

## Instructor

Lucy Blake, ass't professor, art history

[www.lucyblakestudio.com](http://www.lucyblakestudio.com)

- lblakeelahi@yahoo.com (but use Private Messages in the ETUDES website)

By far the best way to reach me is through the **Private Message** tool of the class.

Here's an "ID" photo so you'll recognize me when we meet at the museum(s)!

## There is No Required Textbook

We will use the web instead of a textbook. The quality of material available online has guided the choice of art works included in the course. The specific web pages you need to read are linked in the modules; if you find better material online, please contribute to the annotated Webliography in the discussion area.

## Technical Requirements

Please carefully review the ETUDES system requirements (click [here](#)). Make sure you have configured your computer correctly *before* the course starts.

## Course Description

Art 101 considers the visual arts of ancient civilizations, with particular emphasis on the cultures that contributed to the Roman Empire and the European middle ages. We include Asia and pre-contact America as comparative material.

## Course Learning Outcomes

The faculty of West Los Angeles College identifies specific Student Learning Outcomes (SLOs) for every course. These are things a student should be able to **do** after the course is over.

Art 101's SLOs are:

1. Deconstruct the impact of a work of art in terms of its appearance.
2. Relate an ancient Egyptian, Mesopotamian, Greek, Roman or medieval work of art to the culture in which it was created.

The course should help you master these skills; you will be practicing them in the discussions and in any of the extra-credit museum workshops that you are able to come to.

The course SLOs relate to West's Institutional SLOs--what we think intend student be able to **do** once they graduate. Art 101 is intended to particularly support three of these:

Critical Thinking: Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences.

Throughout the course, each of us will pause to identify our individual responses to works of art, and

explain them to each other through visual analyses of the art.

Aesthetics: Use multiple modes of inquiry and approaches to experience and to engage with the arts and nature; develop and express personal creative visions throughout all aspects of ones life.

Our major modes of inquiry are stylistic analysis and the comparison of various historical situations in their impact on art. Our approaches to the experience of art will include reading about it and comparing what we read to pictures of the art, and writing to each other about what we see on the web and in museums.

Cultural Diversity: Respectfully engage with other cultures in an effort to understand them.

Engaging with the art and architecture in Art 101 will always begin with looking carefully and thoughtfully.

### **Course Requirements and Expectations**

This online class covers the same material that a face-to-face class covers in a full-length semester (16 weeks) ,

**BUT YOU'LL BE DOING IT IN 6 WEEKS!** 😊

Thus, a student should expect to spend about 27 hours on the class each week, which will mean working most days.

Quizzes: There will be 19 open-book quizzes, one every two days except for the 4th of July and the last two days of the term. There will be true/false, matching and multiple-choice questions, all drawing on factual information in assigned websites. You can treat the quizzes like guided reading, if you like—read with the quiz open answer the questions as you encounter the facts on the assigned websites. (Use two browsers if you do this this--Firefox for ETUDES, and Internet Explorer or Safari for the websites.)

Discussions: The discussions are the heart of the course, the place you practice critical thinking most directly. You will post at least twice for each module, and read what others have posted. I will not post very often--generally only if issues of fact arise. There will be two prompts to respond to in each module, except for the last module. I'll almost always be asking you to point out something you can see in an image.

Extra-credit museum workshops: There will be two or three museum workshops during the semester (depending on how many I can set up). We will meet in local museums and talk about specific works related to our course work and sometimes have a museum tour guide.

Extra-credit Webliography: Contribute an annotated entry to our list of websites useful for Art 101.

### **Deadlines**

This class moves fast. I don't give extensions, because if you fall behind, there's no time to catch up. The deadlines are firm.

Observational discussions are due by 11 PM within THREE DAYS after they open.

Reflective discussions are due by 11 PM within THREE DAYS after they open.

Quizzes are due by 11 PM within SIX DAYS after they are open.

The extra-credit museum visits will be scheduled for specific hours on various Saturdays and Sundays. I cannot set them up for other dates or they can be done independently of the group. That's why they are extra-credit.

