
FAÑOMNĀKAN 2025

AR 101 INTRODUCTION TO ART - SECTION 04

Course Syllabus and Calendar

Course Format: **F2F**

Semester: **Spring 2025**

Virtual Classroom Website: <https://moodle.uog.edu/course/view.php?id=13734>

(This virtual classroom will be available starting on the first day of classes.)

Actual Classroom location: **HSS306**

Instructor Contact Information:

Instructor: **Jerrold Dwayne Castro**

Office Location: **TBD**

E-mail: **castroj14920@triton.uog.edu**

Phone: [REDACTED]

Office Hours: **TBA by appointment**

Time Zone: **(Guam is at GMT/UTC +10)**

This is a face-to-face class. I prefer to have students attend our assigned class hours. We will have a moodle virtual classroom to submit and track assignments, as well as take quizzes throughout the semester.

I am available for a drop-in meeting via WhatsApp or Microsoft Teams outside of our class time, however I highly recommend that questions pertaining to the course content be asked inside of class. I am open to other times to be arranged with consent of both the student and myself. I do prefer that students contact me via the email address or WhatsApp above. I check my email daily, including weekends and holidays, and I usually reply within the same day that I receive a message. Please message me if you need to speak with me outside our designated class time. You can also contact me through our virtual classroom in the UOG Moodle website.

At any point during this course, you are welcome to contact me via email with questions regarding grades, instructions, advisement, or even for personal issues. I check my email frequently and will typically respond to messages within 24 hours. I am a firm believer that our Teacher-Student relationship is best conducted face-to-face barring any issues that we might have in our busy schedule. Best to meet with me before or after our scheduled class time, otherwise we will schedule a time that works for both of us.

I encourage every student to ask questions during class. This best illustrates your engagement and amplifies the desired learning environment. I have included an ***"Ask the Instructor"*** forum in the virtual classroom where you can post any questions you might have regarding the class. I will post answers to your questions in this forum or may opt to answer during our designated class time so that you, and anyone else with the same questions may share in the response and develop the conversation. Students are also welcome to provide their own answers and feedback based on their own experience. Such sharing of information allows us all to help each other.

Course Description:

A lecture course covering the major art trends and their place in history, art media and technique, criteria for evaluating specific artwork and its relationship to other arts. This course is designed as an introduction for students who are interested in learning about art and art history, but do not intend to major in art.

This course fulfills the General Education requirement for Aesthetic and Creative Expression. No artistic ability is required.

Prerequisites: No prerequisite.

Credits: 3 credit hours.

Textbook(s):

Textbooks can be purchased from the UOG Bookstore. If you cannot stop by the Bookstore, you can ask them about shipping your textbooks. Visit the UOG Bookstore website at <https://www.uog.edu/student-services/triton-bookstore> for more information.

The following textbooks are required for this course: **A History of Western Art by Laurie Adams 5th edition**".

Required Skills, Materials, and other Resources:

Taking a traditional face-to-face class. There are certain skills and equipment needed as well as other resources such as Internet access. Here are some things you will need in order to take this class:

- Executive skills that help you manage your presence in the classroom and workload throughout the semester. You need to be self-motivated, disciplined, and you should have good time-management skills. Even though you can access this virtual classroom at any time of the day on any day of the week, you still need to attend the in-person lectures and follow the set course schedule. You need to be able to manage your time and meet deadlines set for the class. **This is not a self-paced class.** For a typical class in a regular 16-week semester, you should be able to commit 6-10 hours per week to your course work. Remember that procrastination can cause you more problems late in the semester. There are chances that your computer can crash; your Internet connection can drop; or the UOG Moodle system may become unavailable. Plan ahead and accordingly.
- You need to be comfortable enough to engage in face-to-face conversations where necessary. You must be respectful and courteous of varying opinions and able to negotiate undeniable facts.
- You must be able to communicate well both verbally and in writing. You need to be able to communicate clearly and effectively in writing to help avoid miscommunications. And, you will need a good understanding of in-person and online etiquette (also known as "netiquette"). You can find some netiquette guidelines below under "Virtual Classroom Interaction".
- We will have a Moodle component for our class, so you should have reliable access to a computer with broadband Internet access. Broadband Internet access is commonly available for residential customers. The UOG campus also has a few computer labs for student use. Many coffee shops and other public spaces also have WiFi hotspots. We strongly recommend that you use malware protection and a VPN app to protect yourself from infection or hacking on public WiFi networks.

