

Sul Ross State University
Art Appreciation 1301-12374 EPL-BRN
Fall 2026

Schedule: Asynchronous Online

Location: Web Delivered to EPL - BRN Dual Credit Program: Art Appreciation

Instructor: Ms. Katrina Jane

Contact: katrina.jane@sulross.edu

Teacher Assistant: Sarah Ramos; snr25fz@sulross.edu

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

Course Description:

This course is an introductory course that will be delivered through **Blackboard** and **Class Collaborate**.

The course is designed to help students 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?

The course will examine the vocabulary used to describe art, discuss the processes involved in creating art, and survey the history of art over time. By the end of the semester, students will gain a deeper appreciation of artists and their work, along with an enthusiasm and understanding of the visual arts that will enrich their lives.

Texas State Core Curriculum Skill Objectives facilitated by Art Appreciation are:

1. **Teamwork**
2. **Communication: to include effective development, interpretation and expression of ideas through written, oral and visual communication**
3. **Critical thinking: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information**
4. **Social responsibility**
5. **Personal responsibility**

Student Learning Outcomes facilitated by Art Appreciation are:

1. Students will become aware of the vocabulary used 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 examining individual works of art.
7. Students will be able to synthesize 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.
9. Students will develop an appreciation for the visual arts, crafts, and human imagination.
10. 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.

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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. Students should also avoid using open AI sources unless permission is expressly given for an assignment or course. 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.

Plagiarizing, cheating, or any other dishonest behavior in the classroom or assignments will not be tolerated. Rules and regulations regarding plagiarism, dishonesty, and other issues concerning classroom participation can be found in The University Rules and Regulations and the Student Handbook. A student found to be engaging in these activities will be penalized to the full extent of university policy.

Generative AI Tools Policy Large language model generative artificial intelligence (generative AI) tools, such as ChatGPT and others, have recently emerged and become available for wide use. This course assumes that work submitted by students – all process work, drafts, brainstorming artifacts, final works – will be generated by the students themselves, working individually or in groups as directed by class assignment instructions. This policy indicates the following constitute violations of academic honesty: a student has another person/entity do the work of any substantive portion of a graded assignment for them, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or using generative AI tools (such as ChatGPT).

Student Responsibilities Statement All full-time and part-time students are responsible for familiarizing themselves with the Student Handbook and the Undergraduate & Graduate Catalog and for abiding by the University rules and regulations. Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize him/herself with the requirements of such laws.

SRSU Distance Education Statement Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

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Textbook and Materials for the class:

- **Required reading: Mark Getlein and Kelly Donahue-Wallace, *Living with Art*, 13th edition, 2024**
 - Notebook for taking notes and sketching
 - #2 Pencil

Evaluation:

Participation: 20% (Weekly discussion topics posted in Blackboard)

Formal Analysis Papers: 30% (2 Formal Analysis Papers; each 15%)

Artist Spotlight Analysis Responses: 30% (3 Artist Analysis Responses; each 10%)

Midterm: 10%

Final Exam: 10%

Total: 100%

You will be graded on: **Participation (assigned discussion topics), Formal Analysis Essays, Artist Spotlight Analysis Responses, and two exams: the midterm and final.** Students are required to participate in assigned discussion topics through Blackboard.

The **Formal Analysis Essays** and **Artist Spotlight Analysis Responses** consist of a minimum 250-word paper written in MLA format. **Formal Analysis Essays** are reflections on a work of art discussed in the textbook from class lectures. **Artist Spotlight Analysis Responses** will be assigned from the uploaded video options selected from the Louisiana Channel Videos on the arts, profiling a specific artist (available on Blackboard). Note: All writings should exhibit concise reasoning, good organization, and proper MLA formatting.

Note: Footnotes and bibliography are not required, but if you do use outside materials, you must use footnotes, and you **MUST** observe proper stylistic and formatting rules.

NOTE: Late work will have a deduction of 10 points per week from the total grade after the due date.

