Art 101: Introduction to Visual Arts  
3 Credits  
Online Course

INSTRUCTOR: Healoha Johnston  
OFFICE: online  
OFFICE HOURS: Mondays, 5-6pm  
TELEPHONE:  
EMAIL: healoha@hawaii.edu  
EFFECTIVE DATE: FALL/2015

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG DESCRIPTION

Art 101 is an introductory course that focuses on the question “What is the nature of visual art?” and the forms and conditions under which art is expressed. Projects and written assignments will be required. Independent field trips to art galleries may be required.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

1. Identify how an appreciation of the visual arts' influences the quality of life.
2. Analyze how the elements of form and principles of design work together with the creative process to produce a work of art.
3. Describe individual art disciplines, media and specific methods of making art.
4. Define major historical and contemporary movements in art and discuss how art reflects its time and culture.
5. Execute studio art projects in order to experience visual concepts, art disciplines and media in each of the following:
   - Maintain a comprehensive sketchbook demonstrating understanding of the elements of art.
   - Create at least one basic 2D and 3D studio art project, utilizing media specific to the successful
outcome of each project.
- Execute one project based upon art history or museum observation.

**COURSE CONTENT**

<table>
<thead>
<tr>
<th>Concepts or Topics</th>
<th>Skills or Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Art elements and Design Principles.</td>
<td>1. Students will learn how to write an art critique using</td>
</tr>
<tr>
<td>• National, international, and regional art movements.</td>
<td>the DAIJ method reference guide and Art Rubric</td>
</tr>
<tr>
<td>• Contemporary and historic visual points of reference</td>
<td>2. Students will learn how to think critically about</td>
</tr>
<tr>
<td>across diverse cultures.</td>
<td>visual information.</td>
</tr>
<tr>
<td>• Diverse art media such as collage paper installations,</td>
<td>3. Students will be able to communicate thoughtfully about</td>
</tr>
<tr>
<td>graffiti, masks, totems, and mixed media works.</td>
<td>works of art, substantiating their opinions with research</td>
</tr>
<tr>
<td>• The relevance of art today, and the importance of our</td>
<td>and visual evidence.</td>
</tr>
<tr>
<td>visual surroundings.</td>
<td>4. Students will learn art vocabulary and historical</td>
</tr>
<tr>
<td>• What is an art critique? How to use the Describe,</td>
<td>contexts for art movements associated with traditional and</td>
</tr>
<tr>
<td>Analyze, Interpret, and Judgment (DAIJ) art criticism</td>
<td>contemporary genres occurring nationally, internationally,</td>
</tr>
<tr>
<td>method to articulate an art critique.</td>
<td>locally, and regionally.</td>
</tr>
<tr>
<td>• Museum and artist websites as sites of art engagement.</td>
<td>5. Students will learn how to use Laulima, and will learn</td>
</tr>
<tr>
<td>• Creating 2D and 3D art projects</td>
<td>how to upload pdfs and jpgs using Laulima dropbox.</td>
</tr>
<tr>
<td></td>
<td>6. Conduct research about art using a variety of sources</td>
</tr>
<tr>
<td></td>
<td>and maintain a sketchbook of art ideas.</td>
</tr>
</tbody>
</table>

**COURSE TASKS**

This course will be delivered entirely online through the University of Hawai‘i course management system Laulima along with alternative technologies including artist and museum websites, blogs, once per week Laulima discussion forum, and a series of videos. You will use your Laulima account to login to the course. Assignments and materials can be found in the Resources folder organized by week.

Each lesson will last the duration of an on-campus course session. For example, when a video is required, the play length will be one hour and fifteen minutes, the equivalent of an on-campus session. In addition to the weekly online lessons, students are required to complete homework assignments and readings.

**ASSESSMENT TASKS AND GRADING**

The learning outcomes will be met through a combination of 3 art projects; weekly
participation points; 8 sketchbook assignments, and 6 short writing assignments. Midterm consist of longer writing assignments (2 pages each, instructions will be provided) and the Final consists of an art project and writing assignment. This class does not have any tests or quizzes.

3 art projects: 20 points each (x 3) = 60pts
Weekly participation: 4 points/week (x 12 weeks) = 48pts
6 short writing assignments: 10 points each (x 6) = 60pts
Sketchbook Assignments 8 points/week (x 10) = 80
Midterm paper: 20 points
Final project and paper: 30points

Total possible points: 318 points

Letter Grade Assignment
Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

Grading for weekly discussion posts
In determining your grade, the following components are considered:

- Four images will be posted to the Resources folder each week. Each student is required to post one original message for each of the four images that are posted per week (i.e. “replies” to other students do not count as a post).
- Your four original posts must include: 1 descriptive post, 1 analytical post, 1 interpretive post, and 1 judgment post. These posts do not necessarily need to be written about the same image. In other words, students may write a descriptive post for one image, an analytical post for another image, an interpretive post for another image, and a judgment post on yet another image so long as a post is made in each category - Descriptive, Analytic, Interpretive, and Judgment (DAIJ). Please use the Descriptive, Analytic, Interpretive, and Judgment (DAIJ) reference guide for the types of questions that can be addressed in posts for each category.
- You will be given seven days (one week) to respond to each set of four images.
- Each original post is worth one point. Note: the weekly participation points amount to 48 points total – nearly the same amount as the than the midterm and final combined
(50 points total). Weekly participation is an important component to this course.