I can open work early for student who have personal or work time conflicts. This means that you need to tell me before your work is due, not afterwards. For other emergencies, student should do extra-credit assignments to make up for lost points.

## Grading Scale

A more than 344 points	Quizzes total 190 points
B more than 306 points	Discussion participation totals 57 points
C more than 267 points	Discussion quality totals 135 points
D more than 229 points	Discussion extra-credit could total up to 190 points
F 229 points or fewer	Extra-credit museum workshops may total up to 150 points Extra-credit Webliography entries may total up to 90 points

**Plagiarism**, the presentation of someone else's words or ideas in such a way that a casual reader would think they were yours, is penalized by the subtraction of the points the assignment could have been worth (that is, 10 points in a discussion, 30 in the webliography). Note that that is worse than a zero.

**It is your responsibility to understand what plagiarism is, as defined by [Indiana University](#).**

## Methods of Evaluation

Each quiz will be worth 10 points.

- true/false questions, 1 points
- multiple choice with one correct answer, 2 points
- matching or multiple choice questions in which you must select more than one correct answer, 3 points

Participating in a discussion gains you 1.5 points. In addition, you will pick out the three best postings you have made during the term and I will base your discussion grade on them, with a maximum of 45 points per posting. There is a Discussion Grading Rubric in Resources.

## Extra Credit

The grading scale is based on the points available for the quizzes, discussion participation, and discussion quality. There are opportunities for extra credit that can substitute for these:

I will give 10 extra-credit points for each outstanding discussion posting—postings that use specific observations to open up new ways of seeing. I will highlight what's outstanding in the posts as I read them.

I will give extra-credit points for asking and answering questions about the course in the "Questions" section of the discussion area:

- For posing a question that cannot be answered with the materials I have provided: 10 points. (This has to

- be a reasonable question about the course and how it works, not about the cultures we are considering.)
- For answering someone else's question, citing the materials I have provided: 5 points. (In other words, point out where the answer is in the syllabus, the modules, the quiz instructions, etc., and paraphrasing my materials to answer the question.)
  - Up to three webliographic contributions are each worth up to 30 points of extra credit. A complete contribution gives the exact location of the web page, an account of its usefulness and of its reliability.

Two or three times, the class will meet in small groups at the Getty Villa and the Los Angeles County Museum of Art. Fully participating in structured activities at the museum is worth up to 50 extra-credit points for each visit.

### **Instructor Response Policy**

During the term, expect me to respond to Private Messages or emails as soon as possible.

(Private Messages are better than emails.)

Etudes scores the quizzes as you submit them and shows your scores. The answers are available after the quizzes close.

The participation points for discussions should appear within a few days after the discussion closes.

I score all other work within a few days of submission.

### **College Schedule: drop, etc.**

If you choose to drop the course, it is **your** responsibility to do so. Note the deadlines:

If you drop by July 17, you will have a W (for "withdrawn") instead of a grade on your transcript.

Any students who do not participate **at all** by June 24 will be excluded. However, it's never a good idea to trust your prof to drop you. We could get sick, have a power outage, or just be flaky. *You should drop any course you do not plan to finish, yourself.*

Dates:

Jul 4: Holiday.....

Jul 17: Last Day to Drop w/ a "W" (6-week summer session) J

### **Special Needs and Disabled Students Policy**

If you are a student with a disability and require accommodations, please send me a Private Message. The sooner I am aware of your eligibility for accommodations, the quicker I will be able to assist the Disabled Students Programs & Services (DSP&S) Office in providing them. The [DSP&S Office](#) provides special assistance in areas including: registration assistance specialized tutoring, academic and career guidance

counseling, instructor liaison, special instruction and testing assistance.

At this time ( summer 2014) I cannot, however, open Quizzes and/or Discussion questions early.

### **Academic Integrity Statement**

Academic integrity is a fundamental value of higher education at WLAC; therefore, acts of cheating, plagiarism, falsification or attempts to cheat, plagiarize or falsify will not be tolerated in this course.

**It is your responsibility to understand what plagiarism is, as defined by [Indiana University](#).**

Any student caught cheating or plagiarizing will be subject to disciplinary action, in addition to the penalty noted under grading scale, above. I report plagiarism to West's Vice President of Student Services.

