

# Welcome to DC ARTS 1301, Spring 2024

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## Where do you start?

**READ THE SYLLABUS!** It contains due dates and other important things you need to know. When I assign readings and projects they can be found on **Modules** (this is where your assignments, reading, study tools and projects are kept). There is no textbook for this class! Everything you need to read, watch and do is in the **Modules** link or in hard copy that I provide. **Also, you will need a 9"x12" Spiral or Hard Bound sketchbook and a pencil, ALWAYS.**

## Approaching your class:

1. **BE THERE!** If you aren't in class, you can't learn. If you don't learn, you can't pass.
2. Pay attention and follow along with the class in discussions. Participate! THINK! And please, **PUT AWAY YOUR PHONES!**
3. **TAKE AWAY!** As we discuss and decide, write!
4. Everything in this class is about **PROGRESS**, not **PRODUCT**. A typical week in Art 1301 looks like this:
  - a. **Module Monday:** Here we will read and discuss and take notes on the given topic for the week.
  - b. **Workshop Wednesday:**
    - i. This is when we will usually begin a project that demonstrates and depicts what we discussed on Monday and Tuesday (talent is NOT a factor in these projects, however, neatness, hard work, and completion ARE factors.
    - ii. Long answer "WHY?" quizzes will be due by this day as well. I usually post them on Wednesdays, when we begin projects.
  - c. **Submission Sunday:** Here you will go to the assignment and turn in pictures of your projects. Additionally, your quizzes will be due on this day.

When in doubt, call your teacher (903.918.0528), email [ahancock@panola.edu](mailto:ahancock@panola.edu) to set up an appointment and come see your teacher. Doing nothing when you don't understand is the worst thing to do!

## Grading Policy

Class projects, Discussions, Quizzes: 50%

Terms and concept tests (Midterm): 25%

Art Critique (Final Exam): 25%

The **Mid-Term** will be a project that is based on the comprehensive knowledge that has been gained throughout the first semester (Elements and Principles of Design)

The **Final Exam** will be a formally written art critique based upon the comprehensive knowledge that has been gained throughout the year (Elements, Principles of Design, and Personal Judgment and explanation of that judgment). To do this, students **MUST BE ABLE** to attend the field trip to the Norton Gallery in Shreveport **WITH THE CLASS**.

100-90=A, 89-80=B, 79-70=C, 69-60=D, 60 and below=F

### Important Dates:

**MIDTERM** - Due by **March 9, 2025**

**FINAL** - Due by **May 4, 2025**

**LAST DAY TO WITHDRAW FROM CLASS:**

100% refund- January 14th

70% refund- February 5th

25% refund- February 12th

### Attendance Policy:

Students will be held accountable for their absences according to the Tatum High School attendance policy, through the office, and the state laws of truancy; however, if a student uses this class time to schedule his/ her appointments, that student will miss work that may be detrimental to his/ her grade and will NOT be allowed to make it up. Any extenuating circumstances such as an accident, a death in the family, surgery, etc. will be determined and handled accordingly on an INDIVIDUAL basis. Please discuss any grade or attendance business in person, on a one to one basis, with Miss Hancock, NOT in front of the class.

### Participation Policy:

Participation is critical to your success in this class. There will be projects, daily quizzes, a museum visit and critique, midterm exam, final exam, artist research paper, and class discussions. You are responsible for any material covered by the modules or discussed in class. You are required to participate in an open discussion class.

### Policy on Make-Up Work:

Effective communication between students and their instructor is essential. Students are responsible for initiating any make up work **PRIOR TO THE ABSENCE**, regardless of the cause of the absence. Students absent on official college business [or THS business] are entitled to make up any and all missed work without any penalty attached. However, students should notify

their instructors in advance of the absence and should schedule any make-up assignments before the absence. If the student does not submit makeup work by the prearranged time, the student forfeits the right for further make-up of that assignment.

For a student whose absence is not official school business, the individual instructor, and possibly in conjunction with Mrs. Hopkins or Mrs. Brinkley, will judge if the student is eligible to make up work. In all cases, the instructor will determine the time for making up work and the nature of the make-up work. Whenever possible, students should discuss their impending absence with the instructor in private.