A desktop or laptop computer is highly recommended. Mobile devices such as iPads, Android tablets, and smart phones are not recommended as they may have compatibility issues. You may use them for convenience to view most content for this class, but you should use a full computer

for the more important class activities.

- This computer should also have the following:
 - [Mozilla Firefox](#) browser with Cookies enabled and the Pop-up Blocker disabled so that you can access and work in this class. Firefox is the most compatible browser for use with UOG Moodle.
 - MS Word and PowerPoint so that you can read, edit, or create documents and presentations for this class. Contact the [UOG Computer Center](#) to ask about Office365 which includes these Microsoft products. It may be included with your official GoTriton email account.
 - [Adobe Acrobat Reader](#) so that you can open PDF documents provided in this class.
 - A media player such as Windows Media Player or [VLC Player Free](#) so that you can play audio and video files provided in this class.
 - Virus and spyware protection so that you can protect yourself and your classmates while you are working on the Internet.
- You need to be comfortable enough with computers to perform the following tasks without help from anyone:
 - Send and receive email messages as well as send a message with an attachment.
 - Be able to find files on your computer that you have saved or downloaded.
 - Be able to navigate through web pages.
 - Be able to search for items on the Internet by using a search engine.
- You will need an account with the UOG Moodle system. For assistance with the UOG Moodle system, please contact the UOG Moodle Help team by email at moodlehelp@triton.uog.edu or call (671) 735-2620.
- You will be expected to carefully read and follow instructions.
- You will be expected to keep track of deadlines and due dates.
- You will be expected to have all the skills and resources listed above.
- You will be expected to ask for help if and when you need it.

STUDENT LEARNING OUTCOMES ALIGNMENT MATRIX

Student Learning Outcomes	General Education Learning Outcomes	Program Learning Outcomes	Institutional Learning Outcomes	Assessment Methods
Recognize major works of art and architecture of different periods and identify them by region and date;	Tier II: Breadth through Diversity & Direction Diversity Foundation: Creative and Expressive Arts	Analyze the creations of other artists with objectivity; identify and evaluate the influences of fine arts in society;	Understanding and appreciation of culturally diverse people, ideas and values;	Quizzes/Exams Online Activities Research Project Oral Presentation
Discuss and describe major trends and media in art	Identify and analyze the impact of cultural and historical factors on the creation and reception of artistic works	Understand the history of one or more art styles	Effective oral and written communication	
Perform visual and formal analysis using the elements of art, principles of design, and any relevant contextual information	Engage in creative expression through artistic activity	Understand the artistic languages of the visual arts by recognizing common terms, techniques, and methods of expression;	Effective oral and written communication; An appreciation of the arts and sciences	Quizzes/Exams Online Activities Research Project Oral Presentation

Evaluation and Grading:

In order to determine whether or not students have achieved the course learning objectives, students will be evaluated and graded as follows:

Class requirements will be distributed and available online for the following class and due date—but attending the lectures are mandatory. Quizzes and Active Learning Exercises have specific due dates. These will be issued during our scheduled class time and will be due the same day or discussed the following day. Due dates will be found in this syllabus and posted on Moodle.

There are six quizzes. These will be found in Moodle and are usually a combination of true/false, multiple choice, fill in the blanks, and short essays about art viewed in class. These quizzes will also cover assigned reading assignments and lecture content. The student will also be responsible for slide identification in class.

Voice Thread Dialog: There are Voice Threads you are responsible for. These will be questions found on Moodle pertaining to materials found in the online class that is posted. You will be responsible for creating short essay answers.