Note that I do not consider discussing the quizzes privately as cheating, but another professor might--be sure you understand other online professors' views on this.

### **Online Student Resources**

West's Online Resources: <http://www.wlac.edu/online/index.asp>

[Technical Requirements: https://etudes-ng.fhda.edu/portal/site/!gateway/page/4243c7b4-9b68-45fc-0016-148ad08653aa](https://etudes-ng.fhda.edu/portal/site/!gateway/page/4243c7b4-9b68-45fc-0016-148ad08653aa)

Netiquette: <http://www.albion.com/netiquette/corerules.html>

Strategies for Online Learners: <http://www.uidaho.edu/eo/dist8.html>

Be a Successful Online Student: <http://www.ion.uillinois.edu/resources/tutorials/pedagogy/StudentProfile.asp>

Tips for Online Success: <http://www.ion.uillinois.edu/resources/tutorials/pedagogy/tips.asp>

### **SYLLABUS (all in one)**

WEST LOS ANGELES COLLEGE ART HISTORY I, ART 101, Section 8029,online SUMMER 2014  
Lucy Blake, Ass't Professor, Art History  
email: (*Private Message in Etudes gets better results!!*) [lblakeelahi@yahoo.com](mailto:lblakeelahi@yahoo.com)

### **SYLLABUS**

**1. ABOUT THE "TEXT":** We will use the Internet instead of a textbook. The quality of material available online has guided the choice of art works included in the course. The specific web pages you need to read are linked in the modules; if you find better material online, please contribute to the annotated Webliography in the discussion area.

### **2.SYSTEM REQUIREMENTS**

Please carefully review the ETUDES system requirements (click here). Make sure you have configured your computer correctly before the course starts.

### **3. COURSE CONTENT**

Art 101 considers the visual arts of ancient civilizations, with particular emphasis on the cultures that contributed to the Roman Empire and the European middle ages. We include Asia and pre-contact America as comparative material.

#### **4. STUDENT LEARNING OUTCOMES:**

The faculty of West Los Angeles College identifies specific Student Learning Outcomes (SLOs) for every course. These are things a student should be able to do after the course is over.

##### **Art 101's SLOs are:**

- + Deconstruct the impact of a work of art in terms of its appearance.

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**Critical Thinking:** Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences. Throughout the course, each of us will pause to identify our individual responses to works of art, and explain them to each other through visual analyses of the art.

**Aesthetics:** Use multiple modes of inquiry and approaches to experience and to engage with the arts and nature; develop and express personal creative visions throughout all aspects of ones life. Our major modes of inquiry are stylistic analysis and the comparison of various historical situations in their impact on art. Our approaches to the experience of art will include reading about it and comparing what we read to pictures of the art, and writing to each other about what we see on the web and in museums.

**Cultural Diversity:** Respectfully engage with other cultures in an effort to understand them.

Engaging with the art and architecture in Art 101 will always begin with looking carefully and thoughtfully.

#### **5. TIMING**

This online class covers the same material that a face-to-face class covers in a full-length semester (16 weeks).

**BUT YOU'LL BE DOING IT IN 6 WEEKS!!**

Thus, a student should expect to spend many more hours on the class each week, which will mean working most days.

**6. QUIZZES:** There will be 19 "open-book" quizzes, one every two days except for the 4th of July and the last two days of the term. There will be true/false, matching and multiple-choice questions, all drawing on factual information in assigned websites.

You can treat the quizzes like guided reading, if you like—read with the quiz open answer the questions as you encounter the facts on the assigned websites. (Use two browsers if you do this this--Firefox for ETUDES, and Internet Explorer or Safari for the websites.)

**7. DISCUSSIONS :** The discussions are the heart of the course, the place you practice critical thinking most directly. You will post at least twice for each module, and read what others have posted. I will not post very often--generally only if issues of fact arise. There will be two prompts to respond to in each module, except for the last module. I'll almost always be asking you to point out something you can see in an image. (A *Prompt* is the subject or question to be responded to)

Responses to Discussions (DQs= Discussion Questions)- must be posted within THREE days of its opening. this gives time for cross-conversations MUSEUM WORKSHOPS Extra-credit: There will be one or two museum workshops during the summer semester (depending on how many I can set up/ time). We will meet in local museums and talk about specific works related to our course work and/or have a museum tour guide.