#### January:

- 15 Panola Classes Begin
- 14 "How To" Instructions Due (handwritten on paper)
- 19 Syllabus,"Mona Lisa Smile," and Art History Quizzes Due
- 26 Line/Shape Quiz Due  
Line Design Project Due

#### February:

- 2 Space/Texture/Value/ Color Quiz Due  
Color wheel Project Due
- 9 Principles Quiz Part 1 Due
- 16 Principles Quiz Part 2 Due  
Apples and Emphasis Project Due
- 23 Icon Grid Due

#### March:

- 9 Mid-term Project Due
- 16 Drawing Quiz Due
- 23 Paint Quiz Due  
"Girl with a Pearl Earring" Quiz Due
- 30 Vanitas Project Due

#### April:

- 6 Printmaking Quiz Due
- 13 FIVE Completed Prints Due
- 16 Trip to LMFA for Final Exam (**MANDATORY**)
- 20 Sculpture Quiz Due
- 28 Roseland Trip for Extra Credit Opportunity

#### May:

- 4 Final Exam Critiques Due  
Spirit Drawing for Extra Credit (to replace a failed Quiz that you TRIED and failed)  
Design Matrix Due for Extra Credit (to replace a failed Quiz that you TRIED and failed)
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**Open Educational Resource:**

This is an OER Course there is no text required

This course is designed to help the student find personal meaning in works of art and develop a better understanding of the nature and validity of art. Emphasis is on the diversity of form and content in art work. Upon completion, students should understand the fundamentals of art materials used and have a basic overview of the history of art.

Components of this class are presented on Canvas. As such, please make sure you meet systems requirements listed below:

Canvas and its hosting infrastructure are designed for maximum compatibility and minimal requirements. Canvas is best viewed at a minimum of 800x600, which is the average size of a notebook computer. If you want to view Canvas on a device with a smaller screen, we recommend using the Canvas [mobile app](#).

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**Course Learning Outcomes:**

- Students will understand how art represents its society
- Students will learn what art from different cultures looks like and what it represents through the different cultural conventions.
- Students will develop the ability to discuss the relationship of cultures to their art
- Students will develop an understanding of the history of art.
- Students will learn the different ways art is used for representation of objects, ideas, and emotions.
- Students will develop an understanding of the procedures and processes in the making of different types of art.
- Students will learn the inter-relationship of the visual elements of art (line, shape, volume, light, space, time, motion, color, and texture).

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**Course Objectives:**

Students should be able to

- Understand the nature and validity of art
- Understand the fundamentals of art and the materials used in art production
- Display a basic understanding of art history

Course Goals:

- To emphasize the diversity of form and content in original artworks
- To provide students with the information needed to bridge the gap between their understanding of the world and the space and effect that art places in that world

- To provide student with an overview of historical works of art and the role that work plays in art today

Activities Promoting General Education Outcomes Cognition: Cognition of creative and critical thinking as well as inductive and deductive problem solving were addressed classroom discussions, critical thinking essay quizzes, weekly art projects, and on the midterm and final exam.

**Aesthetic Sensitivity:** Aesthetic Sensitivity is assessed through quizzes, classroom discussion, and essay questions. Students were given specific questions to gauge their understanding of the objects and ideas they were presented.

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**Accessibility Statement:**

The Disabled Student Services (DSS) Office at Panola College coordinates support services and equipment for Panola College students with temporary or permanent disabilities. Reasonable accommodations and support services will be provided for students with documented disabilities. Students seeking help should meet with the DSS Coordinator whose office is located in Student Services or call 903-693-2046.

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**Statement on Civility in the Classroom**

Students are expected to assist in maintaining an environment that is conducive to learning. Inappropriate or distracting behavior is prohibited in order to assure that everyone has an opportunity to gain from time spent in the course. Should a disruptive incident occur, the faculty member in charge may remove the student; this includes repetitive cell phone usage. Students have the right to appeal through the student complaint process.

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**Departmental Assessment of Student Learning Outcomes (SLO)**

1. Students meeting the General Education Outcome of Cognition will score at least 70% on a test which requires the students to recognize specific works of art and respond to questions testing the students' knowledge of art concepts and art history pertaining to the work of art.
2. Students meeting the General Education Outcome of Aesthetic Sensitivity will score at least 70% on an essay which requires the student to critique a piece of art, discussing the differing aesthetic sensitivities of various historical cultures.

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**Use of Assessment Findings**

During the Fall in-service of the year following the scheduled review of ART 100, a committee will review all course assessment materials submitted by the instructors and division chair. The committee will submit a report of any recommended curriculum changes for Art 100 to the division chair, who will then submit them to the Student Learning Outcomes (SLO) Committee. Upon approval by the SLO Committee, a copy will be filed with the Office of Institutional Planning and Assessment.