Grading: All Exams and Voice thread responses will be graded on a 100% = 100 points basis

Participation (Learning Activity Exercises, Discussions) (30% of overall grade for the course)

I will take note of who participates in discussions during our class. I will manage the discussions, but everyone should be able to provide their input during our class. If necessary, we may revert to postings in the Voicethread discussion forums on Moodle. Participating in discussions demonstrates your ability to communicate effectively and professionally as well as of your ability to understand and use the information you are learning in the class. Discussion in class and on Moodle are very important in evaluating your performance. This addresses Learning Objective 1 for this course.

Attendance and Time Considerations:

You will be counted as “present” for a class if you participate in class. As this is a face-to-face class you will be required to show yourself in attendance. Students are responsible for signing into their attendance on Moodle.

Students should be prepared to spend a minimum of 6 hours a week on reading and on course assignments. In our online course environment, my expectation is that you will be spending 3 “class hours” on your own working on the concepts that you would usually get in a live lecture. Please be sure to budget your time accordingly!

Learning Objectives: Upon successful completion of this unit's activities, you will be able to:

- Describe the structure and requirements of AR101 face-to-face;
- Access, login, and participate in class and using Moodle, Adobe Reader, ZOOM and Voicethread (as required)
- Recognize major works of art and architecture of different periods and identify them by region and date;
- Discuss and describe major trends and media in art
- Perform visual and formal analysis using the elements of art, principles of design, and any relevant contextual information

Withdrawal from Class:

[UOG Student Handbook, p.33-34]

Students may withdraw from a class or classes during the first week of instruction of a regular semester and the first two days of a summer session without anything being recorded on their transcripts. From the second through the eighth week of instruction of a regular semester and from the third day of classes through the third week of a summer term, students may withdraw by using the Withdrawal feature in their Webadvisor account.

Plagiarism:

In line with our School's program intent in developing ethical professionals, students must adhere to honesty and give credit (where applicable) to cite sources on exams and assignments, respectively. Absolutely no credit/points will be granted for work where cheating (exams/tests) and plagiarism are observed.

Please be aware of your sources and cite them appropriately and accurately in any written assignment that you submit. (Page 49 of the University of Guam Handbook says "The term 'plagiarism' includes, but is not limited to the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. **This includes the use of AI and ChatGPT.**

It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." In line with our School's program intent in developing ethical professionals, students must adhere to honesty and give credit (where applicable) to cite sources on exams and assignments, respectively. Absolutely no credit/points will be granted for work where cheating (exams/tests) and plagiarism are observed.

Virtual Classroom Interaction:

You are not required to comment on student submissions. We will use Moodle to submit and track assignments and quizzes. **Your participation points are subject to your mandatory attendance in our physical classroom.**

There are a number of things to keep in mind with regards to interaction in the classroom.

- Communicating with the Instructor
 - At any point during this course, you are welcome to contact me via email with questions regarding grades, instructions, advisement, or even for personal issues. I check my email frequently and will typically respond to messages within 24 hours.
 - I have included an "*Ask the Instructor*" forum in the class where you can post any questions you might have regarding the class. I will NOT always post answers to your questions in this forum. Students are welcome to provide their own answers and feedback based on their own experience—and we will discuss in class—but do not rely on these types of entries for your participation points. Such sharing of information allows us all to help each other.
- Communicating with classmates
 - In the virtual classroom, you will see a "Participants" list in the left column. This will include links to all students enrolled in the class. You will be able to send messages through this system or you can send them email messages directly.