Extra Credit: Earn extra credit by visiting an art gallery, museum, sculpture park, public artwork, or artist studio and documenting the visit with a written formal analysis as defined below in the grading rubric on page **NOTE: Make-up work will be permitted. It is the student's responsibility to contact the professor and arrange it.**

Attendance In-person/Synchronous; Nine absences result in you being dropped from the course with a grade of "F" as per university policy. Upon the 4th unexcused absence, you will be dropped by one letter grade. Upon the 6th unexcused absence, you will be dropped by another letter grade. Upon the 8th unexcused absence, you will be dropped yet another letter grade. Attendance is crucial to your success in this course. If you must miss a class for a school-related activity, the absence must be discussed (and arrangements made regarding coursework) before the absence. If you must miss a class for an emergency or illness, please contact me by email or phone as soon as possible and provide documentation (such as a doctor's note). 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.

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SRSU Accessibility Services Americans with Disability Act Statement (ADA)

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. To help protect confidentiality, students seeking accessibility/accommodation(s) services must submit the Accommodation Request Form located on our website. Students are welcome to call the Office of Accessibility Services at 432-837-8203 or stop by Ferguson Hall Room 112 if they have any additional questions regarding the process. Our mailing address is PO Box C-122; Alpine, TX; 79832.

Supportive Statement I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Counseling Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting Timelycare/SRSU. The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Tutoring Center The Lobo Den Tutoring Center offers *FREE* tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help! Important Information: • Drop-in and Scheduled Appointments: Flexible options to fit your needs. • Hours of Operation: Monday–Friday, 8:00 AM – 5:00 PM. • Workshops: Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty. • Location: BWML Room 128. • Contact Us: For more information or to book an appointment, email tutoring@sulross.edu or call (432) 837-8726. Looking for additional support? • Tutor.com offers *FREE* 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors. • Access Tutor.com via Blackboard: Log in to your Blackboard account to get started anytime, anywhere. Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!

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FALL 2026: 16 Week Schedule

Week 1: Monday 08/24 & Wednesday 08/26

Syllabus review and class requirements; PPT class introduction & discussion; *Homework:* read chapters 1, 2, 3; *Respond:* Discussion Topic #1

Week 2: Monday 08/31 & Wednesday 09/02

Seeing the Value in Art, Artists and Audience, and Themes/Functions of Art; PPT 1, 2, 3; *Homework:* read chapter 4, 5; **Assignment: Artist Spotlight Analysis #1: Sheila Hicks, We're Crying For Softness (due 09/21);** *Respond:* Discussion Topic #2

Week 3: Monday 09/07 & Wednesday 09/09

The Vocabulary of Art: Elements of Art and Principles of Design; PPT 4, 5; *Homework:* read chapters 6, 7; *Respond:* Discussion Topic #3

Week 4: Monday 09/14 & Wednesday 09/16

Two-Dimensional Media: Drawing; PPT 6; Introduce Formal Analysis Essay #1; *Homework:* read chapter 8; *Respond:* Discussion Topic #4

Week 5: Monday 09/21 & Wednesday 09/23

Two-Dimensional Media: Paintings and Prints; PPT 7, 8; *Homework:* read chapter 9, 10; *Respond:* Discussion Topic #5; **DUE 09/21: Artist Spotlight Analysis #1: Sheila Hicks**

Week 6: Monday 09/28 & Wednesday 09/30

Two-Dimensional Media: Camera/Digital and Graphic Design; PPT 9, 10; *Homework:* read chapter 11, 12, 13; *Respond:* Discussion Topic #6

Week 7: Monday 10/05 & Wednesday 10/07

Three-Dimensional Media: Sculpture and Installation, Arts of Ritual and Daily Life, Architecture; PPT 11, 12, 13; *Homework:* STUDY for Midterm Exam (no discussion topic assigned this week); **DUE 10/07: Formal Analysis Essay #1**

Week 8: Monday 10/12 & Wednesday 10/14

Review for Midterm on Monday 10/12; Midterm on 10/14 8:35 to 9:50 AM; *Homework:* read chapters 14, 15; *Respond:* Discussion Topics #1-6 Due

Week 9: Monday 10/19 & Wednesday 10/21

Arts In Time: Ancient Art, Christianity, and the Formation of Europe; PPT 14, 15; *Homework:* read chapters 16, 17; *Respond:* Discussion Topic #7; **Assignment: Artist Spotlight Analysis #2: Frank Bowling: The Light That Others Will See (due 11/04)**

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Week 10: Monday 10/26 & Wednesday 10/28

Arts In Time: The Renaissance; PPT 16; *Homework: read chapters 17, 18; Respond: Discussion Topic #8*

