

Art Appreciation | ART 1301

Sul Ross State University, Fall 2026

Instructor:

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Schedule: Asynchronous Web Delivery

Office Hours: By Appointment via email request; please put your name, school name, and "Art Appreciation" in the subject line of your email.

Course Overview

This is an introductory course designed to help students to answer the following questions:

What is art?

What does a work of art mean?

What drives an artist to create?

What makes art valuable?

Why is art important?

This course will examine the vocabulary utilized to describe art, discuss the process and practice of making art. This is an introductory art history survey course. By the end of the semester, students will come away with a greater appreciation of artists and their work, an enthusiasm, and a greater understanding of the visual arts that will enrich their lives.

What to Expect

In this course, you will explore the value, functions, elements, and principles of art, and gain a general knowledge of art history. Classes will be discussion-oriented; participation is required.

Homework will consist of readings from your textbook and short videos, responses to readings and videos posted in class discussions on Blackboard.

You will complete 2 Artist Spotlight Projects and 2 Formal Analysis Essays throughout the semester.

Course Structure

This is an asynchronous online course, meaning you have the flexibility to complete the weekly assignments and participate in discussions without the obligation of a formal meeting time. However, it is crucial to stay on track with the course schedule to ensure you are building on your skills each week. All course materials, including lectures, readings, assignments, and discussion forums, will be available on Blackboard.

Participation and Engagement

Active participation in online discussions is an essential component of this course. Your participation will count towards a significant portion of your final grade. Be thoughtful in your responses and engage with other students.

Communication

My role is to support your learning journey, and I encourage you to reach out with any questions or concerns. I am available via email and will respond to inquiries as quickly as possible. Please contact me via email to schedule a virtual meeting to discuss any challenges you might be facing or provide further clarification on assignments.

Class Environment & Student Support

This class is structured to be accessible to everyone. I am more than happy to work with you on your individual needs. My commitment is to help you meet the learning objectives of this course and support your academic journey. If you feel that your performance in class is being impacted by outside experiences, please don't hesitate to come and talk with me.

I aim to foster an environment that feels supportive, collaborative, and safe for all. There will be an emphasis on free expression, critical investigation, and the open discussion of ideas. We must all help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. There will be zero tolerance for harassment, belittlement, or discrimination against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference.

Required Course Materials

- Textbook:
Mark Getlein and Kelly Donahue-Wallace, *Living with Art*, 13th edition, 2024
- Notebook, for taking notes and making sketches
- Writing utensil

Assessment & Grading Criteria

Participation (Weekly responses/discussions on Blackboard): 40%
Formal Analysis Papers: 20% (2 Formal Analysis Papers; each 10%)
Artist Spotlight Presentations 20% (Due at Midterm & Final, each 10%)
Midterm: 10%
Final Exam: 10%

There will be opportunities for extra credit throughout the semester.

Formal Analysis Essays

The rubric for Formal Analysis #1 and the final essay (Formal Analysis #2) will be utilized for the Core Assessment—skill objective: Critical Thinking.

Formal Analysis 1 & 2: Critique employing Elements, Principles, and Functions Art. A concise formal essay written in the third person, comprising of five paragraphs: Introduction/Thesis, and three body paragraphs focusing on the Elements, Principles and Functions of Art.

- Introduction: Purpose/thesis, art information, and description (20 points)
- Body Paragraph (Elements): Main ideas, supporting details, and analysis (20 points)
- Body Paragraph (Principles): Main ideas, supporting details, and analysis (20 points)
- Body paragraph (Functions/Social Responsibility): Main ideas, supporting details, and analysis (20 points)
- Conclusion: Summary statement, critique/judgement (20 points)

Artist Spotlight Presentations

The rubric for the Artist Spotlight Presentations will be utilized for the Core Assessment—skill objective: Communication.

Create a Powerpoint presentation on the work of an artist of your choosing. Presentations should address the following:

- Biographical information (20 points)
- The artist's working medium or mediums using an artistic vocabulary (20 points)
- How the artist uses the elements and principles of art in their practice (20 points)
- The social and cultural relevance of the artists' work (20 points)
- Your personal analysis on the impact of the chosen artists' practice (20 points)

Attendance

Although we do not meet at a specific time, weekly participation is mandatory for this course. If you cannot participate due to an emergency, illness, or school related activity, please contact me by email or phone as soon as possible. Late work will not be accepted unless you have contacted me about extenuating circumstances before the due date. Extenuating circumstances will be considered on a case-by-case basis.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another

person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Generative AI Tools (ChatGPT)

In this course, every element of class assignments must be fully prepared by the student. The use of generative AI tools for any part of your work will be treated as plagiarism. If you have questions, please contact me.