- Etiquette (physical or online)
 - Do not SHOUT. Using All Caps when you type is considered to be “shouting” online. Remember to turn off your Caps Lock.
 - Be prompt. Follow class schedules and respond to email messages promptly.
 - Participate. Participation is part of your grade and also helps to move the class along. Especially for group activities, be sure to do your share of the work.
 - No flaming, trolling, or cyber bullying. You are all expected to be respectful and professional. If you have any concerns with classmates, please contact your instructor regarding the problem.
 - Stay on topic and try to back up any claims or statements that you make.
 - Do not dominate any discussion. Give other students the opportunity to join in the discussion.
 - Use and cite credible sources.
 - Do not plagiarize.
 - Avoid jokes and sarcasm as these are often misinterpreted online.
 - Use emoticons if they will help to convey the tone of your message.
 - Always think before you speak and re-read what you type before you send it. Thinking helps so that you don’t ramble. Remember that you may not be able to take back anything that you say or post. Also remember that people cannot see you or hear you online. That means that they cannot see your body language or hear the tone of your voice. They can only rely on what you type. So, try to make sure that what you type cannot be misinterpreted. Be clear and brief.
 - Be patient and open-minded. Do not judge others or jump to conclusions. Remember that, just as others might misunderstand you... you might misunderstand them. If something sounds confusing or offensive, ask for clarification before you jump to conclusions. Never respond out of emotion because what you say online can stay online and may be used against you in the future. Also remember that other students may not be native English speakers and may have difficulty in saying what they really mean online.
 - Respect the privacy of others. Do not post or communicate personal or confidential information in the virtual classroom.
 - Remember that the UOG Moodle system keeps logs of all your activity inside of UOG Moodle.

This is a tentative schedule; readings may be altered from time to time. Any changes to this schedule will be announced during the lecture or on Moodle.

Important reminder: This is a **MWF** course.

*All reading and writing assignments need to be completed on the day they are due.

Here is a general outline of the reading assignments for the semester. This is based on the text “**A History of Western Art by Laurie Adams 5th edition**”. If you have another edition please refer to the readings by chapter. Please have your readings completed before the time we are to discuss them. **This reading list is tentative and subject to change.**

Attendance Policy: ****Attendance is Mandatory.** Students are expected to attend all lectures and actively participate in discussion.

Attendance is mandatory to receive participation points

“As stated in the catalog, faculty initiate WN grades, which are awarded to students who never attended class. The WN grade must be submitted following the first class meeting after the end of the drop/add for the section. Students must establish a record of participation in academically related activities in order to comply with this requirement.”

You may have one excused absence. Any absence more than the one lecture will reduce your final grade by 5 points per absence.

Grading/Exam System: Point system: Total points for course 100

One Writing Assignment – Up to 20 points

Six Quizzes – Up to 30 points (worth up to 5 pts ea)

One Presentation Final – Up to 20 points

Participation – Up to 30 points (Active Learning Exercises, Discussions, at discretion of the instructor)

Extra Credit – Up to 20 points

Quizzes: Six quizzes will count as 5 points each for a total of 30 points. These will be issued in class and tracked in Moodle. They are usually a combination of true/false, multiple choice, fill in the blanks, and short essays about art viewed in class. The student will also be responsible for slide identification in class.

Rubric for grading

Formula: Total Points Awarded x (0.04) = GPA for course

A+	4.00	Outstanding Honors-level performance with superior quality and extraordinary distinction
A	3.80	
A-	3.60	
B+	3.4	Good Solid accomplishment, indicating a substantial mastery of course materials and a good command of skills required by the course
B	3.20	
B-	3.12	
C+	3.0	Adequate Students have achieved the level of competency needed for advancing to a subsequent course which has this course as pre-requisite
C	2.80	
D	2.40	Deficient Min passing, but not adequate to take a subsequent course which has this course as pre-requisite
F	0.00	Failure Inadequate to receive credits
P		Pass
I		Incomplete
NC		No Credit

Attendance is mandatory to receive participation points

****Participation point scale for every module (total of 30 points):**

2.0 points = attends lecture and actively participates in discussions

1.5 points = attends lecture and adequately participates in discussions

1.0 points = attends lecture and participates in discussions with encouragement

0.5 points = attends lecture and does not participate in discussions

0.0 points = does not attend lecture

****Non-attendance will result in 0 points for participation**

****Up to a maximum points for Extra Credit - 20 points (Not mandatory) will be added to final total points**

Writing Assignment “Formal Analysis” Rubric

Writing assignments will be graded on the following criteria:

