Fayetteville State University  
College of Arts and Science  
Department of Performing and Fine Arts  
ART 363 Contemporary Art

I. Locator Information:
Instructor: Soni Martin
Course # and Name: ART 363 Contemporary Art  
Office Location: Rosenthal 254
Semester Credit Hours: 3  
Office Hours:
Day and Time Class Meets:  
Office Telephone: 672-1057
Total Contact Hours for Class: 3
Email: smartin@uncfsu.edu

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. COURSE DESCRIPTION
A study of modern/contemporary art through an analysis of works of art in their historical context.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. TEXTBOOK

V. STUDENT LEARNING OUTCOMES
Upon completion of Art 422, the student will:
1. Identifies Visual Characteristics of Works of Art bypassing narrative exams
   1.1 Distinguishes formal characteristics
   1.2 Identifies works of art by artist, period and/or style
   1.3 Compares the formal characteristics of works of art within historical context

2. Demonstrates Evaluation Skills by passing a narrative exam:

3. Presents a PowerPoint
   3.1 Researches ideas and techniques of particular styles for a presentation

4. Compares Differences and Similarities in styles of art from the Cubism to the Present in a research paper
   4.1 Identifies sources of "general historical context"
   4.2 Understands "school" theories and the artist's personal views
   4.3 Identifies influences of various media

COURSE COMPETENCIES
Course objectives will result in the following competencies:
1. Student will analyze the visual arts in relation to history and cultures.
   1.1 Know the visual arts have a history, purpose and function in all cultures
   1.2 Identify specific works of art as belonging to particular cultures, times and places
   1.3 Introduce works of art from different times and cultures
1. Recognizes selected works of art and artists
   1.1 Recognizes that cultures have different ideas about what is pleasing and aesthetically acceptable

2. Student will reflect upon and explore the characteristics and merits of individual modern works of art
   2.1 Student will be able to explain and discuss purposes for creating modern and contemporary art
   2.3 Student will recognize other’s work and ideas as unique expression of themselves
   2.5 Critique work through proper vocabulary - written and oral expression

3. Student will compare connections between visual arts and other disciplines
   3.3 Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in other disciplines
   3.4 Recognize how current technology affects visual arts and other disciplines

4. Knowledge of formal and technical skills
5. Knowledge of the relationships among styles in contemporary arts
6. The ability to analyze a work of art for its qualitative attributes
7. Access and correctly cite information sources
8. Student will regularly practice “writing as a means of learning,” reflection and a way to organize their thinking about the material
9. Student will practice “writing as a process” – to include all the formal stages of writing a research paper using the MLA format

NCDPI Standards for the Arts Educator in Art 442

Standard 1: Visual arts teachers know the content they teach by recognizing and differentiating art works through historical, cultural, and societal context.

Standard 3: Visual arts teachers are able to effectively instruct students in visual arts by practicing a comprehensive approach to visual arts education that integrates studio, art history, aesthetics and art criticism.

Standard 6: Visual arts teachers create effective instructional environments conducive to student learning by providing supportive, shared, collaborative, instructional environments that promote the learning of all students

Standard 9: Visual arts teachers develop a curriculum that embraces a respect for multiculturalism by reflecting on the breadth and depth of art history within diverse cultures

Standard 13: Visual arts teachers contribute to the growth of the profession as art educators by knowing the importance of making presentations

VI. COURSE REQUIREMENTS AND EVALUATION CRITERIA

(A) Writing to Learn:
   All students will purchase a Blue Book (from the university book store) by the second class meeting. This Blue Book will be called a “Log Book” to do the following:
   (1) Students will date each log entry at the end of each class when assigned.
   (2) During the last five minutes of every class students will reflect on and record the important over arching principles which were covered in class that day. As well, any points which were not clear will be noted so the student can refer to them during the beginning on the next class.
   (3) Writing to learn is not to teach writing skills per se, but to use “writing as a means of learning,” reflection and a way to organize you’re thinking about the material.
   (4) This log will be turned into the instructor to be added into an overall score as the semester progresses
   (5) Each time the log book is turned in; the student will print and turn in a “log book rubric” (with appropriate dates) for assessment and grading.
   (6) Rubrics are to be kept together inside the log. The instructor may call for all rubrics at any time to see improvement on criteria (or lack of improvement).
   (7) Your total log assessment average will count 10% towards your final grade. (Excessive absenteeism negatively influences your total average.)
   (8) Instructor will drop the 3 lowest scores from the log book average (student may be absent due to illness, etc.)
A. **Writing as a Process**: Students will complete a research paper using the MLA format and complete all the phases of successful writing. Since all students will use Turnitin, students must practice acceptable paraphrasing, quotations and works cited to avoid plagiarism.

