The University of South Dakota
College of Fine Arts
Department of Art

GFA 101
Introduction to the Fine Arts
Desire2Learn

Professor Carol Cook Geu

Spring 2019 Syllabus

3 Undergraduate Credit Hours

Text
The required textbook for this course is:
ISBN-10: 0205858228
Cost ≈ $37-$150

Contacting the Instructor
Please e-mail me through D2L. My address is cegeu@d2l.sdbor.edu. I will have “Virtual Office Hours” on Mondays and Wednesdays from 9:00 a.m. to 10:00 a.m. I understand that you will have questions at times other than these but in order to keep my professional life in order I must have a designated time to concentrate on answering your questions. I will not be checking into the D2L course and responding to you on a daily basis. That may seem difficult to you because the immediacy of the Internet makes all of us expect immediate turn-around times. All emails will be responded to within 48 hours Monday through Friday. **You must sign your name to your emails so that I know with whom I am corresponding.**

Getting Started
To get started in the course, you need to access the course in Desire2Learn (D2L). This can be done via the USD student portal, [http://my.usd.edu](http://my.usd.edu) or directly via [https://d2l.sdbor.edu](https://d2l.sdbor.edu) The course should be listed under “My Courses.” Note: You will be able to access the course one month before its official start date. The Course Homepage will coordinate your work in this course. You should immediately read the Syllabus, Course Description, and Course
Introduction. When you finish reading these documents you will have a clear picture of how to operate in the course. You may want to print these documents and keep them handy.

You should familiarize yourself with the various tools that will be used during the course:
- **Content**: where course materials are located
- **Assessments**: where you will access your Grades and Quizzes (exams).
- **Communications**: where you access the weekly Discussions
- **Resources**: where you will find the Classlist (which you can use to contact me via D2L email)
- **Course Mail**: located at the very top right side of the course page in the gray bar. Course Mail will be used by me for all official course correspondence. When you have unread Course Mail, a red badge will appear on the email icon.

For information about the university’s technical, academic, and student support services, as well as how to take advantage of these services, please refer to the Online Student Handbook at [http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx](http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx) This document also contains important information pertaining to minimum technology requirements, registration information, and other university services and policies.

**Technical Standards**
You will find information on technology requirements and support in the Online Student Handbook found at [http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx](http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx) or in the course D2L site on the left side of the home page or under Content. If you are unsure as to whether or not your computer meets these requirements, or if you require any technical assistance, please contact the ITS Help Desk at 877.269.6837, 605.658.6000, or helpdesk@usd.edu

Please contact the Help Desk immediately so that your questions/problems can be resolved as soon as possible. It is your responsibility to resolve any issues with access to the course so that you can begin to participate in the course on the first day of the semester.

**Course Prerequisites**
There are no prerequisites for this course.

**Diversity and Inclusive Excellence**
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the Office of Diversity [http://www.usd.edu/diversity-and-inclusiveness](http://www.usd.edu/diversity-and-inclusiveness)

**Course Description**
This course explores how and why the arts exist. Drama, dance, literature, music, visual arts, etc., are examined as inventions for sharing experiences.
Course Introduction
This course is designed to teach you the basics about the arts. Included in this study are drawing, painting, printmaking, sculpture, music, theatre, dance, cinema, literature, and architecture. The course is designed for students who have had very little experience with the arts. The first part of the course examines the media of the arts through terminology and how artworks are composed. The second part of the course explores the world’s art chronologically with an emphasis on style rather than historical analysis.

Included with your textbook is a music CD, “Music for the Humanities,” so that you can listen to the specific selections referred to in your lessons. If your text did not come with the CD, you will find links to the music selections in the course Power Points.

Objectives
After completing this course you will be able to explain and interpret the interrelationship of art and culture. You will be able to identify the way the arts are structured and how they can be relevant in your life. Your appreciation of the arts will develop beyond pure entertainment. You will learn about the creative processes used to create the arts and you will be introduced to the arts of cultures around the world.