Total Points:	20 pts
Coherent Idea Importance of topic, relevance, accuracy of facts, overall treatment of topic Uses full sentences and completes a thought Uses correct course terminology Level of detail depth, appropriate length, adequate contextual information	10.0 pts
Correct Grammar, Spelling, Proper Citations Uses proper of grammar rules and free of common spelling errors Provides credit to sources and uses correct MLA format	5.0 pts
Ease of Readability and Creative use of language Naturally flows from one idea to another Uses good transitions between major points Fun to read and thinks outside the box Appropriate introduction, body, and conclusion Logical ordering of ideas	5.0 pts

Rubric for the **Student Presentation** assignment: Total 20 points

Criteria	Mastery: 20 pts	Proficient: 16 pts	Developing: 13 pts	Beginning: 10.5 pts
Content Importance of topic, relevance, accuracy of facts, overall treatment of topic, correct use of course terminology	5.0 pts Topic tightly focused and relevant Presentation contains information with no factual errors Correct use of terminology	3.25 pts Topic adequately focused and relevant Major facts are accurate and generally complete Adequately used terminology correctly	2.5 pts Topic would benefit with more focus Presentation contains some errors or omissions Some errors in terminology	2.25 pt Topic lacks relevance and focus Presentation contains multiple factual errors and omissions Major errors in use of terminology
Organization Appropriate introduction, body, and conclusion Logical ordering of ideas Transitions between major points	3.0 pts Ideas presented in logical order with effective transitions between major points Presentation is clear and concise	2.5 pts Most ideas presented in logical order with adequate transitions between major points Presentation is generally clear and concise	2 pts Some ideas presented in proper order Transitions needed between some ideas Some parts of presentation may be wordy or unclear	1.5 pts Ideas are not presented in proper order Transitions are lacking between major ideas Presentation is wordy or unclear
Completeness Level of detail depth, appropriate length, adequate contextual information	2.0 pts Presentation provides good depth and detail Ideas well developed Facts have adequate background Presentation is within specified length	1.75 pts Presentation provides adequate depth Few needed detail omitted Major ideas adequately developed Presentation is within specified length	1.5 pts Additional depth needed in places Important information omitted or not fully developed Presentation is too long or too short	1.25 pts Presentation does not provide adequate depth Key details omitted or under developed Presentation is too long or too short
Correct Grammar, Spelling, Proper Citations Uses proper of grammar rules and free of common spelling errors Provides credit to sources and uses correct format	2.0 pts Contains no grammatical errors Sentences are free of jargon, complete, and easy to understand Cites sources where needed and appropriately formatted	1.75 pts Contains no serious grammar errors Sentences are mostly jargon-free, complete, and understandable Cites sources appropriately, minor errors in format	1.5 pts Contains some serious grammar or sentence errors Sentences contain some jargon or are too long and hard to follow Some areas need sources, not correctly formatted	1.25 pts Contains several serious grammar/usage errors Sentences are too long, incomplete or contain excessive jargon Sources and citations needed in important areas
Uses two or more formal analysis methods Uses the required amount and correctly analyzes in the proper method of analysis	2.0 pts Used more than two formal analysis methods	1.75 pts Used two formal analysis methods	1.5 pts Only provided one method of analysis	1.25 pts Does not provide correct level or type of analysis
Delivery Adequate volume, appropriate pace, diction, personal appearance, enthusiasm/energy, us of visual aides	3.0 pts Good volume and energy with proper pace and diction Avoided distracting gestures Proper appearance Effective visual clarity	2.5 pts Adequate volume and energy Generally, good pace and diction Few or no distracting gestures Proper appearance Adequate visual aides	2 pts More volume and energy needed at times Pace too slow or too fast Some distracting gestures or posture Adequate appearance Visual aids could be improved	1.5 pts Low volume and energy Poor diction Pace too slow or too fast Major distracting gestures or posture Unprofessional appearance Visual aids poorly used
Interactions Adequate eye contact with audience, ability to listen and/or answer questions	3.0 pts Good eye contact with audience Excellent listening skills Answers audience's questions with authority and accurately	2.5 pts Fairly good eye contact with audience Displays ability to listen Provides adequate answers to audience's questions	2 pts Additional eye contact needed at times Better listening skills needed Some difficulty answering audience's questions	1.5 pts Little or no eye contact with audience Poor listening skills Uneasiness or inability to answer audience's questions

*Final **presentation** assignment may be substituted with a final **writing** assignment, however, you must have my approval before hand.

