

Course timetable and due dates	Opens	Closes 11:59 p.m.
Topic 1.....	September 23	September 27
Topic 2.....	September 28	October 3
Analysis paper, part 1.....	September 28	October 7
Topic 3.....	October 4	October 10
Topic 4.....	October 11	October 17
Analysis paper, part 2.....	October 11	November 18
Topic 5.....	October 18	October 24
Midterm exercise.....	October 25	October 31
Topic 6.....	November 1	November 7
Topic 7.....	November 8	November 14
Optional extra credit.....	November 8	December 12
Topic 8.....	November 15	November 21
Topic 9.....	November 22	November 29
Topic 10.....	November 30	December 5
Final exam.....	December 6	December 13

## Frequently Asked Questions

### ***May I turn in late work?***

Yes. Late discussion posts may be turned in to the instructor by email. It is not possible to complete a weekly quiz after the portal has closed but each student will have their lowest quiz score erased and replaced with a perfect score of 10 points at the end of the quarter. Extra credit assignments must be submitted on or before the due date. Final exams must be submitted on or before the due date. No new work may be turned in after the last day of the quarter.

### ***What if I need additional services, such as disability support?***

“In accordance with the Americans with Disabilities Act, De Anza College is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical issues). I invite you to meet with a Disabilities Support Services (DSS) counselor or Learning Disability (LD) Specialist to discuss any accommodations or specific learning needs you may have. If you have a disability-related need for reasonable accommodations or services in this course, you will need to provide me with a Test Accommodation Verification (TAV) form from the DSS office. Students are expected to give 5 (five) days-notice of the need for accommodations. Students with disabilities may obtain this form by contacting their DSS counselor or LD Specialist at (408) 864-8753.” Students who require assistance with complex images should contact DSS for assistance.

### ***How can I contact the instructor?***

You are welcome to meet with me on campus during office hours (no appointment necessary) or communicate with me by email or make an appointment to talk with me via Zoom. If you leave a voicemail or send an email with your telephone number, I will respond to your call. The quickest way to reach me and my preferred method of communication is by email, as I try to respond to your message the same day I receive it. Please see the first page of this syllabus for full contact information.

### ***How will the instructor communicate with me?***

This course is designed to help you gain confidence in communicating your ideas. As such, feedback on each of the major assessments (the midterm exercise, the analysis paper, and the final exam) will be provided in time for you to evaluate instructor comments and improve the next assignment. You will find this feedback in “Assignment Comments” located in the Grades section of our Canvas site. A grading rubric will usually accompany instructor feedback. Further, in addition to responding to email and meeting with students during office hours, I will respond to queries on our weekly “I have a question!” board in Canvas. I also post announcements about assignments and initiate and shape our weekly Discussions.

### ***How can I make sure I am not dropped for non-attendance?***

You must complete Quiz 1 and Quiz 2 by the due dates to avoid being dropped for non-attendance. This is because instructor are required to provide an accurate reporting of student participation to the college registrar on the census date.

## Academic Integrity, Cheating, and Plagiarism

### ***What is academic integrity?***

“As a student at De Anza, you join a community of scholars who are committed to excellence in the teaching and learning process. We assume that all students will pursue their studies with integrity and honesty; however, all students should know that incidents of academic dishonesty are taken very seriously. When students are caught cheating or plagiarizing, a process is begun which may result in severe consequences. It is vitally important to your academic success that you know what constitutes academic dishonesty.

It is the student’s responsibility to know what constitutes academic dishonesty. Interpretations of academic dishonesty may differ among individuals and groups. However, it is expected that De Anza students will refrain from the behavior outlined. If you are unclear about a specific situation, you should speak to your instructor.

### ***What is academic dishonesty?***

The two most common kinds of academic dishonesty are cheating and plagiarism.

Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive or fraudulent means, such as copying, in part or in whole, from someone else’s work; submitting work presented previously in another course, if contrary to the rules of either course; altering or interfering with grading; using or consulting any unapproved sources or materials during an examination, including consulting with other students or using electronic equipment such as cell phones, unless authorized by the instructor; committing other acts that defraud or misrepresent.

Plagiarism is representing the work of someone else as your own. This may include incorporating the ideas, words, sentences, paragraphs or parts of another person’s writings without giving appropriate credit, and representing the product as one’s own; representing another’s artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawings or sculptures as your own; submitting a paper purchased from a research or term paper service, including the internet; undocumented use of internet sources.

Other examples of academic dishonesty include purposely allowing another student to copy from your paper during a test; giving homework, term paper or other academic work to another student to plagiarize; having another person submit any work in your name; lying to an instructor or college official to improve your grade; altering graded work after it has been returned, then submitting the work for re-grading; stealing tests; forging signatures on drop/add cards or other college documents; collaboration without permission of instructor; gaining unlawful or unauthorized access to college or district computers or servers.”

### ***May I use ChatGPT or another AI tool to help me with my writing for this class?***

No. Use of ChatGPT or another AI tool constitutes **plagiarism**. You may **not** use ChatGPT or any other AI tool to complete discussions, the analysis paper, the midterm, or the final essay.

### ***What are the consequences of Academic Dishonesty?***

“Academic and/or administrative sanctions may be applied in cases of academic dishonesty.

Academic consequences may include: receiving a failing grade on the test, paper or exam; having course grade lowered; receiving a grade of F in the course.

Administrative consequences may include: disciplinary probation; disciplinary suspension; expulsion.

Students may also be subject to arrest or monetary fines if the academic dishonesty offense violates state or federal law.

### **Student Records**

The Student Development & EOPS Office maintains a record of students who have engaged in academic dishonesty. This information is used to identify and discipline students reported for academic dishonesty more than once. Related policies and procedures are printed in the college catalog.”

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