**8. MUSEUM TOURS:** The *extra-credit* museum visits will be scheduled for specific hours on various Saturdays and Sundays. If you cannot make the scheduled tour, it can be done independently of the group. That's why they are extra-credit.

**9. Webliography (*extra-credit*):** Contribute an annotated entry to our list of websites useful for Art 101.

**10. DEADLINES:** This class moves fast. I don't give extensions, because if you fall behind, there's no time to catch up. The deadlines are firm.

Observational and Reflective Discussions are due by 11 PM three days after they open.

Quizzes are due by 11 PM before the end of the seventh day they are open. I can open work early for student who have personal or work time conflicts. This means that you need to tell me before your work is due, not afterwards. For other emergencies, student should do extra-credit assignments to make up for lost points.

#### **11A. GRADING SCALE:**

344 + = A

306 -- 343 = B

267 - 305 = C

229 - 265 = D

fewer than 229 = F

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QUIZZES = 190 points

DQs = 57 points

Discussion QUALITY = 135 points

DQ (XCredit) could go to 190 points

Museum workshops (XCredit) may go up to 150 points

Webliography (XCredit) may go up to 90 points \_\_\_\_\_

Plagiarism, the presentation of someone else's words or ideas in such a way that a casual reader would think they were yours, is penalized by the subtraction of the points the assignment could have been worth (that is, 10 points in a discussion, 30 in the webliography). Note that that is worse than a zero.

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## **11 B. METHODS OF EVALUATION**

Each quiz will be worth 10 points.

true/false questions, 1 points

multiple choice with one correct answer, 2 points

matching or multiple choice questions in which you must select more than one correct answer, 3 points

Participating in a discussion gains you 1.5 points. In addition, you will pick out the three best postings you have made during the term and I will base your discussion grade on them, with a maximum of 45 points per posting. You will copy/paste your best Discussions into the essay folder in AT&S.

There is a Discussion Grading Rubric in Resources.

## **11 C. EXTRA CREDIT**

The grading scale is based on the points available for the quizzes, discussion participation, and discussion quality.

There are opportunities for extra credit that can substitute for these:

I will give 10 extra-credit points for each outstanding discussion posting—postings that use specific observations to open up new ways of seeing. I will highlight what's outstanding in the posts as I read them.

Up to three webliographic contributions are each worth up to 30 points of extra credit. A complete contribution gives the exact location of the web page, an account of its usefulness and of its reliability. One or two times, the class will meet in small groups at the Getty Villa and the Los Angeles County Museum of Art. Fully participating in structured activities at the museum is worth up to 50 extra-credit points for each visit.

### **12. Instructor Response Policy**

During the term, expect me to respond to Private Messages or emails within 24 hours. (Private Messages are better than emails.) Etudes scores the quizzes as you submit them and shows your scores. The answers are available after the quizzes close. The participation points for discussions should appear within a few days after the discussion closes. I score all other work as soon as possible.

### **13. Drop Policy**

If you choose to drop the course, it is your responsibility to do so. Note the deadlines: If you drop by July 17, you will have a W (for "withdrawn") instead of a grade on your transcript. If you drop by June 24, the course will not appear on your transcript, and qualify for a refund of your tuition.

I will exclude students who do not participate at all by June 24. However, it's never a good idea to trust your prof to drop you. We could get sick, have a power outage, or just be flaky. You should drop any course you do not plan to finish, yourself.

### **14. Special Needs**

If you are a student with a disability and require accommodations, please send me a Private Message. The sooner I am aware of your eligibility for accommodations, the quicker I will be able to assist the Disabled Students Programs & Services (DSP&S) Office in providing them. The DSP&S Office provides special assistance in areas including: registration assistance specialized tutoring, academic and career guidance counseling, instructor liaison, special instruction and testing assistance.