Goals of the South Dakota System General Education Requirements
This class fulfills the following Goals of the South Dakota System General Education Requirements:

GOAL #4: Students will understand the diversity and complexity of the human experience through study of the arts and humanities

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

<table>
<thead>
<tr>
<th>Learning Outcomes:</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience</td>
<td>a. Students will participate in discussions to demonstrate their knowledge of the diversity of values, beliefs, and ideas embodied in the human experience.</td>
</tr>
<tr>
<td>2. Identify and explain basic concepts of the selected disciplines within the arts and humanities.</td>
<td>a. Students will demonstrate their knowledge of the basic concepts of the selected disciplines within the arts and humanities through quizzes.</td>
</tr>
</tbody>
</table>

In addition, as a result of taking courses meeting this goal, students will be able to Demonstrate a basic understanding of at least one of the following:

| 3. Identify and explain the contributions of other cultures from the perspective of the selected disciplines within the arts and humanities | a. Students will participate in discussions to identify and explain the contributions of other cultures from the perspective of the selected disciplines within the arts and humanities. |
| 4. Demonstrate creative and aesthetic understanding | Not applicable to this course. |
5. Explain and interpret formal and stylistic elements of the literary or fine arts

   a. Students will participate in discussions and take quizzes to demonstrate their ability to explain and interpret formal and stylistic elements of the literary or fine arts.

6. Demonstrate foundational competency in reading, writing, and speaking a non-English language

   Not applicable to this course.

Each course meeting this goal includes the following student learning outcomes: Required: #1 and #2. At least one of the following: #3, #4, #5, or #6. Credit Hours: 6 hours (in 2 disciplines or a sequence of foreign language courses).

**Statement of Compliance with the Americans with Disabilities Act**

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605) 677-6389
Web Site: [www.usd.edu/ds](http://www.usd.edu/ds) E-mail: disabilityservices@usd.edu

**Course Guidelines**

The course is divided into thirteen lessons. For each lesson you should read both the textbook chapter assigned and the information provided for you online under Content in D2L. Each week there is an online discussion question. Before attempting the discussion question, read all of the material provided.

You should complete the lessons in the order shown below. Discussion Questions will be available online during the scheduled dates.

<table>
<thead>
<tr>
<th>LESSON</th>
<th>READING ASSIGNMENT</th>
<th>DISCUSSION &amp; QUIZZES</th>
<th>SCHEDULED DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and Two-Dimensional Art</td>
<td>Introduction and Chapter One</td>
<td>Question #1 Quiz 1</td>
</tr>
<tr>
<td>2</td>
<td>Sculpture</td>
<td>Chapter Two</td>
<td>Question #2 Quiz 2</td>
</tr>
<tr>
<td>3</td>
<td>Architecture</td>
<td>Chapter Three</td>
<td>Question #3 Quiz 3</td>
</tr>
<tr>
<td>4</td>
<td>Music and Opera</td>
<td>Chapter Four</td>
<td>Question #4 Quiz 4</td>
</tr>
<tr>
<td></td>
<td>Literature</td>
<td>Chapter Five</td>
<td>Question #5</td>
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<tr>
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<td>-------------</td>
</tr>
<tr>
<td>6</td>
<td>Theatre</td>
<td>Chapter Six</td>
<td>Question #6</td>
</tr>
<tr>
<td>7</td>
<td>Cinema</td>
<td>Chapter Seven</td>
<td>Question #7</td>
</tr>
</tbody>
</table>

**Spring Break, March 2-10, 2019**

<table>
<thead>
<tr>
<th></th>
<th>Dance</th>
<th>Chapter Eight</th>
<th>Question #8</th>
<th>Mar. 9-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Ancient Approaches</td>
<td>Chapter Nine</td>
<td>Question #9</td>
<td>Mar. 16-24</td>
</tr>
<tr>
<td>10</td>
<td>The Pre-Modern World</td>
<td>Chapter Ten</td>
<td>Question #10</td>
<td>Mar. 23-31</td>
</tr>
<tr>
<td>11</td>
<td>Emerging Modern World</td>
<td>Chapter Eleven</td>
<td>Question #11</td>
<td>Mar. 30-Apr. 7</td>
</tr>
<tr>
<td>12</td>
<td>Age of Industry</td>
<td>Chapter Twelve</td>
<td>Question #12</td>
<td>Apr. 6-14</td>
</tr>
<tr>
<td>13</td>
<td>Modern, Postmodern, and Pluralistic World</td>
<td>Chapter Thirteen</td>
<td>Question #13</td>
<td>Apr. 13-21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Quiz 13</td>
<td>Apr. 13-21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Question #14</td>
<td>Apr. 20-28</td>
</tr>
</tbody>
</table>