ADA Statement:

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director at 432-837-8203 or email mschwartze@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

Student Learning Outcomes

- Students will be able to expressively communicate an original idea or concept visually through an original artwork.
- Students will demonstrate proficiency in writing within the art discipline.
- Students will demonstrate knowledge of professional practices pertaining to their area of specialization.

Core SLOs

- Critical Thinking. Students will develop critical thinking skills to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
- Communication. Students will develop communication skills to include effective development, interpretation and expression of ideas through written, oral, and visual communication.

The Core Skill Objectives facilitated by Art Appreciation are:

1. Teamwork
- 2.
3. Critical thinking
4. Social responsibility

Communication

5. Personal responsibility

Student Learning Outcomes facilitated by Art Appreciation are:

1. Students will become aware of the vocabulary utilized to discuss and describe art.
2. Students will be introduced to the elements, principles, theories, and styles of art.
3. Students will be introduced to the tools and techniques of making art.
4. Students will utilize these processes to create art.
5. Students will gain an awareness of art history in an abbreviated form.
6. Students will develop critical thinking skills through the examination of individual works of art.
7. Students will be able to synthesize, describe, and place works into social and historical contexts.
8. Students will learn to develop and express ideas clearly, consider the effects of meaning and message, as well as other communication skills, by working together in groups, creating presentations, and through hands-on projects.
9. Students will develop teamwork skills by working together in groups on assigned tasks.
10. Students will develop an appreciation for the visual arts, crafts, and the human imagination.
11. Students will develop personal and social responsibility through management of individual and group requirements within the course, as well as through examples of personal and social justice inherent in the history of art throughout the world.

This Syllabus will function as a living document and is subject to change.

Tentative Class Schedule

WEEK 1 8/24-8/28

Introductions, syllabus and course overview
Read chapters 1, 2, 3; discussion response

WEEK 2 8/31-9/4

Seeing the value in art, artists and audience and themes/functions of art
Read chapter 4, 5; discussion response
Choose artist for Artist Spotlight Project 1

WEEK 3 9/7-9/11

The Vocabulary of Art: Elements and Principles
Read chapters 6, 7; discussion response

WEEK 4 9/14-9/18

2D Media: Drawing
Formal Analysis Paper Due
Read chapter 8; discussion response

WEEK 5 9/21-9/25

2D Media: Paintings and Prints
Read chapters 9, 10; discussion response

WEEK 6 9/28-10/2

2D Media: Photo & Graphic Design
Read chapters 11, 12, 13; discussion response

WEEK 7 10/5-10/9

2D Media: Sculpture, installation, Ritual and Daily Life, Architecture
Study for Midterm
Complete Artist Spotlight Project 1

WEEK 8 10/12-10/16

MIDTERM

Artist	Spotlight	due	10/12
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Midterm Exam 10/16

Read chapters 14, 15; discussion response

Choose artist for Artist Spotlight Project 2

WEEK 9 10/19-10/23

Ancient Art, Christianity, and the Formation of Europe

Read chapters 16, 17; discussion response

WEEK 10 10/26-10/30

The Renaissance, 17th and 18th Century Europe

Read chapter 18; discussion response

WEEK 11 11/2-11/6

The Arts of Islam and Africa

Read chapters 19, 20; discussion response

WEEK 12 11/9-11/13

Arts of Asia, Arts of the Pacific & the Americas

Read chapter 21; discussion response

WEEK 13 11/16-11/20

Arts In Time: The Modern World: 1800-1945

Read chapters 22, 23; discussion responses

WEEK 14 11/23-11/27

From Modern to Post Modern, Contemporary Art Around The World

Thanksgiving break – No readings, discussion responses

WEEK 15 11/30-12/4

Review
Artist Spotlight Project #2 due 12/4

for

Final

WEEK 16 12/7

FINAL
Formal Analysis #2 and Exam