1. Student will select a topic from the instructor’s list
2. Class visitation for resources (references, MLA website, etc.)
3. Begin research and start developing the thesis and main points in an outline
4. Complete your first draft for instructor feedback (remember to use citations)- print a copy from Blackboard site of the “Research Paper Grading Rubric for Draft” and attach with the draft of your research paper
5. Revise your first draft
6. After revision, edit the paper for wordiness, transitions, active verbs, change words strategically, etc.
7. Proofread for corrections in spelling, grammar, and punctuation
8. Post your paper to Turnitin, then correct where necessary
9. Turn in your final paper with your copy of Turnitin- print a copy from Blackboard site of the “Research Paper Grading Rubric for Final Paper” and attach with your research paper

*Students should take advantage of the Writing Tutor Service in the FSU Writing Lab (216 Chick Building, take your draft and the below rubric with you to the writing lab)*

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<th>Research Paper Grading Rubric for Draft</th>
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<td><strong>Date</strong> _______________________________</td>
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<td><strong>Comments</strong> ___________________________</td>
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<tr>
<td>Clear thesis and introductory paragraph</td>
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<td>Paper well organized</td>
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<td>Examination and analysis takes place in the paper</td>
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<td>Closing paragraph</td>
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<td>Supporting points are explained clearly</td>
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<td>Content supports the thesis</td>
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<td>Transition between paragraphs</td>
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<td>Free of spelling errors</td>
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<td>Free of grammar errors</td>
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<td>Free of punctuation errors</td>
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<td>Appropriate word choice (connotation, denotation, verbs, etc.)</td>
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<td>Paper is correctly cited</td>
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<th>Research Paper Grading Rubric for Final Paper</th>
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B. FSU Attendance Requirements:

Students are expected to attend all class meetings, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. When students must miss class(es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments. Faculty members will indicate in their syllabi the conditions for making up missed assignments.

During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.

Please note that the WN grade is no longer in effect. Students must not expect faculty to withdraw them from classes.

Instructor Requirements for Attendance:

Excessive absences will reduce your overall grade by one or two grades (depending on the number of absences). It is important for students to be in class regularly to work with their peers and their instructor.

D. Overall Grade Percentages:

50% Exams 3  
30% Research Paper  
20% PowerPoint Presentation

Exam Grading Scale:

A= 92-100  B= 83-91  C= 73-82  D= 64-72  F= 63 and under

E. Policy on Missed or Late Assignments – Student are responsible for all material missed during their absence. Any missed exams must be made-up during the week the exam was given. Students will receive a failing grade if their exams are not made-up in a timely manner. Research papers turned in late will result in the lowering of the final grade.

[Please note: Any changes in the evaluation criteria, the instructor will distribute a written amendment to the syllabus.]

F. FSU Policy on Disruptive Behavior in the Classroom: The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.

3. Use of cell phones and other electronic devices (headphones not permitted)

4. Bringing children into the classroom (without prior approval)

5. Overt inattentiveness (sleeping, reading newspapers, etc.)

6. Threats or statements that jeopardize the climate of safety in the classroom

7. Failure to follow reasonable requests by the instructor

8. Entering class late or leaving class early on regular basis which causes a distraction

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior

2. File a complaint with the Chair of the department and/or Dean of Students for disciplinary action

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

VII. COURSE OUTLINE AND ASSIGNMENT SCHEDULE

[INSTRUCTOR HAS THE RIGHT TO CHANGE DATES AND ASSIGNMENTS DURING THE SEMESTER. STUDENTS MUST CHECK BLACKBOARD DAILY FOR ASSIGNMENTS AND CHANGES.]

VIII. TEACHING STRATEGIES

Teaching strategies include: lectures, group discussions, and research, reflective logs, FSU Writing Center, online resources, Turnitin, presentation by an FSU librarian, and presentations by students.

Other strategies include:

(2) FSU ‘Subject Guides” on online “Reference Material:”  http://library.uncfsu.edu/reference/RefSubjGuides.htm

(3) FSU libraries links to style manuals and citation advice:  http://library.uncfsu.edu/reference/RefStyleMan.htm

(4) Guide to doing research, search engine, data bases, key word searches:  http://www.sc.edu/beaufort/library/pages/bones/bones.shtml

IX. BIBLIOGRAPHY