Active Learning Exercise, Discussion Points: up to 30 points

Discussions will be held each week throughout this course. Each week your discussion board postings will be graded.

You will upload your activity learning exercise on Moodle and we will discuss in class. Read the instructions carefully. There are several options that you may choose, but only complete one of these options. We will discuss your original posting(s) in class.

- mention at least 2 points from the relevant lecture and/or readings
- relate new content to what you have already learned in the course to date
- relate content to your own personal experiences
- critically analyze the exercise – you should not just summarize of the lecture or readings

Responses to Other Student work

Your responses to other students and the instructor should...

- incorporate content from the relevant lecture and/or readings
- incorporate personal experience or ideas from your own work
- be logically reasoned and supported

	Poor (.5 pts)	Fair (.7 pts)	Good (.8 pts)	Excellent (1.0 pts)
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.

Instructional Methods (including examination policies):

Lectures are mandatory, four active learning exercises, six quizzes, one writing assignments, one final presentation, and four opportunities for extra credit (to be given at the instructor's discretion).

Lecture and Assignment Course Schedule: 9:00 pm - 10:50 am

Wk/Date	Lecture	Recommended Readings
1	Syllabus Review	Syllabus
	What is Art?	Chapter 1
2	Elements of Art & Principles of Design	Syllabus, Chapter 2, p 219
	Formal Analysis	p 6-12
	Quiz 1 "What is Art?"	
3	Drawing, Painting	p 226, 260, 283-286, 289-293, 302-305, 307-309, 313-314, 340, 348, 401-414, 518-530, Ch 18
	Sculpture, Environmental Art	p 102-105, 109-115, 255-259, 446, 562-563
	Tradition of Crafts	p 35, 37, 39, 46-47, 121-122, 192-193
	Active Learning Exercise 1	
4	Architecture	p 96-108, 127-142, 315-317, 333-349, 555-561
	Printmaking, Photography, Film, Digital Art	Ch 18, p 422-425, 444
	Visual Communications and Design	
	Conceptual and Performing Art	
	Quiz 2 "Elements and Principles 1"	
5	Art and Community	p 83-85, 306
	Art and Spirituality	p 171-173, 179-181, 193-194, , 312, Ch 10
	Active Learning Exercise 2	
21FEB	No Class Faculty Development	
6	The Cycle of Life	p 23-24, 26, 156, 274, 283, 353-366
	Celebration of Science	P 111-116, 164-166, 212-221, 248-249, 264-265, 279-282, 283-285, 289-294, 296-297, 368-369, 466
	Art and the Human Body	p 24-25, 66, 91-96, 283, 287-288, 566
	Active Learning Exercise 3	
6MAR	No Class Charter Day	
7	The Art of War	Ch 21, 22, p 306, 333
	Art and the Human Experience	p 10-12, 23, 31, 84-86, 154, 242-243, 349, 442-443, 512-513
	Active Learning Exercise 4	
	Quiz 3 "Themes in Art"	
8	Prehistoric Art	Ch 3
	Ancient Mediterranean	Ch 4-5, 7-9
	Middle Ages	Ch 10-14
	Student Presentations	
17-22MAR	Fa'omnākan Break	
10	Art of Asia	p 444
	Art of the Americas	p 393-397, 535