**Extra Credit Paper** | Due in Dropbox by 11:59 p.m. | Apr. 21 |

**Online Discussion Question Guidelines**

There are 14 online discussion questions for this course worth five points each for a total of 70 points. “Attendance” and presence are required for this class thus participation in the Online Discussions is mandatory for this class. Students are expected to log on to the discussion at a minimum of three times per week and are expected to post a relevant and substantive contribution to the discussion at that time. These three postings must occur in three separate sessions and on three different days. For example, you might post your response to the question on Monday, respond to the post of a classmate on Tuesday, and post for the third time on Friday by responding to a classmate’s comment on your original post. Because this is a university course, you are expected to carefully proofread your postings. This includes using full sentences, proper grammar and punctuation, and correct spelling. Simply saying “hello” or “I agree” is not considered a substantive contribution. You must support your position or begin a new topic or add somehow to the discussion when logging on. You will be awarded one point each for your first three logons. The other two points will be awarded based on the relevance and substance of your postings and are only available once you have completed the minimum of three postings. An effective posting will contain terms and concepts from the lessons that relate to the question being discussed. You cannot pass this class without participation in the online discussion.

Discussion question grades are posted after the first three discussions, at midterm, and at the end of the course. Please contact the instructor through private email at any time during the semester for an update on your discussion question points. The instructor will contact students individually if they are not meeting the posting requirements.
During Online Discussions you are expected to use good “netiquette” such as:
1. Check the discussion frequently and respond appropriately and on subject.
2. Focus on one subject per message and use pertinent subject titles.
3. Capitalize words only to highlight a point or for titles. Capitalizing otherwise is generally viewed as SHOUTING!
4. Be professional and careful with your online interaction.
5. Cite all quotes, references, and sources.
6. When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
7. It is considered extremely rude to forward someone else’s messages without his or her permission.
8. It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as :) or ;) to let others know that you are being humorous.
9. If something angers you, do not respond immediately. Wait and carefully formulate your response so that it is respectful.
10. Never say anything you would not want to see on the front page of your local newspaper.

[The above “netiquette” guidelines were adapted from Arlene H. Rinaldi’s article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.]

**Online Quiz Guidelines**
There are 13 online quizzes for this course. Each quiz has 25 multiple choice questions worth one point each for a total of 25 points per quiz. The quizzes are worth total of 325 points for the course. Each quiz will be available during the week of its corresponding reading assignment. See the far right column of your Syllabus for the dates of each quiz. You will have 45 minutes to complete each quiz. Questions are based on the key terms and ideas from the reading assignments.

**Course Policies**

**Grading Policy**
Below you will find the point values and percentage of the final grade assigned to each component of the course. Discussion question grades are posted after the first three discussions, at midterm and at the end of the course. Please contact the instructor through private D2L email at any time during the semester for an update on your discussion question points. Quiz grades are posted once you have completed the quiz.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 Discussion Questions</td>
<td>70 points</td>
<td>18%</td>
</tr>
<tr>
<td>13 Quizzes</td>
<td>325 points</td>
<td>82%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>395 points</td>
<td>100%</td>
</tr>
<tr>
<td>Extra Credit</td>
<td>25 points</td>
<td></td>
</tr>
</tbody>
</table>
The Online Discussion Questions are worth 5 points each and are graded according to your ability to **effectively** contribute to the discussion. An effective posting will contain terms and concepts from the course that relate to the discussion. This is your opportunity to show me you understand and are able to apply the new information you are learning. The Online Quizzes will consist of 25 multiple-choice questions worth one point each.