**Quality of discussion posts and written assignments**
- Each of your posts must relate to the assigned image(s) using concepts and terminology discussed in class. Terminology such as line, value, form, proportion, composition, among others will be covered in class lectures and should be used in posts in order to demonstrate your understanding of course material and an effort toward understanding the image being discussed.
- Connections between lecture content, textbook content, and discussion should be exhibited.
- Discussion posts must be submitted in complete sentences. This is not twitter.
- Relate new information with material previously covered in the class as well as with personal art experiences whenever possible.
- Discuss at a critical level – don’t just recite other people’s opinions or random facts from the readings.
- Critical discussion includes your opinion of items mentioned, but also includes the reasons you hold that opinion, and why it may be inconsistent or consistent with what you’ve learned. Justify your reasoning with facts or research including visual references and/or literature sources. How does what you’re presenting relate to other art situations, other disciplines, or other ideas?
- Please see the *Art Rubric* for written assignment criteria.

**LEARNING RESOURCES**

**Text**
The Art of Seeing (8th edition) by Paul J. Zelanski and Mary Pat Fisher.
Available for purchase at WCC bookstore.

DO **NOT** PURCHASE THE BOOK. All readings are provided for you on Laulima

**Other Required Readings and Online Videos**
Additional readings and online videos are posted on Laulima and are listed in the class schedule.

**Course Requirements**
- Internet connection with audio/video capabilities
- Access to Laulima
- Please see syllabus for required art supplies under each art project.

**Additional Information**
See the class schedule, DAIJ reference guide, Netiquette handout, and Art Rubric for additional
As the instructor, I will serve as a guide on the Discussion Board. While I will not respond to every post, I will read what is posted, and reply when necessary. Expect instructor posts in the following situations:

- To assist when it comes to making connections between discussion, lectures, and textbook material.
- To fill in important things that may have been missed.
- To re-direct discussion if tangents detour the discussion away from the class topic.
- To identify key points in the discussion that warrant additional thought.
- The instructor reserves the right to remove any discussion messages that display inappropriate language or content.

**Assignment Submissions**
All assignments for this course will be submitted electronically through Laulima as uploaded pdf documents or jpg images using the Laulima Dropbox function. Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date.

**Important Note:** Any form of academic dishonesty, including plagiarism, may be reported to the office of student affairs. Plagiarism is the use of ideas or works belonging to someone else without acknowledging that person’s contribution. For more information on plagiarism see: [http://www.plagiarism.org/](http://www.plagiarism.org/)

**Late Work Policy**
Be sure to pay close attention to deadlines—there will be no make-up assignments or discussion posts. Late work will NOT be accepted without a serious and compelling reason and instructor approval.

**Drop/Withdrawal from This Course**
It is the student’s responsibility to understand when they need to consider dropping or withdrawing from a course. Refer to the Windward Community College Course Schedule for registration dates and deadlines.

**Technical Assistance**
If you need technical assistance at any time during the course or to report a problem with Laulima please contact the IT Help Desk at:

Phone: (808) 956-8883
Toll Free (neighbor isles): (800) 558-2669
System Status: (808) 956-6168
Fax: (808) 956-2108
Email: help@hawaii.edu
Hours of Operation:
Mon - Thurs: 8:00am - 7:00pm
Fri: 8:00am - 4:30pm

Please email me immediately at healoha@hawaii.edu to notify me if you are experiencing technical difficulties with Laulima and we can arrange for your assignment submissions to be made by the assigned deadline via email until the problem is resolved through campus IT. Because students are registered for an online class, access to a computer -even in the case of technical difficulties- is expected. The WCC library located in Hale La’akea has computers available for students to use on Mon-Thurs 8:00am-8:00pm; Fri 8:00am-4:00pm.

Writing Assistance
Students have access to writing assistance through the Writing Center located in Hale La’akea Room 222. For more information on the services available please visit the following link: http://windward.hawaii.edu/Writing/

DISABILITIES ACCOMMODATION STATEMENT

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ‘Akoakoa 213 for more information.