10	Student Presentations	
	Quiz 4 “Media and Process”	
11	Art of Africa	p 469
	Art of the Oceania	p 28, p 462,
	Student Presentations	
12	Early Modern Period:	
	Renaissance, Baroque, Rococo	Ch 15, 16, 17, 18, 19, 20
	Student Presentations	
	Quiz 5 “History and Context 1”	
13	Modern Art Movements:	
	Neo-Classicism, Romanticism	Ch 21, 22
	Student Presentations	
14	19th Century Art Movements:	Ch 23, 24, 25
	Realism, Impressionism, Post-Impressionism	
	Student Presentations	
	Quiz 6 “Periods of Art 1”	
15	20th Century Art Movements:	Ch 26, 27
	Fauvism, Expressionism, Cubism	
	Student Presentations	
16	Dada, Surrealism, Abstract Expressionism	Ch 28
	Pop Art, Post Modernism	Ch 30
	Student Presentations	
17	Art of the Present Day	Ch 31
	Street Art	
	Student Presentations	
21MAY	Final Paper Due	

Course Definitions:

ELEMENTS OF ART:

Color: The optical effect caused when reflected white light of the spectrum is divided into separate wavelengths

Form: Characterized by height, width, and depth; possesses Form, Volume, Mass, and Texture; Two-dimensional works are only "illusion" of Form

Line: 1) A mark that connects two points. 2) Mark that defines the boundaries between two planes

Mass: Suggests that a volume is solid and occupies space

Motion & Time: Effect of changing placement in time (Duration, Tempo, Intensity, Scope, Setting, and Chronology)

Shape: A two-dimensional area where the boundaries are defined by lines or changes in color or value

Space: Distance between identifiable points or planes

Texture: Tactile sensation experienced with physical encounter (actual and implied)

Value: Degree of lightness and darkness

Volume: Amount of space occupied by an object

PRINCIPLES OF DESIGN:

Balance: Elements used to create a symmetrical or asymmetrical sense of visual weight

Contrast: The use of two noticeably different elements

Emphasis: Drawing attention to a particular content within a work

Focal Point: Center of interest or activity, drawing attention to the most important element

Pattern: The arrangement of predictably repeated elements

Proportion: The relationship in size between a work's individual parts and the whole

Rhythm: The regular or ordered repetition of elements in a work

Scale: Size of an object or artwork relative to another object or artwork

Unity: Appearance of oneness or harmony

Variety: Fusion of the collective ideas, elements, and materials into one coherent design

Accommodations for students with disabilities:

For individuals covered under the ADA (Americans with Disabilities Act), if you are a **student** with a disability requiring academic accommodation(s), please contact the Student Counseling and Advising Service Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services/Student Counseling and Advising Service Accommodation counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, disabilitysupport@triton.uog.edu or telephone/TDD 671-735-2460.

Student Support:

The following is a list of resources that students can turn to when they need support:

- Problems with the course instructions or other content?
Contact your Instructor for clarification and assistance.
- Technical problems with UOG Moodle system?
Contact the UOG Moodle Help team by email at moodlehelp@triton.uog.edu or by phone at (671) 735-2620.
- Problems with WebAdvisor or GoTritons student email service?
Contact the UOG Office of Information Technology (aka: the Computer Center) by email at helpdesk@uog.edu or by phone at (671) 735-2640.
- UOG Library Resources and Services
Go online to <https://www.uog.edu/student-services/rfk-library/>
- UOG Student Services
Go online to <https://www.uog.edu/student-services/enrollment-management-student-success/> to contact the Admissions and Records office, Financial Aid office, Student Life office, Housing and Residence, Counseling, Student Health, and other services.
- **EEO/ADA & Title IX Office**
Director, EEO and Title IX / ADA Coordinator
eeo-ada@triton.uog.edu
[\(671\) 735-2971](tel:6717352971)
Dorm 2, Iya Hami Hall, Room 104
UOG Campus, Mangilao, Guam
- **Confidential Sources:**
- **On Campus**
- *UOG Violence Against Women Prevention Program (VAWPP)*
[\(671\) 735-2980](tel:6717352980)
- **Off Campus**
- *Victim Advocates Reaching Out (VARO)*
(671) 477-5552 (24-hr hotline)
- *Healing Hearts Crisis Center*
[\(671\) 647-5351](tel:6716475351)
- **EEO/ADA & Title IX Office**
Director, EEO and Title IX / ADA Coordinator
eeo-ada@triton.uog.edu
[\(671\) 735-2971](tel:6717352971)
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