I. LOCATOR INFORMATION
Instructor: Soni Martin
Course # and Name: ART 410 Art Criticism  
Office Location: Rosenthal 254
Semester Credit Hours: 3
Day and Time Class Meets:  
Office Hours:  
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:
Art Criticism is a course aimed at the evaluation of art concepts, the philosophy of aesthetics, and an analytical approach to discussing art forms. Prerequisites: ART 321 AND art 322.

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:
No textbook is used in this class. The class consists of readings on Blackboard.

V. Student Learning Outcomes:

Upon completion of Art Criticism 410, the student will have knowledge of, practice and apply the following:

Communication Skills: Students will comprehend, analyze, and evaluate the effectiveness of various forms of written and spoken communication, and they will assemble original written and spoken communications that display appropriate organization, clarity, and documentation to communicate the visual arts from an increasingly global perspective.

1. Identifies Aesthetic Attitudes
   1.1 Distinguish characteristics that influence historic and worldwide
perceptions
1.2 Reexamines personal and public views on evaluating historic and contemporary works of art

2. Demonstrates Verbal Criticism Skills
2.1 Integrates careful observation techniques
2.2 Selects appropriate descriptive language
2.3 Practices critical studio interpretations
2.4 Applies analytic devices in group discussions
2.5 Displays critical thinking skills in group discussions

3. Demonstrates Written Criticism Skills
3.1 Constructs publication format reviews using the MLA format
3.2 Separates subject matter, subject and content
3.3 Explores interpretations as persuasive arguments
3.4 Analyzes systems of evaluation
3.5 Exercises systems of evaluation

4. Completes Art Reviews
4.1 Writes in an interpretive style
4.2 Writes in a descriptive style
4.3 Defends judgments

Global Literacy: Students will appreciate the global diversity of cultures, values, and belief systems and the common humanity underlying them; understand cultural interdependence.

5. Compares Differences and Similarities in Historic and Contemporary Theories of Criticism
5.1 Understands a variety of canons/theory
5.2 Discriminates between methods that provide an understanding of works of art from around the world
5.3 Develops strategies for understanding and communicating differences and similarities from works around the world culturally and stylistically
5.4 Evaluates concepts and values within a historical context and global context
5.5 Ability to raise questions about current global art criticism viewpoints

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<thead>
<tr>
<th>Competencies in Art / Design History, Theory, and Criticism</th>
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<tr>
<td>Learn to analyze works of art/design perceptively and to evaluate them critically</td>
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<td>Develop an understanding of the common elements and vocabulary of art/design and of the interaction of these elements, and be able to employ this knowledge in analysis.</td>
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<td>Acquire the ability to place works of art/design in historical, cultural, and stylistic contexts</td>
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COMPETENCIES - NCSDPI and NCATE
Course objectives will result in the following competencies:

DPI
1. Student will understand the visual arts in relation to history and cultures.
   5.1 Know the visual arts have a history, purpose and function in all cultures
5.2 Identify specific works of art as belonging to particular cultures, times and places
5.3 Introduce works of art from different times and cultures
5.4 Recognizes selected works of art and artists
5.5 Recognizes the existence of universal themes in art throughout history
5.6 Recognizes that cultures have different ideas about what is pleasing and aesthetically acceptable

2. Student will reflect upon and assess the characteristics and merits of individual works of art
   6.1 Student will understand there are various purposes for creating works of visual art
   6.3 Student will recognize other’s work and ideas as unique expression of themselves
   6.5 Critique work through proper vocabulary - written and oral expression

3. Student will perceive connections between visual arts and other disciplines
   7.3 Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in other disciplines
   7.4 Recognize how current technology affects visual arts and other disciplines
   NCATE
   3.2 Student will have knowledge of the relationship among styles in fine arts and external factors in society
   3.3 Student will have the ability to analyze a work of visual art and/or a performance for its qualitative attributes

VI. Course Requirements and Evaluation Criteria

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. *See FSU website for complete FSU Policy on Disruptive Behavior policy.

Specific course requirements:
1. Exams are not to be made up except under the following conditions: extraordinary circumstances that are subject to the approval of the instructor or a valid documented justification.
2. Incomplete grades will only be assigned when students have maintained a passing average but for reasons beyond their control, have not completed a specific course requirement during the last two weeks of class.
3. Any student, who is at risk of academic failure, at anytime during the semester, is strongly urged to initiate sessions of clarification about the material covered with the instructor.
4. Class etiquette is observed at all times. Respect of all students and their opinions. Hostile and/or inappropriate behavior is prohibited during class hours.
   Formal Review assignments turned in late result in a drop of the grade after each class meeting.
5. All missed exams will be scheduled during make up days (TBA). Any missed exam or papers not turned in automatically result in a grade of “O.”
6. Students with skill deficiencies in writing are required to visit the Writing Center for assistance with corrections in content and mechanics of writing.

7. *Students will use and apply the rubric developed for writing a formal art review titled: Written Communication VALUE Rubric for a Formal Art Review

**ATTENDANCE POLICY:**
Any student who misses more than 8 class meetings (excused and unexcused) will not pass this course. Attendance is a requirement of the course. Days missed will mean the student has missed information/discussions not on the exams; as well as impromptu group discussions.

**EVALUATION METHODS AND CRITERIA**
Students are expected to participate and/or complete all assignments. Any assignment or exam not completed will result in a zero (0) averaged into the numerical grade at the end of the semester.

If assignments are submitted late: The final grade on any review/research paper will drop one letter grade each class meeting after the due date. Any test/review/research not submitted within five class meetings will automatically receive a grade of "0".

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<tr>
<th>Grade Percentages</th>
<th>Exam Grading Scale</th>
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<tr>
<td>Exams: 50%</td>
<td>A= 92-100</td>
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<tr>
<td>Reviews and Presentation 20%</td>
<td>B= 83-91</td>
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<td>Final: 30%</td>
<td>C= 73-82</td>
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**Required Assignments/Exams**
The following are required for the completion of ART 410:
1. Observing works of art in galleries, museums, and online
2. Participation in the techniques for evaluating works of art
3. Reviewing art periodicals
4. Taking all examinations on the information covered in class/research
5. Completing two formal art reviews
6. Presenting one formal art review to the class
7. Completing a 10 page final assignment

**VII. COURSE OUTLINE AND ASSIGNMENT SCHEDULE:** TBA

**VIII. TEACHING STRATEGIES**
Strategies for teaching include the following:
Lectures, research, discussions, writing reviews, applying writing rubrics to improve writing, visiting the Writing Center (as needed), using Turn It In, visiting writing websites, and studying the works in galleries and museums.

*Two rubrics have been developed to assist the student with writing a formal art review:
1. Written Communication VALUE Rubric for a Formal Art Review (Appendix A)
2. Examples of How to Meet Capstone #4 (Appendix B)

*During the draft process, students will receive an assessment using the rubric to determine (1) success in identifying important strengths and weaknesses in the writing; (2) success in developing strategies for improvements; and (3) clarity and organization of our writing.
IX. BIBLIOGRAPHY


Blandy, Doug and Kristen G. Congdon, ed. Pluralist Approaches to Art Criticism. Bowling