Supplies:

It is not necessary to purchase the textbook; readings will be provided

Sketchbook (8x10 or larger) that will double as your notebook
19x25 (or larger) black drawing paper (2 per student)
19x25 (or larger) white drawing paper (1 per student)
22x30 watercolor paper 140lbs (2 per student)
Black ink (any kind)
Scissors
Masking Tape
Glue (Rubber Cement or Elmer’s)
x-acto knife (small)
graphite pencil 2B

eraser

small ruler

acrylic paint:

Cadmium Red Medium

Cadmium Yellow Medium

Cobalt Blue

Jenkins Green OR Hookers Green Hue

Zinc White

Plastic palette knife

Brushes: Flats #6, #10

Paper towels

Cups to hold water and brushes

Schedule (Subject to change):

Week 1: Aug 24 - 28
Acquaint yourself with Laulima. Visit the discussion forum, the “Resources” folder, and review all materials in the Week 1 folder stored in “Resources”
Reading assignment: The Elements of Art. Review all handouts.
Friday: Due –
   •  Laulima discussion

Week 2: Aug 31 – Sept 4
PowerPoint: Introduction
Reading assignment: Image and Politics
Sketchbook video
Friday: Due –
   •  Laulima discussion
   •  Sketchbook #1

Week 3: Sept 7 - 11
PowerPoint: Basic Instinct ppt
Conduct research for writing assignment due next week
Friday: Due –
   •  Laulima discussion - Turn in name of artist you are researching.
• Sketchbook #2

Week 4: Sept 14 - 18
Project #1, Ink Composition
Supplies: Watercolor paper, Black ink, Cup for water, scissors, x-acto knife, pencil
Friday: Due –
  • Writing assignment #1,
  • Ink Composition art project #1
  • ink composition, artist statement to accompany ink composition (writing assignment #2).

Week 5: Sept 21 - 25
PowerPoint: Cutting Paper I
PowerPoint: Cutting Paper II
Reading assignment
Friday: Due –
  • Laulima discussion
  • Sketchbook #3

Week 6: Sept 28 - Oct 2
Art Project #2: Cutting Paper
Supplies: Black Paper, White Paper, Scissors, Pencil, Glue, Household objects (TBD)
Friday: Due –
  • Laulima discussion
  • cutting paper project,
  • artist statement to accompany project (writing assignment #3)

Week 7: Oct 5 - 9
Work on Midterm Revision
Friday: Due –
  • MID TERM paper

Week 8: Oct 12 - 16
reading assignment
Friday: Due –
  • Laulima discussion - make a 1- descriptive, 1- analytic, 1- interpretive, and 1- judgment post about any image(s) from the ppt.
  • Sketchbook #4

Week 9: Oct 19 - 23
PowerPoint: Color I and Color 2
Reading Assignment and video
Friday: Due –
  • Laulima Discussion - make 1- descriptive, 1- analytic, 1- interpretive, and 1- judgment post about any image(s) from the ppt.

Week 10: Oct 26 - 30
Work on autobiographical color chart and artist statement
Supplies: Masking Tape, Watercolor Paper, Acrylic, Palette knife, Brushes, Cup for Water.

Friday: Due –
- Laulima discussion
- Autobiographical Color Chart
- artist statement (writing assignment #4)
- Sketchbook #5

Week 11: Nov 2 – 6
Reading assignment - Feminist Art reading assignments

Friday: Due –
- Laulima discussion - Critique Color Chart Project on Laulima.
- Sketchbook #6

Week 12: Nov 9 - 13
Reading assignment - Native American Art Video

Friday: Due –
- Laulima discussion
- Sketchbook #7

Week 13: Nov 16 - 20
Museum Visit in person, Museum reading assignment
Video: Wasteland or art 21.

Friday: Due –
- Laulima discussion
- Response paper to “Wasteland” or Art 21 Episode (writing assignment #5)

Week 14: Nov 23 - 27
PowerPoint: Street Art
Holiday
Wednesday: Due –
- Sketchbook #8

Week 15: Nov 30 - Dec 4
Reading Assignment
Video: Exit through the Gift Shop

Friday: Due –
- Laulima discussion
- Written response to “Exit through the Gift Shop” (writing assignment #6)

Week 16: Dec 7 - 10
Reading assignment
work on Final
Last day of Instruction – Dec 10
December 14: Submit Final Project and Paper

Glossary:

Abstract
Acrylic Paint
Aerial Perspective
Analogous Colors
Arbitrary Color
Atmospheric Perspective
Balance
Cast Shadow
Ceramics
Chiaroscuro
Collage
Color Wheel
Complementary Colors
Composition
Contour Line
Contrast
Contrapposto
Cool Colors
Cross-Hatching
Fresco
Gouache
Hue
Iconography
Impasto
Implied Line
Installation
Kinetic Art
Line
Linear Perspective

Medium
Monochromatic
Negative Shape
Nonobjective Art
Oil Paint
Palette
Pattern
Perceptual Color
Performance Art
Picture Plane
Rhythm
Shape

Symmetrical
Texture
Tone
Visual Weight
Warm Color