**Extra Credit**

Students can submit a two to three page extra credit paper using the Gallery Guide found under Content in D2L. Using the Formal/Visual Analysis of Works of Art, the student will visit an art gallery or museum and then write a paper analyzing a work of art of his/her choice. The paper will include an appendix with a photograph of the artwork being analyzed. The paper will be typed in Times Roman 12 point double-spaced using Microsoft Word with one inch margins on all sides and must be submitted to the appropriate D2L dropbox by the dropbox deadline. **No late papers will be accepted.**

**Course Grades**

Final grades will be computed using the following grading scale based on total points awarded for the 13 Online Quizzes, 14 Online Discussion Questions, and extra credit if appropriate:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>355-395 points</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>316-354 points</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>276-315 points</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>237-275 points</td>
</tr>
<tr>
<td>F</td>
<td>59% or less</td>
<td>less than 236 points</td>
</tr>
</tbody>
</table>

**Posting of Grades/Feedback on Course Progress**

All grades, including the course grade, will be posted on D2L and available to students to view by using the Grades link. You can view the grades for quizzes by clicking on Grades on the course homepage after completing each quiz. Discussion question grades are posted after the first three discussions, at midterm, and at the end of the course. The instructor will provide feedback to students on the discussions when grades are posted and at any other time during the course per student request.

**Early Alert and Deficiency Grades**

University policy requires instructors to submit Early Alert and Deficiency grades for students performing at the D level or below in a course. A student will receive an Early Alert report if the student has not completed the required postings and quizzes by the Early Alert deadline. A student will receive a Deficiency at midterm if the student has not completed the required postings and/or quizzes.

**Make-up Policy**

The exams must be taken on the scheduled dates. Make-up exams will be given, at the instructor's discretion, only to those who make prior arrangements or whose circumstances warrant this allowance.
**Instructor Initiated Drop**
The Instructor Initiated Drop will be used if the student has not participated in the online discussion by **Monday, January 14, 2019 at 5:00 p.m.** and/or has not completed the required postings and/or quizzes by midterm. A student may also be dropped by the instructor for plagiarism or cheating as per College of Fine Arts policy.

**Incomplete**
The grade Incomplete (I) is given at the discretion of the instructor and only if arrangements are made by the student with the instructor for completing the course before the last day of the semester. The student must have completed all course requirements up to the time of the request in order to be considered for the grade of Incomplete. A student then must complete the course before the end of the next semester or the grade automatically changes to F.

**Course Evaluation**
Students may be asked to evaluate the course using the institutional form as per the directives of the University.

**Other Course Policies**
Policies and procedures covering this course are detailed in the *Online Student Handbook*.

**Academic Integrity**
The University of South Dakota considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The University supports the imposition of penalties on students who have been adjudicated to have engaged in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook, and South Dakota Board of Regents policy 2-33 [www.sdbor.edu/policy/Documents/2-33.pdf](http://www.sdbor.edu/policy/Documents/2-33.pdf).

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

**Freedom in Learning**
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.
**Study Suggestions**

How can you successfully complete this course? The following guidelines will help you achieve your goals.

*Read your syllabus.* The PowerPoint and reading assignment are your “lecture” for a lesson. I suggest reading the PowerPoint twice, before beginning your assignment and then once again after reading the chapter to help clarify key points.

*Read each text assignment carefully.* Many students find it helpful to take notes as they read and reread their assignments. In these notes, include any points that are unclear or about which you have questions. If you cannot find the answers to these questions, feel free to e-mail me.

*Refer to outside sources* such as books on art, dictionaries, encyclopedias, and the Internet to supplement your text and help you understand the course material.

*Study the text illustrations.* The author has included many illustrations throughout the text to lend further explanation to the points he is making in each chapter.

*Ask questions by e-mail.* Since we will not be meeting each week as we would in a course taken in residence, I cannot see the puzzled look on your face when a concept is unclear. Please feel free to ask me to clarify anything you do not understand.

*Set aside time for the class.* Online study courses require you to take the responsibility for completion of the course. This takes self-discipline and time. Set aside time each week to work on this course just as you would for a course take in residence. You will successfully complete this course once you make a commitment to it.