Week 11: Monday 11/02 & Wednesday 11/04

Arts In Time: The 17th and 18th Centuries, Arts of Islam and Africa; PPT 17, 18; *Homework: read chapters 19, 20; Respond: Discussion Topic #9; Due 11/04: Artist Spotlight Analysis #2: Frank Bowling: The Light That Others Will See*

Week 12: Monday 11/09 & Wednesday 11/11

Arts In Time: Arts of Asia, India, Japan, Art of the Pacific Americas; PPT 19, 20; *Homework: read chapter 21; Respond: Discussion Topic #10; Assignment: Artist Spotlight Analysis #3: Your choice from Louisiana Channel Artist Videos (due 11/18)*

Week 13: Monday 11/16 & Wednesday 11/18

Arts In Time: The Modern World: 1800-1945; PPT 21; *Homework: read chapters 22, 23; Respond: Discussion Topic #11 (extra credit); Assignment: Formal Analysis Essay #2 (due 12/02); DUE 11/18: Artists Spotlight Analysis #3: your choice*

Week 14: Monday 11/23 & Wednesday 11/25

Arts In Time: From Modern to Post Modern, Contemporary Art Around the World; PPT 22, 23; *Respond: Discussion Topic #12 (extra credit); FALL BREAK: November 25-27th*

Week 15: Monday 11/30 & Wednesday 12/02

Review for Final and Dead Day 16-week term; Review PPT; **DUE 12/02: Formal Analysis Essay #2**

Week 16: Monday 12/07 & Wednesday 12/09

FINAL EXAM: Monday, December 7th 8:35—9:50 AM; NOTE: All outstanding assignments and extra credit due by noon on 12/09

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Course Due Dates:

09/21: Artist Spotlight Analysis #1: Sheila Hicks

10/07: Formal Analysis Essay #1

10/14: Midterm Exam 8:35-9:50 AM

10/14 Discussion Topics #1-6 Submitted

11/04 Artist Spotlight Analysis #2: Frank Bowling

11/18 Artists Spotlight Analysis #3: Your choice from artist list provided

12/02 Formal Analysis #2

12/07 Final Exam 8:35-9:50 AM

12/09 Discussion Topics #7-10; All outstanding assignments and extra credit due

NOTES:

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Grading Rubric: Formal Analysis and Artist Spotlight Analysis Essays

Note: The rubric for Formal Analysis #1 and the final essay, Formal Analysis #2, will be utilized for the Core Assessment—skill objectives: **Communication, Critical Thinking, Personal and Social Responsibility**.

Formal Analysis Essays #1 & #2

Objective: Analyze employing **elements of art, principles of design, and functions of art** of the chosen artwork from our textbook reading in a concise formal essay comprising of five paragraphs: Introduction/Thesis, three body paragraphs focusing on the Elements of art, Principles of design and Functions of Art, and a conclusion paragraph with a personal critique of the artwork clearly stated (5 paragraphs outlined below).

- **Introduction: Purpose/thesis**, artwork information (title, artist, date created, medium of artwork), and description; 20 points
- **Body Paragraph 1: Elements of Art** with supporting details and analysis; 20 points
- **Body Paragraph 2: Principles of design** with supporting details and analysis; 20 points
- **Body paragraph 3: Functions & Social Responsibility** with supporting details and analysis; 20 points
- **Conclusion:** Summary statement, personal critique; 20 points

Total points: 100

Artist Spotlight Analysis #1, #2, & #3

Note: The rubric for Artist Spotlight Analysis #1, #2, and #3, will be utilized for the Core Assessment—skill objectives: **Communication, Critical Thinking, Social and Personal Responsibility**.

Objective: Write a concise essay response after watching the assigned **Louisiana Channel, Video on the Arts**, featuring the artist selected and posted to Blackboard as stated in the syllabus (5 paragraphs outlined below).

- **Introduce the artist** and their working artistic mediums; 20 points
- **Analyze the elements of art** the artist uses in the creation of their work; 20 points
- **Describe** how the artist uses **the principles of design** in their practice; 20 points
- **Explain the social and cultural responsibility and relevance** of the artist's work; 20 points
- **Share your personal critique** on the **impact** of the artist and their work **in relationship to art appreciation**; 20 points

Total Points: 100

LOUISIANA Channel: Videos on the arts, featuring the artists